



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

**A report on**

**Ysgol Twm O'r Nant  
Rhyl Road  
Denbigh  
LL16 3DP**

**Date of inspection: May 2019**

**by**

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

## About Ysgol Twm O'r Nant

Ysgol Gynradd Twm o'r Nant is situated in the town of Denbigh, in Denbighshire, and serves the town and a number of the surrounding villages. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2. There are 304 pupils between 3 and 11 years old on roll, including 40 part-time nursery age pupils. Very few pupils come from ethnic minority backgrounds. Pupils are taught by nine full-time teachers and eight part-time teachers in 12 classes.

Over the last three years, the average proportion of pupils who have been eligible for free school meals is around 4%, which is significantly lower than the national percentage. Around 62% of pupils come from Welsh-speaking homes. The school has identified around 17% of its pupils as having additional learning needs, which is lower than the national percentage.

The headteacher was appointed to the post in September 2016 and the school was last inspected in February 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

The headteacher provides strong leadership, which focuses clearly on pupils' wellbeing and standards. He has high expectations, and this can be seen clearly around the school. One of the school's excellent features is the way in which all members of staff work exceptionally well together.

The school is a highly caring and friendly community. Nearly all pupils' standards of wellbeing and attitudes to learning are excellent. Nearly all pupils behave very well. They treat their peers, staff and visitors with a great deal of courtesy and respect. This is characteristic of the constructive and supportive relationship that exists across the school community. As a result, nearly all pupils, including those with additional learning needs, make sound and consistent progress, which at least corresponds to what is expected, while many exceed this progress.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Excellent</b>
<b>Wellbeing and attitudes to learning</b>	<b>Excellent</b>
<b>Teaching and learning experiences</b>	<b>Excellent</b>
<b>Care, support and guidance</b>	<b>Excellent</b>
<b>Leadership and management</b>	<b>Excellent</b>

## **Recommendations**

R1 Improve the presentation of pupils' work

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to strategic planning to plan for the new curriculum, to be disseminated on Estyn's website.

## Main findings

### Standards: Excellent

On entry to the school, many pupils have fairly low Welsh communication skills. A minority start at the school with mathematical skills that are higher than, or similar to, what is expected. During their time at the school, nearly all pupils, including those with additional learning needs, make sound and consistent progress, which at least corresponds to what is expected, while many exceed this progress. Nearly all pupils who come from non-Welsh-speaking homes gain very good Welsh communication skills quickly. Most pupils across the school develop as conscientious and confident learners with very high independent working skills. This is a notable strength across the school.

Nearly all pupils' speaking and listening skills are very sound. They listen carefully to adults and each other, and respond very maturely to instructions and questions. In the foundation phase, most speak confidently by using a wide range of rich vocabulary in various situations from an early age, for example when taking part in the eisteddfod in 'Gwlad y Rwla'. Nearly all pupils in key stage 2 communicate extremely maturely in Welsh and English, and express their ideas, opinions and feelings effectively and clearly in extended sentences. During their time at the school, most pupils attain a high standard of bilingualism and change highly skilfully from one language to the other without any difficulty.

Nearly all pupils' early reading skills are developing very successfully. They use an effective range of phonic strategies confidently to build unfamiliar words, when necessary. By the end of the foundation phase, most read familiar and unfamiliar words fluently and accurately. Many begin to read with appropriate expression and meaning. Most pupils in key stage 2 read intelligently and maturely in both languages, and respond well to fictional and factual books. They use their skills very well to gather relevant information from various books and texts, and from websites, to enrich their work across the curriculum, for example when searching for information about Welsh champions.

One of the school's prominent strengths is the way in which many pupils in the foundation phase and key stage 2 write independently to a high standard for different purposes and in a wide range of subjects and contexts. In the foundation phase, they write a review of the book, 'Storm Strempan', and write acrostic poems very skilfully. In key stage 2, nearly all pupils write complex sentences, develop their ideas sensibly and show a sound grasp of form and sequence in Welsh and English. They use their skills very creatively when writing a review of the book, 'Kensuke's Kingdom', and show a purposeful awareness of the audience. However, a majority of pupils across the school do not present their work very neatly.

Pupils' literacy skills are extremely robust. Most solve number problems successfully, recall number facts quickly and apply skilfully what they have learnt previously to new situations. A notable example is the confident way in which foundation phase pupils collect data on their favourite character from the 'Gwlad y Rwla' stories, interpret their findings appropriately in the form of a table, and present their work correctly in the form of a graph. By the end of the phase, most apply their skills independently, for example by selecting the correct money to buy a bouquet of

different flowers. In key stage 2, most pupils develop their skills successfully in practical situations, for example to discover which mobile phone contract provides the best value for money. Older pupils read an Ordnance Survey map and use their multiplication skills very skilfully, for example to discover the distance and duration of a journey by Capel Celyn protestors from different centres on the way to Liverpool.

Nearly all pupils develop their information and communication technology (ICT) skills excellently for different purposes. In the foundation phase, for example, they use software purposefully and confidently to collect data about the purchase of food for a tea party as part of their work on the theme of Rala Rwdins. By the end of key stage 2, most pupils create interesting commentary, in the form of a video clip of an animated football match. They create, analyse and interpret an interesting database when looking at the construction of houses in the town of Denbigh. Older pupils' coding skills are developing very well as they create complex flags from different countries. Pupils' understanding of the importance of e-safety is sound across the school.

### **Wellbeing and attitudes to learning: Excellent**

Nearly all pupils behave very well in lessons and during break time. They are extremely polite and respectful towards their peers, staff and visitors. This is characteristic of the constructive and supportive relationship that exists across the school community. This is supported by the prominent emphasis on developing respect across the school through methods such as kind hands. Nearly all pupils feel safe and confident that the school responds promptly to any concerns they may have.

Most pupils have very positive attitudes to learning. They develop as enthusiastic learners, and respond very well to the caring and inclusive ethos that is an integral and highly effective part of school life. They are enthusiastic in lessons and work diligently for extended periods when completing their activities.

Nearly all pupils work exceptionally well with their peers in groups and pairs, and show a high level of maturity and respect towards other people's views. Very effective use of growth mindset techniques, such as 'partneriaid parablau' (talking partners), enables pupils to support each other's learning highly effectively. This contributes significantly towards developing pupils to become very enterprising and confident learners. They are always willing to learn and show a particularly high level of independence.

Across the school, many pupils contribute successfully to subsequent learning pathways, and express an opinion about the activities that they would like to do in the learning areas. In key stage 2, they choose targets independently and challenge their own learning in order to set a clear learning direction. From an early age, many pupils develop a sound understanding of what they need to do to improve their work.

Pupils take advantage of extensive opportunities to express an opinion and influence the school's life and work. They achieve this through different committees, such as the school council and the eco council. The Digital Wizards work very effectively when teaching and supporting other pupils and staff across the school, for example by preparing a presentation for the youngest pupils on the importance of staying safe online.

Nearly all pupils are proud of their Welsh culture and Welshness. Most speak Welsh confidently and wholly naturally with their peers, and understand the advantages of being completely bilingual in their everyday lives. Through a rich range of curricular and extra-curricular activities, they contribute fully to local and wider culture. The prominent work of the 'Language Dragons' in promoting and reviewing progress towards the Welsh language charter has had a significant effect on the pupils' sense of their Welshness.

Nearly all pupils understand the importance of making sensible choices about eating and drinking healthily. They respond very well by participating in the wide range of physical activities that are provided during break time or in after-school clubs.

By taking part in community activities, pupils develop as well-rounded and responsible members of their community. They are willing to raise money for charities and good causes. This enables them to realise that not everyone is as fortunate as they are.

### **Teaching and learning experiences: Excellent**

The curriculum builds systematically on pupils' knowledge, understanding and skills highly effectively. Plans are based on exciting themes, which engage nearly all pupils' interest successfully. From the outset, there is an emphasis on planning activities that ensure that pupils develop resilience and perseverance when undertaking their work. Teachers work together effectively to adapt the curriculum to meet the purposes of the new curriculum for Wales, and the fruit of their labour can already be seen.

Planning to develop pupils' literacy, numeracy and ICT skills are very effective and comprehensive. It includes rich opportunities for pupils to apply their skills through interesting activities across curriculum subjects and areas of learning. Planning to develop pupils' creativity is a particular strength and, as a result, the quality of art work around the school is excellent. The foundation phase outdoor area to stimulate pupils to work together is a very high quality resource.

One of the obvious strengths of planning procedures is the way in which they build skilfully on previous work, and ensure continuity and progression in pupils' independent learning skills as they move through the school. From the outset, staff challenge pupils to work independently in the learning areas. In key stage 2, challenge tasks continue, and pupils gradually take more responsibility for choosing the level of challenge that they would like to complete in their activities. As a result of these highly effective arrangements, most pupils develop to become very confident independent learners.

Including the pupil's voice is an integral part of planning and provides valuable opportunities for them to direct what they would like to learn. This succeeds in ensuring their commitment to their work very effectively.

Across the school, staff establish a very good working relationship with pupils, which fosters a supportive and stimulating learning environment and ensures that pupils achieve well. The pace of lessons is a strong feature, and teachers use an elaborate range of methods to develop pupils' skills. Teachers have very high expectations of

nearly all pupils, and the quality of their presentations and questions is very challenging and purposeful. This ensures that nearly all pupils apply themselves fully to tasks with motivation, concentrate well for extended periods and work independently. Teachers and assistants work highly effectively as a team and take advantage of every opportunity to enrich pupils' language, which contributes successfully to their rich oral skills.

Assessment for learning strategies have been established firmly throughout the school. Pupils are given constructive oral and written feedback in order for them to understand what they need to do to improve the standard of their work. Beneficial opportunities are provided for pupils to reflect on their own learning and that of their peers, and contribute effectively to the process of setting targets to improve their work. This element is one of the school's strengths and contributes successfully towards pupils' progress and achievement.

The school promotes the Welsh language and Welshness very effectively. Staff model polished spoken language, which has a very positive effect on pupils' oral skills. As a result, pupils develop as competent and confident bilingual learners. Teachers plan very effectively to develop a curriculum that is based on Wales and Welsh heritage. This contributes successfully to pupils' understanding of their local area, history and culture, for example when conducting a chairing ceremony in an outdoor eisteddfod in 'Gwlad y Rwla'.

### **Care, support and guidance: Excellent**

The school is a highly caring and friendly community that promotes the importance of good behaviour successfully. Teachers and assistants ensure that pupils with emotional or health needs, or social difficulties, receive support of a very effective quality. This supports pupils to engage very well with their learning. As a result, they gain confidence and understand the importance of sharing concerns.

Staff know pupils and their families particularly well and have a very positive relationship with them. Parents receive regular information about developments and events within the school, and reports about their children's progress identify their attainment clearly. As a result, parents have a good understanding of their children's progress and standards.

By implementing circle time sessions and reflection periods, the school implements a valuable personal and social education programme. This aspect is given consistent and rigorous attention across the curriculum. The tradition of taking part in community activities and competing in eisteddfodau promotes Welsh culture successfully. Opportunities that are given to pupils to develop their creative skills and the expressive arts are an excellent feature. Morning assemblies also promote pupils' spiritual and moral development very well. The school promotes pupils' awareness of different cultures effectively, for example by sponsoring a child in Paraguay. As a result, pupils celebrate differences and respect diversity very maturely. This prepares them to become confident, independent and mature citizens of the future.



The attention that is given to considering the pupil's voice contributes very effectively towards enriching opportunities for pupils to shoulder responsibilities. This develops pupils' leadership skills highly effectively.

The school has very effective arrangements to promote eating and drinking healthily, and staff encourage pupils to take part regularly in the extra-curricular clubs that are provided for them. As a result, nearly all pupils understand the importance of a healthy lifestyle and influence their peers highly successfully by encouraging them to make sensible choices.

Provision for pupils with additional learning needs is very good. Teachers use a range of detailed procedures to identify pupils who need additional support with literacy, numeracy and wellbeing. Individual education plans for these pupils are detailed and identify measurable development steps. Learning assistants and specialist teachers are used successfully across the school to provide educational support to individual pupils and implement a range of intervention programmes for them. By doing so, pupils are included fully in all of the school's learning and extra-curricular activities, and make very good progress against their targets.

The school has highly effective and thorough procedures to track and monitor pupils' progress and wellbeing. This enables staff to set challenging improvement targets for them and identify any pupils who need additional support.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Leadership and management: Excellent**

The headteacher provides a strong strategic direction, which focuses clearly on pupils' wellbeing and standards. He has developed very effective systems that support departmental leaders and staff to meet the ambitious targets that he has set. He has high expectations, which can be seen prominently around the school, and has very sound knowledge of the standards of teaching and learning. An excellent example of this is the effectiveness of department leaders, who encourage everyone to work together effectively as a team and meet regularly in various groups to monitor and evaluate progress against the school's priorities.

Regular meetings are held to discuss pupils' progress, which ensures that all teachers are accountable for the quality of provision and the standards that are achieved in their classes. As a result, teachers identify their pupils' needs well, and this leads to high standards and wellbeing across the school.

The governing body knows the school very well. Members are very knowledgeable about the school's performance in comparison with other schools, and they use this information very thoughtfully to set priorities and targets for improvement. Leaders use the expertise of members of the governing body skilfully to enrich experiences for pupils and to support and challenge the headteacher and staff, when appropriate. They visit the school regularly, and this gives them an excellent overview of the school's strengths and any areas for improvement.

Self-evaluation procedures are very detailed and place a clear focus on specific areas for improvement. This contributes successfully towards maintaining and improving further the good standards that can be seen. Leaders provide valuable opportunities for teachers to reflect on their practice, in addition to any targets that derive from the self-evaluation procedure. There is a clear link between the outcomes of these procedures and improvement plans. The school identifies the correct priorities for improvement and has a robust record of ensuring improvement and developing the school as a successful centre of learning. For example, work to challenge the most able pupils has led to very high standards.

An excellent feature of leadership is the rich opportunities that are provided for staff to develop professionally. The assessment for learning project, with a network of other schools, provides manageable and exciting opportunities for staff to research and reflect on the effect of using different assessment techniques with pupils. They cascade this information very successfully to the remainder of the staff to ensure understanding and consistency in provision. As a result, from a very early age, pupils know how to move their learning to the next step.

Leaders use resources efficiently to enrich the curriculum and raise pupils' standards in all areas. For example, they use the pupil development grant prudently to raise the standards of the very few pupils who are eligible to receive it. Expenditure is linked appropriately to the priorities in the improvement plan, and funding is monitored carefully in order to ensure its best use and to provide high quality education.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	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:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

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

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 16/07/2019