

Report following monitoring

Level of follow-up: Special measures

Tylorstown Primary School

**Edmund Street
Tylorstown
Ferndale Rhondda
RCT
CF43 3HH**

Date of visit: October 2025

by

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

Outcome of visit

Tylorstown Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1. Develop leadership at all levels so that leaders have the necessary skills to bring about improvement

The school now has substantive, stable leadership. The new headteacher has begun to galvanise staff morale and is continuing the focus on improving the quality of teaching and learning. He has an appropriate vision for the school, with pupil well-being at its core. Already, he has begun to make sound financial and strategic decisions, for example to expand the school's well-resourced, dedicated nursery provision, to build the viability of the school.

The headteacher is supported well by an established deputy headteacher who knows the school community well. There are clear roles and responsibilities that ensure that everyone knows who is responsible for what. This helps to ensure that everyone plays their part in achieving improvements in the quality of the provision and that pupils are beginning to make more suitable progress.

Since the core inspection, there has been a period of staffing turbulence. Despite this, staff have worked together cohesively to improve the quality of classroom practice. In addition, regular termly pupil progress meetings make suitable use of assessment data and enable teachers and leaders to identify pupils at risk of falling behind and provide support.

Leaders quality assure teachers' work regularly, through a range of monitoring activities. Generally, their evaluations of teaching are accurate, although a few written evaluations are overly generous. Leaders provide teachers with useful feedback and identify appropriate professional learning to support them to improve. However, they rightly recognise that there is more to be done to ensure that support staff benefit from similar processes. These include feedback on how to improve their practice and access to a broad enough range of professional learning activities.

Since the core inspection, there have been notable changes to the governing body. Under the new chair, governors work proactively to support and challenge the school. They use

first hand evidence to ask pertinent questions of school leaders, to improve provision in areas such as the breadth of pupils' learning experiences and the school's community involvement. They oversee the budget carefully and have worked to appoint a new headteacher to lead the school. Overall, governors now fulfil their role as a critical friend well.

R2. Ensure that evaluation processes focus on identifying the difference that teaching and learning experiences make to pupils' progress

Leaders have worked thoughtfully with support partners to develop a broad range of useful monitoring activities to help them evaluate the work of the school. These focus suitably on the areas for improvement identified in the school's action plan.

Leaders evaluate the quality of teaching at the school appropriately. They consider a suitable range of evidence to help them consider how well pupils make progress. For example, leaders scrutinise pupils' books regularly. When they identify areas of teachers' practice that do not meet expectations, they work supportively with staff to help them to improve. In many cases, this helps teachers to develop their practice and, as a result, the quality of teaching has improved. However, leaders do not always consider sharply enough the impact that teaching has on pupils' learning. This means that on occasions, their monitoring does not identify shortcomings in teachers' practice. For example, teachers often provide pupils with 'challenge activities' that do not extend their thinking well enough. In addition, leaders have rightly recognised the need to monitor the quality of the provision devised for pupils with additional learning needs (ALN) more robustly, for example through first hand observations. Currently, leaders cannot always be certain that the provision ensures that these pupils make the progress they could.

There are purposeful, termly pupil progress meetings that support teachers and leaders to identify individual pupils who may need extra support, for example through adjustments to day-to-day teaching or additional classroom support. In addition, more robust assessment and tracking systems ensure that teachers and leaders are able to monitor pupils' progress and adjust the provision to support those who need to get back on track.

Leaders have identified a need for additional learning experiences, in order to broaden and enrich pupils' horizons and aspirations. They have commissioned external providers to deliver additional sports and music provision to enhance the school's curriculum. As well as this, there is now a suitably broad range of extra-curricular activities, for example multi-sports, coding club and choir.

R3. Improve teaching and assessment

Since the core inspection, the school has not had a full complement of permanent teachers. While this is still the case, leaders have worked diligently with staff to help improve the quality of teaching at the school. There are appropriate processes in place to support teachers to plan and deliver learning experiences competently. As a result, many lessons are purposeful and focus on developing pupils' knowledge, skills and understanding. They enable many pupils to engage positively and make suitable progress. In a few cases, planned activities do not support pupils in developing their understanding well enough, such as their mathematical skills. In these instances, pupils are unclear about the purpose of their tasks and do not fully understand what they are expected to achieve, which hinders the progress they make.

In many cases, teachers demonstrate secure subject knowledge and apply a broad range of age-appropriate teaching approaches that are well matched to pupils' needs. This includes good use of foundation learning practices, where many activities promote active engagement, curiosity, and independence in learning, particularly in the nursery. As a result, most younger pupils are actively involved in their learning and have opportunities to apply what they learn with increasing confidence. In a few cases, independent activities do not always challenge pupils strongly enough.

In general, support assistants make a valuable contribution to pupils' learning, particularly in younger classes. They engage children positively and provide effective support that helps them to participate in activities and sustain concentration. In many cases, they play an important role in reinforcing key concepts and supporting pupils' development. Nevertheless, they do not always have a strong enough understanding of how to develop pupils' skills, particularly in important areas such as mathematics and writing. This limits their ability to provide focused guidance that extends pupils' learning and promotes secure progress.

In many cases, teachers consider pupils' prior learning appropriately to help them provide activities with different levels of challenge that meet pupils' needs. Many teachers use questioning well to assess pupils' understanding, extend their thinking, and check that they understand activities. They respond thoughtfully by giving constructive feedback that helps pupils to improve their work. However, in a few cases, teachers do not evaluate pupils' learning carefully enough during lessons to identify and address when pupils have misconceptions or make mistakes. In a majority of cases, written feedback helps pupils to improve their work effectively.

Leaders and teachers use the outcomes of summative assessments usefully. They evaluate outcomes to help them evaluate pupils' progress and to identify when pupils need more formal support, such as targeted intervention.

R4. Improve pupils' learning experiences by developing a curriculum that meets their needs and enables them to develop their skills progressively

School leaders have worked well with a range of stakeholders to create a vision for the curriculum and a set of values that reflect the school and the community it serves. Within the curriculum, staff place a suitably high priority on pupils' well-being and on providing them with a broad range of learning experiences. The curriculum lead has worked effectively with school improvement partners to provide useful professional learning for all staff to help them develop an authentic and relevant curriculum. However, leaders recognise that they have not yet embedded a few important areas of the curriculum well enough, such as the development of pupils' digital skills.

Leaders have worked closely with staff to embed locally developed progression maps into the curriculum, and these provide a useful guide to teachers when planning learning. Teachers meet regularly to plan learning across the school, and this is beginning to help to ensure that learning progresses suitably as pupils develop.

Teaching staff enhance curriculum provision with stimulating classroom environments that link closely to their current topics. Staff ensure that a wide range of high-quality and engaging resources are made available to younger pupils through a range of indoor and outdoor learning activities that help to encourage their oracy, independence and physical development well.

Leaders have worked with local support partners to develop supportive plans for the development of pupils' mathematics skills across the school. However, teachers do not always develop pupils' understanding of mathematics concepts strongly enough. As a result, pupils do not always make strong enough progress in this area. Opportunities for pupils to apply their mathematics and numeracy skills across the curriculum remain in the early stages of development.

Staff enhance the curriculum well through a range of purposeful immersion days, visitors to school, educational visits and end of topic celebration events. The curriculum provides beneficial opportunities for pupils to engage with the local community and to identify opportunities for improvement. Pupils are beginning to have more relevant opportunities to be involved in deciding what and how they learn.