



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

A report on
Trallwn Primary School

**Glanywern Road
Trallwn
SA7 9UJ**

Date of inspection: May 2022

by

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

This report is also available in Welsh.

About Trallwn Primary School

Name of provider	Trallwn Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	245
Pupils of statutory school age	188
Number in nursery classes	35
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.3%)	45.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 22.2%)	43.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	6.4%
Date of headteacher appointment	April 2017
Date of previous Estyn inspection (if applicable)	06/11/2012
Start date of inspection	23/05/2022

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Trallwn Primary School is a welcoming and caring school community. Supporting pupils' well-being is at the heart of all aspects of the school's work. As a result, pupils feel safe and cared for. Teachers and support staff manage pupils' behaviour very effectively. There are a range of school rewards, which encourage pupils to follow school rules. Pupils respond very well to this provision and as a result most behave very well both in classrooms and around the school.

Provision to support the large number of pupils with additional learning needs (ALN) is strong. This includes highly skilled and bespoke support for pupils who attend the school's two specialist teaching facilities (STFs). As a result, most pupils with ALN make strong progress during their time at the school.

Most teachers provide pupils with stimulating learning experiences. As a result, most pupils engage well with their learning and progress appropriately as they move through the school. The school plans a generally broad and balanced curriculum, which enables pupils to develop many skills successfully. However, there are shortcomings in the school's provision for teaching reading and for promoting and developing pupils' Welsh language skills.

Many pupils develop key leadership skills by becoming members of the wide-ranging pupil representation groups. Membership of these groups is highly inclusive, and this ensures that pupils of all ability contribute to making decisions about the life and work of the school.

The headteacher and other senior leaders provide the school with clear and purposeful leadership. Leaders undertake an appropriate range of activities to evaluate the work of the school. These findings inform their improvement planning processes. However, they do not make regular judgements on the impact of teaching on pupils' standards. There are a wide range of opportunities for staff to undertake beneficial professional learning activities.

Recommendations

- R1 Improve provision for the teaching of reading, particularly to older pupils
- R2 Improve provision for the teaching and promotion of the Welsh language
- R3 Sharpen self-evaluation activities to focus on the impact of provision on improving pupils' standards

What happens next

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

Main evaluation

Learning

Many pupils start school with skills in literacy, mathematical development and physical development below those expected for their age. As they move through the school, most pupils make at least suitable progress from their starting points. Most pupils with ALN, including those who attend the specialist teaching facilities, make strong progress.

As they move through the school, most pupils listen attentively and develop their communication skills well. They improve their spoken vocabulary quickly and talk with increasing confidence to adults and each other. Younger pupils enjoy listening to stories and retelling them to their friends and adults. Many older pupils speak clearly for a range of purposes, including providing clear explanations and lively presentations.

From an early age, the majority of pupils develop an appropriate understanding of phonics that helps them begin to read. Through the school's systematic approach to the teaching of phonics, the majority of younger pupils improve their knowledge of sounds quickly and start to read simple texts and stories accurately. By the end of the school, many pupils read at a level at least in line with their age. However, most do not have a great depth of understanding of different texts and are unable to use skills such as inference and deduction confidently.

Younger pupils learn early writing skills appropriately and begin to use a suitable pencil grip. The majority begin to use basic punctuation correctly and spell common words plausibly. A few more able pupils write at length and with imagination, for example when writing a story about a pirate. The majority of older pupils improve their writing skills appropriately. They write for different purposes and understand how to write different genres, such as stories, book reviews and letters. For example, Year 6 pupils write emotive letters home from the trenches in the First World War when experiencing the Christmas truce. Overall, most pupils do not write well at length and their use of imaginative vocabulary is limited. A minority of older pupils do not use a range of punctuation well to demarcate their work.

From when they enter the school, younger pupils make sound progress in their mathematical development. They build appropriately on previous learning. In Reception and Year 1, the majority of pupils count successfully to 10 and beyond and write simple number sentences using addition correctly. The majority of older pupils develop a suitable understanding of number values and apply a range of strategies to solve problems effectively. For example, many Year 3 pupils decide what units of measurement are needed to weigh different objects correctly. Year 6 pupils use their knowledge of money to understand a bank statement and how to calculate opening and closing balances. However, most pupils do not apply their numeracy skills well in other curriculum areas.

As pupils move through the school, they acquire effective skills in information and communication technology (ICT). Younger pupils develop skills quickly and apply them well to support their learning. Older pupils present information effectively in a

variety of contexts. They use publishing software confidently, for example to combine pictures and text to create interesting learning aids for younger pupils. Throughout the school, pupils use their digital skills well to support their learning in other areas of the curriculum. For example, pupils in Years 4 and 5 use ICT confidently to research facts for their topic on space.

Across the school, many pupils develop a basic understanding of Welsh words and phrases. Younger pupils enjoy singing Welsh songs and respond appropriately to instructions from their teachers. By Year 6, most pupils use Welsh to respond to simple questions. However, most pupils throughout the school lack the confidence to engage in Welsh conversations and do not develop their spoken skills well enough.

Many pupils develop their creative skills well. For example, pupils in Reception use chalks to draw dinosaurs in the outside area, using appropriate fine motor skills. In Year 4, many pupils use chime bars correctly to create a simple piece of music to accompany their lyrics about a penguin. Older pupils create imaginative pictures in the style of different Welsh artists.

Well-being and attitudes to learning

Across the school, most pupils enjoy coming to school and are ready and eager to learn each day. Nearly all pupils are polite and courteous. They behave well in class and when moving around the building and playing at break times. Most pupils state that they feel safe in school and actively support their peers during the school day. Nearly all pupils feel that staff listen to their concerns, and they know that there are adults to turn to if they need help. They respond well to the school's procedures to encourage positive behaviour. Most pupils understand the school rules and welcome the reward system that recognises their achievements.

Most pupils make healthy choices related to diet and lifestyles. They know the importance of eating healthily and to stay fit and healthy by undertaking regular exercise. During playtimes, many pupils engage enthusiastically in physical activities. Pupils who access a range of after school clubs develop their physical skills well including in gymnastics, dance, football and netball. Nearly all pupils know how to keep themselves safe, including when online, and enjoy sharing this knowledge with their parents.

Most pupils interact confidently with both their peers and adults and are becoming increasingly independent. Younger pupils concentrate for appropriate periods of time when undertaking challenges and many older pupils sustain interest in activities until completion. Many pupils cooperate enthusiastically when working in pairs and small groups and are respectful of the opinions of others. Most pupils apply their knowledge and skills to solve problems. For example, older pupils design and refine plans for cars and test how their shape influences their speed.

Most pupils understand issues relating to fairness and equality. For example, through their research as part of their class topic, older pupils have a sound understanding of the importance of fair trade. As they move through the school, most pupils develop a secure knowledge of the rights of the child.

Many pupils from classes across the school, including the older specialist teaching facility, have leadership roles. Representative groups include a school council, a pupil leadership group, and the anti-bullying group, 'swarm'. Pupils take their roles seriously and through this work develop key leadership skills. Each group makes a positive contribution to the life and values of the school and chosen pupils represent their peers well. For example, pupils of the 'swarm' group have played a leading role in reducing bullying at the school. The pupil leadership group organised a recent campaign 'Manners Matter' to challenge any poor behaviour of adults and pupils while on the school site.

Many pupils, including those with ALN, engage with unfamiliar experiences and ideas well. This is in part due to the trusting relationship between pupils and staff.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic year 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4 (care, support and guidance).

Teaching and learning experiences

Staff collaborate well to ensure that they provide pupils with a generally broad, balanced and stimulating curriculum. Staff in the STF classes take account of individual pupils' learning and personal needs successfully when planning their bespoke curriculum, lessons and activities. The school provides pupils with worthwhile opportunities to visit a range of stimulating places of interest to enhance their learning. For example, older pupils recently visited Swansea waterfront to look at the architecture growth and changes in the local area. In younger classes, staff have developed inviting indoor and outdoor areas to enable pupils to undertake stimulating and often independent activities. However, teachers do not always plan for the use of the outside classroom well enough.

Staff have been working closely with other schools to help plan for the Curriculum for Wales. They have used this knowledge and skills to successfully engage in curriculum design bespoke to Trallwn school and its community. Staff have experimented with different approaches to curriculum design. They have explored and refined their plans successfully to build on what has worked well, to ensure that they have plans to provide pupils with real-life learning experiences to widen their horizons as a responsible citizen of Wales and the world.

Overall, across the school staff plan beneficial opportunities for pupils to improve their literacy skills. There is a whole school focus on improving pupils' oracy skills. However, the provision for teaching reading to older pupils does not support them to improve their skills well enough. There is inconsistency in how well and how often staff teach reading.

The provision for the teaching of mathematics is appropriate. Teachers plan lessons progressively to enable pupils to build successfully on their number skills and knowledge. There are insufficient opportunities for pupils to apply their numeracy skills in meaningful contexts and at a suitable level in other curriculum areas. The school's provision for teaching ICT skills is good. This enables most pupils to use ICT confidently to support their learning.

The school recognise the importance of the development of pupils' Welsh language skills. There is a suitable broad overview of how staff should teach vocabulary and language patterns progressively. However, teachers do not always adhere to these plans well enough. As a result, they do not provide pupils with sufficient opportunities to develop their Welsh language skills appropriately. In addition, staff do not promote or encourage bilingualism in informal situations consistently well.

In all classes, staff know their pupils well and have very strong and positive relationships with them. They provide pupils with safe and supportive classroom environments in which they can learn and thrive. During lessons, teachers use an effective and consistent approach in dealing with pupils' behaviour and pupils respond well to this. In the two specialist teaching facilities in particular, staff use a wide range of approaches to successfully engage pupils and to meet their individual needs.

Most teachers use resources well to enhance their teaching and to capture pupils' imagination. Nearly all teachers give clear instructions to ensure that pupils are fully aware of what they need to do to succeed in a lesson. They use their voice well to engage and enthuse pupils in their learning. In the specialist teaching facilities, staff use non-verbal communication skillfully to meet pupils' needs.

In most classes, teachers plan activities appropriately to meet the needs of their pupils and to build on previous learning. They provide pupils with opportunities to work independently and to choose how to present their work. However, on occasions a minority of teachers provide pupils with too much scaffolding, and this inhibits their ability to set their work out independently or to write at length.

Most teachers use a wide range of effective questions to help assess pupils' understanding and to extend their learning further. They provide pupils with valuable verbal feedback throughout lessons which generally helps them to improve their work. The quality of teachers' written feedback is more variable. Where it is most effective, teachers provide pupils with clear guidance on how they can improve their work and pose relevant questions to help extend their thinking further.

A large group of well-trained and enthusiastic teaching assistants provide pupils with valuable individual and group support, both in class and through targeted support programmes. This approach helps most pupils with ALN make strong progress.

Care, support and guidance

The school is a safe and nurturing environment. Staff and pupils show a high level of care and respect for each other, which in turn assists in creating a highly inclusive learning community where everyone is valued.

The school's provision to support pupils' emotional health and well-being is effective. Staff pay close attention to the feelings of pupils and plan support if they have concerns. For example, during the recent pandemic when the school was closed, staff provided pupils with an extremely high level of support including regular check-ins to assess their well-being. Staff responded promptly to identify and to respond to any concerns about pupils or their families.

The school forges highly beneficial links with parents and the community including a range of support for families. This includes signposting parents to other agencies and organisations. In addition, there is a weekly play group run by a teaching assistant for pre-school children and their parents to help support their transition into the school's nursery.

Provision for pupils with ALN is strong. There are effective systems for tracking and monitoring pupils' progress. The school's arrangements for identifying and responding to the needs of specific pupils are rigorous. These include agreeing individual education plans that generally identify appropriate targets for pupils and have manageable steps to help pupils achieve them. The school shares the plans successfully with pupils and parents and reviews pupils' progress regularly. When needed, the school liaises well with external specialist agencies to support pupils and their families.

The additional learning needs co-ordinator helps teachers and support staff to tailor provision to meet the needs of targeted pupils by overseeing a wide range of support programmes. There are thorough arrangements to support pupils with ALN in the specialist teaching facilities. All staff in the STFs support pupils' emotional, health and social needs extremely well. This enables these pupils to engage in school successfully. The school is making suitable progress in addressing the requirements of the new ALN act.

There is a strong whole school focus on the importance of promoting pupils' understanding of their human rights. As a result, pupils have a good appreciation of equality, fairness and justice and how these relate to their day-to-day lives. Throughout the school, staff provide worthwhile opportunities for pupils to understand the benefits of leading a healthy lifestyle. There are suitable opportunities for pupils to be physically active at playtimes. In addition, there is a wide range of extra-curricular sports activities.

The school provides pupils with valuable opportunities to develop their knowledge of the importance of behaving as active citizens and accepting responsibilities sensibly. Staff provide pupils with a range of opportunities to take on leadership roles and to play an active part in the life and work of the school. Staff and leaders listen carefully to the views of pupil groups and support pupils in their understanding of children's rights. Pupils play an important role in influencing their own learning and are routinely asked to think about aspects of topics they would like to investigate further.

The school actively promotes pupils' spiritual, moral, social and cultural development and supports pupils to explore issues related to tolerance and respect for others. For example, staff use religious and moral texts well to give pupils the opportunity to reflect on important messages. The school provides pupils with suitable opportunities to learn about diversity. For example, older pupils study the life and work of Betty Campbell. There are regular opportunities for pupils to support charities, for example they raised money for UNICEF at the recent World Children's Day.

The school has robust systems to monitor pupils' attendance. Staff work effectively with the education welfare service to help improve poor attendance. The school's arrangements for safeguarding pupils are secure and give no cause for concern. All staff receive regular safeguarding training and are aware of the school's procedures

for dealing with any safeguarding concerns. Leaders liaise effectively with other agencies to report concerns and to provide support for pupils and their families when needed. Staff ensure that pupils of all ages are aware of the importance of keeping themselves safe online. The school site is a safe and secure environment.

Leadership and management

The headteacher and other senior leaders provide the school with strong and purposeful leadership. They promote the school's values successfully and ensure that addressing and supporting pupils' well-being underpins all aspects of the school's work. Leaders model professional values well and encourage a strong teamwork ethos where everyone values the contributions of others.

Communication within the school and with parents is effective. There are regular opportunities for different groups of staff to share information and to consider important aspects of the school's work. These include meetings for leaders and for teachers, and a regular forum for support staff. A wide range of staff contribute to these meetings, for example to share their expertise on a particular subject.

There is an appropriate whole school focus on addressing both local and national priorities, for example on preparing for the Curriculum for Wales. However, leaders have made less progress on promoting the use of the Welsh language. Leaders use performance management effectively to help focus on whole school improvement priorities and individual members of staff responsibilities and areas for development.

The school manages its financial resources appropriately to support their priorities for improvement. Leaders use grant funding well to provide a wide range of support for different groups of pupils. Leaders carefully track the progress that individual pupils make to ensure that they use funding beneficially to support pupils' well-being and learning.

Members of the governing body are very supportive of school leaders. They recognise the difficulties faced by the school and its community during the recent pandemic. Leaders provide governors with a suitable range of information, including information on pupil progress and school events. However, governors are very reliant on this information to help them judge the school's performance and do not systematically gather first-hand evidence for themselves. Governors ensure that the school has appropriate arrangements to promote healthy eating and drinking.

Leaders use a suitable range of activities to help them evaluate the work of the school. This includes learning walks and surveys for a range of relevant partners. They use their findings well to identify strengths and areas that they need to improve. However, most of the judgements that leaders make are on standards of provision and staff compliance with agreed policies. There is very little focus on judging the impact of teaching on pupils' progress.

The school improvement processes focuses appropriately on many areas that the school needs to improve. It aligns well with the findings of self-evaluation activities and on addressing local and national priorities. Leaders regularly evaluate their progress towards meeting their targets and highlight areas that they need to improve.

Leaders provide all members of staff with a range of high-quality opportunities for professional learning. They target funding effectively to ensure that staff are provided with a wide range of opportunities to address both whole school and individual priorities for improvement. For example, leaders have recently taken advantage of local authority funding to train all staff in a new whole school approach to support pupils' well-being. There are regular opportunities for staff to view good practice from within the school by visiting other classes. Through this work, leaders provide staff with the opportunity to share their particular areas of expertise with each other. Staff have the opportunity to undertake action research. Individual members of staff regularly share their findings to help improve aspects of the school's work.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (English to Welsh).