



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

**Trallwn Primary School
Glanywern Road
Trallwn
Swansea
SA7 9UJ**

Date of inspection: November 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

Trallwn Primary School is located in a built-up area near Llansamlet in Swansea. The majority of pupils come from the surrounding area, which is economically disadvantaged. Many pupils enter the school with well below the expected level of skills for their age. Approximately 92% of pupils come from homes where English is the home language. There are a few pupils from the traveller community and no pupil speaks Welsh as a first language.

Currently there are 218 full-time pupils on roll. Around 51% of these are entitled to free school meals; this is well above the all-Wales and local averages. The school identifies that about 47% of pupils have additional learning needs and this is well above the national and local averages. A few pupils have a statement of special educational need.

Over the last three years there have been significant changes in the leadership, management and staffing structure of the school. The headteacher was appointed in September 2010 and the deputy headteacher in January 2011.

The school was last inspected in October 2006.

The individual school budget per pupil for Trallwn Primary School in 2012-2013 means that the budget is £3,453 per pupil. The maximum per pupil in the primary schools in the City & County of Swansea is £9,629 and the minimum is £2,634. Trallwn Primary School is 42nd out of the 87 primary schools in the City & County of Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- from low starting points most pupils make good progress during their time in school;
- standards are improving significantly;
- the quality of teaching across the school is good; and
- the caring ethos provides a stable and stimulating environment for all pupils.

Prospects for improvement

The prospects for improvement are good because:

- the clear, dynamic and determined vision of the headteacher is shared by all staff;
- strategic planning focuses clearly on raising pupil outcomes and standards of wellbeing;
- there are effective systems in place to identify areas for development; and
- distributed leadership is having a positive impact on pupils' literacy skills and on reading in particular.

Recommendations

R1 Further improve pupils' spelling and their extended writing skills

R2 Improve the standard of pupils' Welsh oracy, reading and writing skills, particularly in key stage 2

R3 Ensure that teachers provide appropriately challenging activities for more able pupils so that they consistently achieve the higher levels

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Many pupils enter the school with levels of skills well below those expected for their age. Most pupils achieve well, and nearly all make the expected progress in line with their ability. Most recall prior learning well and use this purposefully to acquire new knowledge and skills. Nearly all work well together and respond appropriately to the tasks and questions posed by teachers. Most pupils use their thinking skills effectively.

Throughout the Foundation Phase, pupils' speaking and listening skills develop well.

Most speak confidently and many use a growing vocabulary. In key stage 2, nearly all pupils listen attentively in lessons and speak clearly, using a good range of vocabulary to communicate their ideas and opinions.

Most pupils are enthusiastic readers and have reading skills appropriate to their age and ability. In the Foundation Phase, they make good progress in acquiring their early reading skills. By the end of key stage 2, most pupils read competently for their age and stage of development and use their reading skills to access other areas of the curriculum effectively.

Pupils' writing skills develop steadily as they move through the school and, by 11 years of age, many write well and at a good length. However, the quality of pupils' spelling is occasionally inconsistent and many do not apply their writing skills well enough in longer pieces of work, particularly in subjects other than English.

Most pupils' speaking and listening skills in Welsh are developing appropriately in the Foundation Phase. The majority of older pupils understand simple instructions and the incidental Welsh used by staff. However, many pupils use a limited range of sentence patterns and their pronunciation is not always accurate. Reading and writing skills in Welsh are at an early stage of development.

Most pupils make good progress in developing their numeracy and information and communication technology skills and apply these skills across all areas of learning effectively.

Nearly all pupils with additional learning needs achieve well against prior attainment and personal targets and make appropriate progress relative to their ability. There is a significant improvement in the attainment of pupils entitled to free school meals in the last year.

Pupils' attainment in the Foundation Phase indicator (the percentage of pupils who achieve outcome 5 in relation to the development of their language, mathematical and personal skills in a combination) was below national and local averages and marginally above the family average in 2012. Girls outperformed boys. Performance at the higher outcome 6 was below national, local and family averages for all three areas of learning.

When comparing the school's attainment at the end of the Foundation Phase with that of similar schools in terms of the proportion of pupils entitled to free school meals, the school was in the lower 50% for the Foundation Phase Indicator and the upper 50% for language, literacy and communication and mathematical development.

Results of teacher assessments in the three core subjects of English, mathematics and science at the end of key stage 2 show that the school consistently performs below the family and Wales averages. Compared with similar schools based on the percentage of pupils entitled to free school meals, the school has been in the lowest 50% or 25% in the core subjects and in the core subject indicator (English, mathematics and science combined). However, there is a distinct trend of improvement. Inspectors saw good evidence of improving standards, exemplified in pupils' books from the current and previous year. Pupils are on-track to attain much higher outcomes now that the new systems and initiatives have had time to embed and impact on standards.

Performance at a higher standard than expected (level 5 or above at key stage 2) are generally lower than the family and Wales averages.

Wellbeing: Good

All pupils have a secure understanding of how to follow a healthy lifestyle and feel safe in school. There are good relationships between staff and pupils. Pupils value the care and respect staff show towards them. Behaviour in class and throughout the school is very good. Nearly all pupils are courteous, polite and keen to talk to adults. They show genuine concern for others and they co-operate well in a range of activities. Nearly all pupils show a good understanding of what they need to do in order to improve their work.

The decision-making skills of pupils and the way they carry out their positions of responsibilities are strong features of the school. They carry out their roles with maturity and confidence. Most pupils are motivated and keen to learn.

Through participation in community events, pupils develop a suitable range of social and life skills.

Attendance, at over 92%, is improving and is above the average for the family of schools, but slightly lower than the all-Wales average. This is the result of the significant efforts made by the headteacher and staff. Nearly all pupils arrive punctually in school.

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

The school provides a good range of rich learning experiences that respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education. The range of visits, visitors to the school and extra-curricular activities contribute considerably to expanding and enriching these learning experiences.

The school promotes literacy, numeracy and information and communication technology skills well across the curriculum and there are effective intervention plans for target groups in reading and writing.

The school has a strong Welsh ethos. All pupils have a good sense of Welsh culture and the Welsh dimension is promoted well in various subjects such as history, art and geography. Provision to promote the Welsh language is developing gradually, and pupils are now encouraged to use their Welsh frequently through the day.

The school promotes pupils' awareness of sustainable development well. The provision for global citizenship is developing successfully and the school regularly hosts community cohesion events. There are good opportunities for pupils to develop their understanding of their rights and responsibilities as global citizens.

Teaching: Good

The quality of teaching is good. Teachers plan lessons thoroughly and explain the purpose of lessons clearly to pupils. The pace of lessons is usually good, and lessons are well structured to provide useful opportunities for individual, paired and group activities. The planning of tasks provides an effective level of challenge for many pupils of different abilities. However, more able pupils are not always challenged well enough. Teachers use skilful questioning to good effect in introductory sessions to develop pupils' speaking and listening skills. A wide variety of resources are used creatively to enhance pupils' learning. Working relationships between staff and pupils are excellent and contribute significantly to pupils' progress. Classroom assistants support pupils who need additional help effectively.

Teachers use a comprehensive range of assessment data effectively to track the progress of pupils, to set targets and to identify pupils in need of additional support. Consistent marking helps pupils to understand how well they have achieved and, in the best practice, shows how they can improve their work. Pupils are encouraged to evaluate their own work but do not yet evaluate the work of their peers. Pupils use the information gathered from skills' assessments appropriately to set their individual targets. A portfolio of levelled and annotated work in English helps teachers to moderate pupils' achievement effectively. The school is developing similar portfolios in mathematics and science. Annual reports to parents give clear judgements about their child's progress and include the opportunity for them to comment.

Care, support and guidance: Good

The school provides a good range of experiences to encourage pupils to be healthy and make healthy choices, which include successful extra-curricular activities. The emphasis on appropriate values and respecting others is a prominent feature in classes and in whole-school assemblies. Through activities such as circle time, pupils feel that adults respect their feelings and listen to them.

The school is successful in developing pupils' spiritual, moral, social and cultural development. The 'Mood Boards' used in each class in the morning encourage pupils to reflect on how they are feeling and help to develop their emotional literacy skills. The school provides good support for pupils with emotional and behavioural difficulties, through initiatives such as a specific play programme and restorative practices.

The school co-operates successfully with a wide range of external agencies to offer comprehensive care and support for pupils. Provision for pupils with additional learning needs is effective and individual concerns are addressed in a timely manner. The school's early identification of pupils with additional needs is a strength. The school makes beneficial use of specialist services, such as the behaviour support team, advisory teachers and educational psychologists. Individual education plans are detailed and comply with statutory requirements. They are evaluated and updated effectively. The school consults appropriately with pupils and parents as part of the process.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is a close, inclusive community and its warm, caring ethos ensures that all pupils are valued and respected. All pupils are given equal access to the good range of activities on offer. There are very effective opportunities in the curriculum and in the daily life of the school for pupils to recognise, respect and celebrate diversity. The school takes positive steps to discourage all forms of harassment and discrimination.

The school buildings are well maintained and spacious. Pupils benefit from a wide range of resources that are appropriate to their needs. Staff and pupils use the resources well. Outdoor learning areas have been developed creatively to provide purposeful areas for teaching and learning. Imaginative displays celebrate the caring and inclusive ethos that is very evident throughout the school.

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

Since her appointment in 2010, the headteacher has provided very effective, dynamic leadership and management of the school. She has focused precisely and with relentless determination on narrowing the gaps in learning and improving teaching. As a result, the greatly improved provision and the very clear focus on literacy and numeracy are having a real impact on pupils' standards, as evidenced in pupils' books and in their very positive attitudes to learning.

The headteacher has a very clear vision for the school, which is shared fully by the governing body, the senior management team and all staff. There is a very strong sense of teamwork and the distributed leadership is having a very positive impact on standards.

Regular staff and leadership team meetings focus very well on school improvement issues. There is a clear management structure, and staff roles and responsibilities are very well defined. Performance management arrangements focus extremely well on school development priorities and lead to valuable professional development for teachers.

The governing body supports the school strongly and is very well informed about the performance of pupils. It takes an active role in school self-evaluation and development planning and is very effective in its financial management of the school.

Governors provide appropriate challenge and hold leaders and managers to account where relevant. They visit the school regularly to discuss their areas of responsibilities, which include lesson observations and links to classes.

The school takes very good account of national priorities. Raising literacy standards is a constant priority, the Foundation Phase has been developed well and specific attention has been given to developing assessment for learning strategies.

Improving quality: Good

The school has effective procedures for self-evaluation. The senior management team works well with staff to establish a clear understanding of the school's performance, its strengths and areas for development. There is a good range of monitoring activities, including scrutiny of pupils' work and teachers' planning. Core subject co-ordinators use regular lesson observations to monitor the quality of teaching and learning well. The school makes good use of questionnaires to obtain the opinions of stakeholders and the school council makes a valued contribution to the process. The self-evaluation report is a comprehensive, very clear, useful working document.

There is a clear link between the outcomes of self-evaluation and the priorities in the school improvement plan. The plan includes relevant targets, appropriate actions and sensible timescales. It also allocates suitable responsibilities to staff. Leaders monitor progress towards achieving the targets carefully and use the information well to plan for future improvements. The self-evaluation and improvement planning cycles have only been in place for two years but they have already helped to secure significant improvements in the areas identified as shortcomings in the previous inspection report. The senior management team ensures opportunities for continuous professional development for all staff. The school has worked successfully with a number of primary schools to establish a professional learning community in science, and it takes a leading role in two local clusters, focusing particularly on improvements in literacy.

Partnership working: Good

The school has an appropriate range of partnerships which it uses effectively to further develop its capacity for continuous improvement. They include partnerships with parents, the local authority education service, the wider community including local businesses, housing associations, external agencies and the voluntary sector.

The partnership with parents is strong and most parents are happy with the provision at the school. Communication with parents has improved and regular newsletters, 'parent mail' and the school website keep parents well informed.

Parents and visitors from the community make a positive contribution to enriching pupils' experiences in school.

Appropriate transition plans with the local secondary schools include curricular and pastoral links. These are effective in helping older pupils to prepare for the next stage in their learning. There are good cluster arrangements for accurately standardising and moderating pupils' work in the core subjects.

Resource management: Good

The school manages its staff and resources well. There is effective deployment of teachers and support staff and their roles and responsibilities are clear.

Performance management procedures for teachers are appropriate and agreed targets link closely to the school improvement plan. Support staff receive specific training linked to their needs as a result of rigorous discussions with the headteacher. Provision for planning, preparation and assessment time for teachers has an effective impact on pupils' standards.

The school is well resourced and good use is made of the indoor and outdoor space available.

The governing body is very diligent in monitoring the budget and the substantial deficit inherited by the headteacher in 2010 has been cleared. Financial resources are linked well to priorities for raising standards and improving provision.

Overall, most pupils make good progress in relation to their starting points and achieve well by the end of key stage 2. As a result, the school offers good value for money.

Appendix 1

Commentary on performance data

Pupils' attainment in the Foundation Phase indicator (the proportion of pupils who achieve outcome 5 in relation to the development of their language, mathematical and personal skills in combination) was below national and local averages and marginally above the family average in 2012. Girls outperformed boys. Performance at the higher outcome 6 was below national, local and family averages in all three areas of learning

When comparing the school's attainment at the end of the Foundation Phase with that of similar schools in terms of the proportion of pupils entitled to free school meals, the school was in the lower 50% for the Foundation Phase Indicator and the upper 50% for language, literacy and communication and mathematical development.

Results of teacher assessments in the three core subjects of English, mathematics and science at the end of key stage 2 show that the school consistently performs below the family and Wales averages in these core subjects. Compared with similar schools based on the percentage of pupils entitled to free school meals, the school has been in the lowest 50% or 25% in all subject areas and in the core subject indicator (the proportion of pupils achieving the expected level in English, mathematics and science in combination). Girls performed far better than boys in 2012 in the three core subjects and in reading and writing. However, there is a clear improving trend and inspection evidence confirms that most pupils now achieve well.

Pupils in receipt of free school meals have performed less well than others over the last three years. Performance at a higher standard than expected (level 5 or above at key stage 2) is generally lower than the family and Wales averages.

Appendix 2

Responses to parent and carer questionnaires

One hundred and eleven questionnaires were received and nearly all expressed a high level of satisfaction with the school. This is in line with national comparisons. Nearly all the parents stated that their children enjoy going to school and are happy there. All feel that they are safe. Nearly all believe that behaviour is good and that pupils are respected, learn to accept responsibility and develop well as independent learners.

Parents and carers are all of the opinion that teaching is good and nearly all are very happy with the progress made by their children and the variety of activities offered to them. All feel that the school is well run and nearly all agree that the school is very responsive to their requests and concerns. Nearly all parents are happy with the information they receive on their children's progress and feel comfortable in coming to the school to discuss their children's development. Very few parents did not agree that their children are well prepared for moving on to the next school.

Responses to learner questionnaires

Eighty-three pupils from key stage 2 completed the questionnaire and members of the inspection team spoke with pupils during the inspection. All or nearly all pupils agree with all of the statements in the questionnaire and this compares favourably with responses received from primary schools in Wales. All feel safe in school, that the school deals well with any bullying and teaches them how to be healthy. All think that teachers give them good support and help them to learn and progress. All agree that they are doing well at school and that they know whom to talk to if they are worried or upset and what to do and whom to ask if they find the work hard.

Nearly all agree that they have enough equipment and computers and almost all agree that other children behave well and they can get their work done.

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Rhiannon Harris	Team Inspector
Thomas Ivor Petherick	Lay Inspector
Christian Coole	Peer Inspector
Amanda Taylor	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.

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.