



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 Gymraeg Tirdeunaw
Heol Ddu
Treboeth
Swansea
SA5 7HB**

Date of inspection: June 2011

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:

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 Gynradd Gymraeg Tirdeunaw is situated in Treboeth, Swansea, and mainly serves working class areas in the north of the city.

At present, there are 408 pupils (full-time equivalent) in the school. There are 15 classes, including two nursery classes. Four per cent of the pupils come from homes where Welsh is spoken. Nearly all of the pupils come from a white British background. Twenty-seven per cent (27%) of the pupils are registered to receive free school meals, which is higher than the local authority's figure and the national average.

Twenty per cent (20%) of the pupils have additional learning needs. One per cent of the pupils have statements of special educational needs, which is lower than the national figure.

In 2010-2011, the school budget per pupil for Ysgol Gynradd Gymraeg Tirdeunaw is £2,678, compared with a maximum of £5,744 and a minimum of £2,550 for primary schools in Swansea. The school has the 84th highest budget out of the 89 primary schools in Swansea.

The headteacher has been in post since the school was established in summer 1994.

Summary

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

Current performance

Ysgol Gynradd Gymraeg Tirdeunaw is a good school because:

- many pupils, including those with additional learning needs, make progress that is at least good, and often very good, during their time at the school;
- learners achieve generally good results in key stage 2 and the results in key stage 1 are improving;
- the school provides a rich and varied range of learning experiences; and
- there are significant strengths in the teaching and excellent features in the assessment.

Prospects for improvement

The school's prospects for improvement are excellent because of

- the quality of leadership at the school, with a strong sense of vision and very high expectations of the staff and learners;
- the leadership's very influential impact on standards;
- very effective self-evaluation procedures;
- continuous commitment to further improvement; and the
- very good progress in addressing the recommendations of the previous inspection report.

Recommendations

The school should

R1 continue to improve boys' attainment in key stage 1;

R2 ensure further improvement in the proportion of pupils who reach the higher levels;

R3 strengthen the role of the governing body as a critical friend; and

R4 further develop the provision for global citizenship and enterprise education

What happens next?

The school will produce an action plan that shows how it will address the recommendations, and an invitation was offered to present an excellent practice case study.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Basic assessments show that a substantial majority of learners start at the school with literacy and numeracy skills that are lower than those expected of children of the same age. However, almost all learners, including those with additional learning needs, make good progress, and often very good progress, during their time at the school.

Between 2008 and 2010 there was a pattern of improvement in the learners' results at the end of key stages 1 and 2.

In 2010, in key stage 1, the percentage of pupils reaching the expected levels in the core subjects places the school in the top half of similar schools in Wales and above the average figures for the whole of Wales. It was the highest in its family of schools. Girls achieve better than boys.

In 2010, in key stage 2, the percentage of pupils reaching the expected level in the core subjects places the school in the top half of similar schools and above the average figures for the whole of Wales. It was the highest in its family of schools. During 2008-2010, pupils in key stage 2 achieved well in Welsh and English in comparison with pupils in similar schools and those in Wales as a whole. The results were also good in mathematics in 2010. There are no significant differences between the relative performance of boys and girls.

In most cases, the percentage of pupils in key stage 1 reaching the higher level (level 3) was lower than the average for similar schools. In key stage 2, the percentage reaching the higher level (level 5) has mostly been close to the average for similar schools. In 2010, the figure was higher than for similar schools, especially in mathematics.

The results for 2011 in both key stages are higher than those of the four previous years.

In general, pupils who are entitled to free school meals achieve well with almost all reaching the expected levels in both key stages. More able and talented pupils achieve very well.

The thinking skills of most of the pupils and their ability to work independently are particularly good. Across the school, the pupils make sensible decisions and know what to do in facing new challenges.

Many of the pupils read and write well. By the end of key stage 2, the older pupils read confidently and fluently in Welsh and English. The majority are competent writers and spell and punctuate correctly. They write in a variety of forms and for different purposes, showing their ability to vary the style. In general, the pupils have

a firm grasp of grammatical rules and many of them make good use of relevant subject terminology. The majority of the pupils organise their written work well and take good care in the way that they present it.

Many learners listen very well and speak clearly, conveying their thoughts and feelings confidently. They can explain what they learn and contribute thoughtful comments in the class and in group discussions.

Pupils' standards of numeracy and information and communication technology (ICT) are good.

Wellbeing: Good

The pupils say that they enjoy coming to school. They show a great deal of interest, confidence and pride in their work and in their school. Their behaviour and their attitudes reflect their full involvement in learning. They face new challenges confidently and recall previous learning well. Most of the pupils are active and enthusiastic learners who work together harmoniously. They express opinions and make decisions about their lives at school.

Pupils' behaviour is excellent. They are courteous and polite.

Members of the school council and the eco-committee play an active part in making decisions, and they represent the pupils' viewpoints well. They can list actions that are a direct result of their initiatives.

Pupils feel safe in the school and they have positive attitudes towards living and eating healthily. They enjoy physical activities.

Pupils' attendance levels over the last three years have been in the bottom 50% when compared with levels in similar schools. According to the school's data, attendance has risen considerably from approximately 91% in the summer of 2010 to nearly 97% in the autumn of 2010 and 95% in the spring of 2011.

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

The school prepares a very wide but balanced range of stimulating experiences for all pupils, which fully responds to the requirements of the Foundation Phase, the National Curriculum and religious education.

The provision for literacy, numeracy and ICT is planned in detail, with clear progression in terms of continuity and progress. This is an excellent feature. There is a prominent focus on developing the pupils' skills, including translanguaging, in every one of the subject schemes of work, including the short-term schemes.

The provision across the school is especially effective in developing thinking skills and the pupils' ability to learn independently. There is good planning for educational visits and visitors to the school in order to enrich the learning programmes. These

have a very positive effect on progress and achievement. In addition, the school has developed links with a range of local organisations in order to give varied and relevant experiences.

The provision for developing the Welsh language and the Welsh dimension is rich across the school. This element is central to all the work and life of the school. As a result, the pupils' knowledge and awareness of their locality, area and of Wales is developing in an excellent way.

The school gives priority to aspects of sustainability and the environment and it has received the Green Flag accreditation. Varied opportunities are provided for the pupils to develop their understanding through activities that promote recycling, monitoring use of water and energy and improving the school's environment.

Education for sustainable development and global citizenship has been thoroughly developed across the curriculum, and also in the activities of the eco-council. The school's external environment, including the vegetable garden and the external learning areas, is developing to be a valuable contribution to the pupils' experiences.

Although it does not have any links with schools in other countries, the school promotes global citizenship well on the whole. This includes promoting Fair Trade and supporting charitable enterprises. The school's charity work provides valuable opportunities for developing the pupils' knowledge and understanding of global citizenship.

The school has an enthusiastic and active eco-committee. The Green Flag has been won twice and the members of the committee work industriously to promote environmental issues such as recycling and sustainability. There is a greenhouse and a vegetable garden in the school and every class has an opportunity to till the land.

Teaching: Excellent

The teaching is consistently good and some lessons show innovative practice.

Teachers have high expectations and they use an appropriate range of methods in order to stimulate each pupil to realise his potential. The learning sessions are planned thoroughly and the contribution of support staff is considerable. The school's resources are used effectively to support learning. There is an enthusiastic learning atmosphere in every class and there is an especially good relationship between teachers and pupils. The teachers place good emphasis on satisfying the needs of specific groups of pupils. This includes pupils with additional learning needs and more able and talented pupils.

Teachers use a range of procedures that ensure that the pupils know how well they are doing and what they need to do to improve. The school's arrangements for marking and providing verbal feedback contribute considerably to this goal. There are elements of excellence in the teachers' marking and levelling work. They assess very thoroughly and accurately. There are examples of portfolios of very high quality in order to promote the process of levelling the pupils' work and for teachers to track

the progress of pupils from the end of key stage 1 to the end of key stage 2. This aspect is extremely good.

The procedures also provide effective opportunities for the pupils to evaluate their work and the work of their fellow pupils throughout the school. The pupils are aware of their improvement targets in language and numeracy and apply themselves to achieving them.

'Assessment for learning' strategies are operating in every class. Pupils have regular opportunities to evaluate their own work and other pupils' work across the school.

The school has excellent procedures for tracking and monitoring progress and presentation. Analysis of assessment data is detailed with an intense focus on the progress of individuals and specific groups. As a result, the school identifies underachievement quickly and responds very effectively. This procedure plays a significant role in enabling many learners to make good or very good progress in school.

The reports to parents and carers are clear and comprehensive.

Care, support and guidance: Excellent

The school is a happy and organised community that gives high priority to its pupils' welfare and safety, in addition to encouraging their involvement in their school and their wider community.

Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. During joint worship and other occasions, pupils are encouraged to reflect on their lives and those of other people. Recently, the school has succeeded in improving attendance considerably.

The pupil's voice has a prominent place in every aspect of the school's work and life including a formal written evaluation of the learning and teaching. Pupils of all ages have frequent opportunities to shoulder responsibilities, make decisions, voice their opinions and take part in cultural activities.

The school's provision for pupils with additional learning needs is very good. There are good procedures for designating pupils' specific needs and for providing early intervention which contributes effectively to improving standards of achievement.

There is clearly targeted support for groups of pupils, for example the pupils with behavioural or achievement problems. There are well-tailored programmes to satisfy the needs of the different groups of pupils or individuals, including those who are more able and talented. As a result, the majority of pupils make progress that is above expectations.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Excellent

The school's ethos reflects the open and all-inclusive atmosphere. An exceptional feature is the family ethos that is based on implementing policies that respect the rights of every individual within the school community. Promoting equal opportunities, in addition to the sense of fairness for all, is prominent in the school's activities.

Pupils' awareness of cultural differences is raised through discussions about ethnic, religious and cultural differences, as well as the linguistic differences that exist in society.

The school is on an extensive site and provides plenty of space. The building offers a welcoming feel to the pupils and it is safe and attractive. Rooms are used creatively and effectively to support teaching and learning. The development of the outside areas, the garden and the Foundation Phase area has been extremely effective.

The school's resources are of high standard.

The school's buildings and site are well looked after.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The headteacher gives the school excellent leadership and the deputy headteacher's very good support as a member of the senior management team is an important influence on its success.

The headteacher, the deputy headteacher and all the staff share a clear vision. They work effectively and harmoniously as a team and accept responsibilities on every level, which is key to identifying strengths and areas to be developed in order to improve the pupils' outcomes. The leadership sets consistently high expectations that challenge the pupils and staff to present work of the best quality. This contributes positively to a supportive ethos where everyone's efforts and work are appreciated and respected.

Detailed analyses are made of a wide range of school performance data, which correctly identifies the importance of improving standards of literacy and wider skills, for example thinking skills. The good range of initiatives for improving the pupils' reading and writing skills across the school ensures that all of the efforts and activities lead to improvement in the standards of pupils of all ages and abilities.

The roles and responsibilities of staff are clearly defined, with leadership roles on every level deeply rooted across the school and very influential in raising standards.

The governing body supports the school well in a wide range of responsibilities. Governors are aware of some of the school's priorities and of some aspects of pupils' performance. They have appropriate committees and effective structures in place to

supervise financial management, and review the school's policies and procedures that ensure that statutory requirements are met. The governors' role in challenging the school as critical friends is less effective.

School initiatives to meet local and national priorities are developing very effectively. Prominent attention is given to developing the Welsh language, pupils' welfare, implementing the Foundation Phase, and the curriculum arrangements in key stage 2 for taking learning to its full extent. In addition, during the last two years, the headteacher had been on a part-time secondment to the Welsh Government, working on the RAISE scheme, in order to raise individuals' educational attainment and standards by addressing the link between socio-economic disadvantage and pupils' educational underachievement. As a result, the school uses a range of effective strategies in order to improve progress and presentation.

Improving quality: Excellent

The school uses a wide range of procedures to evaluate its work, giving good consideration to the opinion of parents, staff and pupils. The leaders and the staff respect the pupils' views and adopt the ideas they offer.

The self-evaluation process is thorough, valid and based firmly on evidence from monitoring the learning and teaching and from analysing a wide range of attainment data of different groups of pupils. As a result, the self-evaluation process and its outcomes clearly identify the school's strengths, and prioritise the aspects that need to be improved in terms of outcomes and other important factors.

The school improvement plan identifies specific, appropriate priorities to be developed. The scheme has been costed and includes realistic timescales and success criteria to help to measure the effectiveness of the initiatives.

The staff have very good opportunities to increase their professional knowledge and their skills by shouldering leadership responsibilities and through continuous professional development. The effective performance management arrangements lead to meeting the staff's professional training needs. The specific targets for development are based on the needs of individuals, together with the priorities for whole-school improvement.

There are already good examples of co-operation and sharing effective learning practices within the school and with other schools. The effect of this can be very clearly seen in the consistency across the school in terms of quality and standards. There is a continual emphasis on measuring the effect of priorities on teaching and pupils' outcomes.

Partnership working: Good

The school works very effectively with a wide range of partners who have a beneficial effect on pupils' welfare and attainment. There are strong links with the local community and wider communities. There are examples of links with local businesses that promote awareness and entrepreneurial skills. However, this does not influence the work across the curriculum sufficiently.

The school has effective partnerships with a range of external agencies to satisfy the specific needs of individuals and groups of pupils. There are good partnerships with a number of the local authority's agencies, such as the additional learning needs support service, that have a very positive impact on pupils' welfare and attainment; this is a strong feature of the provision.

The headteacher uses her expertise very valuably through contributions to higher education and a national professional course. In exchange, the school benefits from a strong awareness of current developments in education.

There are very strong links between the school and the cluster schools, including the local Welsh-medium secondary school to which the pupils transfer.

Resource management: Excellent

The school has sufficient teaching staff and classroom assistants. They work together very effectively and efficiently. Very good use is made of staff specialisms in order to improve the quality of education and raise the pupils' standards. The teachers make very good use of their planning, preparation and assessment time. The way in which this time is managed contributes effectively to maintaining the continuous improvement in pupils' welfare and attainment.

There is efficient financial management. Decisions on expenditure correspond with the priorities for developing the school.

The school provides very good value for money. It uses its learning resources, including staff expertise, very effectively. The school has been extremely successful in promoting pupils' welfare, and ensures progress above expectations in their skills and their knowledge from a low starting point on entry to the school.

Appendix 1

Stakeholder satisfaction report

Responses to parent/guardian questionnaires

Thirty-nine of the parents' questionnaires were returned. Most of them are satisfied or very satisfied with the school in general. The parents say that their children like school and feel safe there. Most believe that the pupils' behaviour is good, that the pupils are respected and treated fairly, and that they develop to be more mature and to shoulder responsibilities. Nearly every parent feels that the teaching is good and many feel that their children are making good progress at school. However, a very few of the parents noted that they do not feel comfortable about asking the school a question, making suggestions or raising a problem. In addition, a few of the parents are of the opinion that there is not enough variety of activities, including journeys or visits. Many of the parents are of the opinion that the school is run well or very well.

Responses to learner questionnaires

The learners' attitudes are very positive about their school. They all say that they feel safe at school and nearly all think that the school deals well with bullying. Nearly all know to whom they can talk if they are worried or if they find their work difficult. All of the learners are of the opinion that the teachers and other adults help them to learn and make progress and almost all feel that they are doing well at school. Nearly all of them also feel that the children behave well.

Appendix 2

The inspection team

Alun Morgan	Reporting Inspector
Jeff Jones	Team Inspector
Catherine Evans	Team Inspector
Gwynoro Jones	Lay Inspector
Amanda Lawrence	Peer Inspector
Susan Davies (Headteacher)	School Nominee

Copies of the report

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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