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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Talley CP School
Llandeilo
Carmarthenshire
SA19 7YH**

Date of inspection: October 2012

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

The school is situated in the rural village of Talley near the town of Llandeilo in Carmarthenshire. The school serves the village and the nearby area.

There are 40 pupils on roll. Pupil numbers have been fairly constant during the last three years.

Welsh is the school's main language medium and the aim is to ensure that pupils are completely bilingual by the time they transfer to the secondary sector. Five per cent of pupils come from Welsh households. There are no pupils from ethnic minority backgrounds.

Twenty-one per cent of pupils are entitled to receive free school meals, which matches the national figure. Thirty-five per cent of pupils receive additional educational needs support, which is higher than the national figure, but no pupils have a statement of special educational needs. No permanent or temporary exclusions were recorded during the year before the inspection.

The current headteacher has been in post since January 2011.

The individual school budget per pupil for Talley CP School in 2012-2013 is £3,451. The maximum per pupil in primary schools in Carmarthenshire is £25,997 and the minimum is £3,005. Talley CP School is in 75th position of the 107 primary schools in Carmarthenshire in terms of school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The current performance of Talley CP School is adequate because:

- the oral skills of pupils who come from non-Welsh speaking homes are developing very quickly;
- the majority of pupils are developing into independent learners;
- the school is a happy and caring community; and
- the school arranges effective provision in order to help individual pupils and groups that need additional support.

However:

- in the majority of indicators, the outcomes of assessments at the end of key stage 2 are considerably lower than the average for the family of similar schools, and the average for Wales over a period of five years;
- the majority of pupils across the school are not making enough progress in writing;
- pupils' attendance percentage is in the bottom 25% in comparison with that of similar schools; and
- the complete national curriculum has not been developed fully in key stage 2.

Prospects for improvement

Prospects for improvement at Talley CP School are adequate because:

- the school's staff work together well and there is a strong team spirit; and
- there is a good partnership between the school and parents.

However:

- the role of governors has not been developed fully in order to challenge the school about its performance;
- the school does not use data effectively enough to set challenging and quantitative targets in order to raise standards; and
- the school's leaders do not monitor plans in sufficient detail to ensure that pupils receive the complete curriculum in key stage 2.

Recommendations

- R1 Ensure more progress in written work in the Foundation Phase and key stage 2.
- R2 Improve the response to pupils' written work in order to give specific guidance on how to improve their work.
- R3 Ensure that the school provides a wide and balanced curriculum in key stage 2.
- R4 Use assessments more consistently and more effectively in order to track pupils' achievement and progress.
- R5 Strengthen the strategic leadership strategies in order to ensure a focus on raising standards.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The majority of pupils across the school listen well in lessons. The majority contribute effectively to discussions and use a range of vocabulary that is appropriate to their age and ability. The oral skills of pupils who come from non-Welsh speaking homes are developing very quickly. By the end of key stage 2, the majority of pupils communicate effectively in Welsh and English. They contribute enthusiastically in class discussions using suitable vocabulary within a specific context.

The majority of pupils are making good progress in their reading skills in Welsh and English. In the Foundation Phase, the majority of pupils read simple texts correctly, using appropriate strategies when reading unfamiliar words. By the end of the Foundation Phase, a minority of pupils read with expression, and use appropriate vocabulary when discussing the contents of the book and talking about characters. In key stage 2, in English, the majority are developing into independent readers and show a liking for reading. However, the development of a minority of them in Welsh is slow.

Pupils who receive additional support to develop their reading skills are making good progress against their targets.

Many pupils in the Foundation Phase are making appropriate progress in their ability to write independently. They are beginning to write simple sentences using specific vocabulary. By the end of the Foundation Phase, about half of them can write a sequence of sentences independently, showing an understanding of basic punctuation. However, a minority of pupils are not making sufficient progress in free writing.

The majority of pupils in key stage 2 can write in a variety of forms in both languages. In English, the majority of them use correct punctuation, and are developing their writing for different audiences effectively. However, the standards of writing of most pupils have not developed as well in Welsh. About half of the pupils use awkward constructions, and the lack of vocabulary and overuse of worksheets hinder free writing. Pupils in key stage 2 do not make effective use of redrafting in order to improve their first attempts. The ability to write at length has not been developed fully across a range of subjects. A minority of pupils are making sufficient progress in writing in Welsh.

In general, most pupils' handwriting and presentation of written work are untidy.

Pupils across the school concentrate appropriately and recall their previous learning. They work together well and respond appropriately to the tasks that are given to them. The majority of pupils develop to be independent learners.

As there is a comparatively small number of pupils at the school, data must be handled carefully as outcomes for one pupil account for a high percentage of the cohort in each year.

The achievement of pupils who reach the expected outcome (Outcome 5) at the end of the Foundation Phase does not compare well with the average for schools in the family, or for similar schools in terms of the level of entitlement to free school meals. It places the school in the bottom 25% in relation to language skills, literacy and communication in Welsh and in mathematical development.

In key stage 2, the percentage of pupils who achieved level 4 in Welsh has been considerably lower than the average for the family of similar schools during the last five years, whilst the percentage achieving level 4 in English has been lower for three of those five years. Performance in reading and writing in Welsh has been considerably lower than the average figures for the family and Wales for some time. The pattern in English is similar.

The school's performance at the expected level (level 4) in mathematics and science compares very well with that of schools in the same family and, in general, it places the school in the top 25%, in comparison with similar schools in terms of free school meals.

Achievements at level 5 or higher in Welsh, English and mathematics have been considerably lower than the averages for the family during the last five years.

There is no significant difference between the performance of boys and girls at the end of the Foundation Phase. However, boys in key stage 2 have performed better than girls at the higher level (level 5) in science over a period of time.

The achievement of pupils who have free school meals perform as well as the remainder of pupils.

Wellbeing: Good

The behaviour of the majority of pupils is good and they care for one another on the school yard. They are courteous towards adults and visitors. All children feel safe at school.

Nearly all pupils have a good awareness of the importance of living healthily and keeping fit by taking part in physical activities such as sports competitions, swimming and Dragon Sport.

In lessons, most are on task for specific periods and they respond appropriately to the activities. Most pupils are developing to become independent in their work.

The school council is active and effective and contributes to school life. Members co-operate well with their peers and communicate appropriately when making decisions. An example of this is the work that the pupils have done to set up a fruit shop at school, in addition to placing marks on the yard in order to promote pupils' fitness and wellbeing.

The school is an important part of the local community and pupils support a number of social and religious activities in order to promote their understanding of the wider community and to develop life skills.

Attendance rates during the last three years have placed the school in the bottom 25% in comparison with similar schools.

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

The school has schemes of work in place. Opportunities and experiences that capture the interest of most pupils are planned. Planning for developing literacy and information and communication technology skills is effective. However, provision for numeracy and writing skills has not been planned sufficiently across a range of subjects. The school does not ensure sufficient time for delivering a complete curriculum in key stage 2.

A variety of visits and extra-curricular activities are provided and these contribute well towards personal development and enriching learning experiences.

Pupils visit various places in the village and beyond regularly and benefit from visits by members of the local community.

Provision for the Welsh dimension receives appropriate attention in planning. Through thematic work, attending Welsh performances and competing in the Urdd Eisteddfod, these opportunities enrich pupils' experiences of Welsh culture.

The school promotes sustainable development which has a positive effect pupils' awareness of sustainability. Through recycling and composting, pupils become aware of the need to look after the world. Similarly, their work planting vegetables and flowers and working in the local community garden.

The school promotes cultural diversity appropriately by celebrating international festivals, for example the Chinese New Year. This reinforces pupils' awareness of different languages and global culture. However, this aspect has not been developed in full.

Teaching: Adequate

The quality of teaching is good in general. Teachers have current subject knowledge. They use a range of teaching styles and plan activities in order to stimulate pupils' interest. In half of the lessons, activities have been differentiated appropriately, but this is not regular practice.

Appropriate use is made of resources to enrich learning with regular opportunities for pupils to develop technology and communication skills. All members of staff model good language.

In a minority of lessons, neither the objectives of the lesson nor the criteria are shared effectively with pupils. Tasks are not differentiated sufficiently to respond to the needs of all pupils, and teachers' expectations are too low, especially in terms of challenging more able pupils.

The school is beginning to use assessment for learning strategies but they have not been developed consistently across the school. Evidence of pupils assessing one another's work is scarce. Although pupils' written work is marked regularly, teachers' written comments on pupils' work does not always enable them to improve their work. There are not enough opportunities for pupils to redraft their work in order to improve their first efforts.

The school is beginning to use assessments in order to level pupils' work in literacy and numeracy. However, it has not yet been developed fully in key stage 2. The school has appropriate systems for tracking pupils' progress. However, they are not used effectively enough to target specific groups of learners.

Reports to parents pay appropriate attention to their children's progress and development. Parents have appropriate opportunities to discuss their children's progress.

Care, support and guidance: Good

The school is a caring, happy community in which specific attention is paid to pupils' wellbeing. Pupils' moral and spiritual attitudes are developed appropriately through morning assemblies in which members of the community and religious organisations contribute effectively.

Pupils' health and fitness are promoted effectively by various sports clubs. All this is an innate part of the daily life of the school.

The school takes a prominent part in the community's activities. These links are a strength in the school and develop pupils' social skills effectively.

The school works closely with a number of external agencies and as a result the quality of the care and support for pupils is good. By co-operating with the authority and implementing strategies to raise attendance percentages, the school is responding appropriately to the situation. The school uses a range of strategies effectively to meet the needs of different groups of pupils, including pupils who have additional learning needs.

The school is aware of the needs of specific groups of children and uses grants effectively to promote improvement in their literacy skills. The school succeeds in identifying quickly pupils who need additional support and the school responds to concerns promptly. It has an effective tracking and monitoring system that shows progress and facilitates setting targets for improvement. The school, jointly with pupils, provides individual education plans that set clear, measurable targets. These are monitored and updated regularly and they have a positive effect on pupils' outcomes.

Teachers use specialist support in many aspects of their work and this contributes well to pupils' wellbeing and progress.

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

Learning environment: Good

The school is a close and welcoming community and there is a warm atmosphere among staff and pupils. Most pupils show respect towards others. Appropriate policies and procedures ensure equal opportunities for all and promote equality and social diversity.

The school makes effective use of the buildings and resources. It also makes effective use of the outdoor area in order to enrich the experiences of the Foundation Phase. Colourful, stimulating displays enrich teaching and learning well. The toilets are clean and suitable and the site and building are maintained appropriately.

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

The headteacher has a vision that is shared with the school's staff, pupils and parents. There is a strong team spirit in which everyone operates effectively to raise standards of literacy and improve standards in mathematics, in line with the school's priorities. At present, the leadership has not addressed in full the inconsistency in assessment, and the full curriculum has not been developed sufficiently in key stage 2.

All staff, including assistants, co-operate well. However, although the staff meet frequently, meetings are informal and they do not have sufficient structure.

The school responds to national priorities, mainly by addressing raising standards of literacy and numeracy. The Foundation Phase has been established at the school. It promotes pupils' bilingualism and, by holding a breakfast club, the school is addressing economic and social deprivation.

Governors are supportive of the school. A number of them have received training and they are starting on the journey towards being challenging critical friends to the school. Governors are aware of the school's general performance. However, their understanding of data has not been developed in full in order to challenge the school about its performance. By visiting the school and observing learning, the governing body is beginning to set whole-school priorities.

Improving quality: Adequate

The school's self-evaluation report is based on a range of evidence that includes classroom observations to monitor the quality of teaching and learning. The school also makes effective use of the local authority's monitoring reports and pupil and parent questionnaires to collect their views about the life and work of the school.

Although the self-evaluation report includes some data analysis, there is not enough detail and there is a tendency to be too descriptive. Data is not used effectively enough to set challenging, quantitative targets. It does not identify the effect on pupils' achievement consistently enough.

There is a partial link between the outcomes of the self-evaluation process and the priorities of the school development plan but this is not strong enough. The school development plan identifies appropriate targets and includes suitable steps and time limits. However, there is not sufficient use of quantitative criteria to help with measuring progress. Operational responsibilities have been allocated appropriately to various members of staff, but again progress is not monitored effectively enough.

The school is striving hard within financial limitations to ensure that staff develop professionally. The school is beginning to co-operate with the schools in the cluster and has begun to develop networks of appropriate professional practice in order to raise standards in mathematics.

Partnership working: Adequate

The school co-operates effectively with parents. The friends of the school and local employers have helped considerably to buy resources and to improve the external area of the school. The school plays a prominent part in the community and there are good links between the school and the local church and chapels.

There is an effective partnership between the school and the local university. The school also offers a placement to students from the local secondary school.

Transfer plans between the school and the local secondary schools enable older pupils to be prepared appropriately for the next phase of their education. The school's pupils have an opportunity to visit the local secondary school in order to be able to make a choice for their future. Although the partnership is appropriate, the transition plans do not contribute enough towards continuity in learning and wellbeing.

The school has begun to co-operate with the schools in the cluster, in order to develop schemes of work. However, this partnership has not yet been developed in full.

The school co-operates effectively with a number of local authority agencies, which has a positive effect on pupils' wellbeing.

Resource management: Adequate

There is a sufficient number of teachers at the school and they have appropriate qualifications for the ages they teach. Teachers are supported effectively by classroom assistants who give appropriate support to individuals or groups of pupils in lessons. The school meets the statutory requirements in terms of teachers' workload.

The buildings provide an effective learning and teaching environment. The number and quality of resources that are available to pupils and teachers are appropriate. Information and communication technology resources, including computers and interactive whiteboards, have a positive effect on pupils' outcomes.

Appropriate arrangements are in place for performance management.

The governing body manages the school's annual budget appropriately and monitors the budget effectively.

When considering the standards and quality of provision, the school provides adequate value for money.

Appendix 1

Commentary on performance data

As there is a comparatively small number of pupils at the school, data must be treated carefully as the outcomes for one child account for a high percentage of the cohort in each year.

The achievement of pupils who attain the expected outcome (Outcome 5) at the end of the Foundation Phase does not compare well with the average for schools in the same family, or for similar schools in terms of the level of entitlement to free school meals. It places the school in the bottom 25% in terms of language, literacy and communication skills in Welsh and in mathematical development. No pupils attained the higher outcome (Outcome 6) in any learning area in 2012. As a result, this places the school in the bottom 25% in all learning areas.

The percentage of pupils who achieve the expected level in Welsh or English, mathematics and science in combination has varied over time but progress can be seen over the last two years. In key stage 2, the percentage of pupils who achieved level 4 in Welsh has been considerably lower than the average for the family of similar schools over the last five years, whilst the percentage achieving level 4 in English has been lower for three of those five years. Performance in reading and writing in Welsh has been considerably lower than the average figures for the family and Wales for some time. The pattern is similar in English.

The school's performance at the expected level, level 4 in mathematics and science, compares very well with that of schools in the same family and, in general, places the school among the top 25% of similar schools in terms of entitlement to free school meals.

Pupils' achievement at level 5 or higher in Welsh, English and mathematics has not compared favourably with the averages for the family during the last five years.

Because of the small numbers that are assessed at the end of a key stage, it is difficult to come to a clear judgement about the performance of boys and girls. However, in general, boys in key stage 2 perform better than girls at the higher level in science. The achievement of pupils who are entitled to free school meals is as good as that of the remainder of the pupils.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Twenty-three responses were received from key stage 2 pupils.

The responses give a positive picture that is close to or higher than the national averages for primary schools for nearly all aspects.

All pupils feel safe at school and know with whom to talk if they are worried or anxious. The majority of pupils believe that the school deals well with any bullying, which is lower than the national figure. All pupils feel that they are doing well at school and that teachers and other adults at the school help them to learn and to make progress. Many believe that other children behave well and that they can do their work. All pupils believe that there are many opportunities at school to take regular physical exercise.

Responses to parent questionnaires

There are no comments on the parent questionnaires because of the small number of responses that were received (fewer than 10).

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Terry Williams	Team Inspector
Dylan Jones	Lay Inspector
Wynne Griffiths	Peer Inspector
Elizabeth Howells	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority. If it is available, the data report can be seen on our website alongside this report.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.