



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

**Report following monitoring
Level of follow-up activity: significant improvement**

**Ysgol Gynradd Talyllychau
Talyllychau
Llandeilo
Carmarthenshire
SA19 7YH**

Date of visit: February 2015

by

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

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The monitoring team

Eifion Watkins	Reporting Inspector
Terwyn Tomos	Team Inspector

Outcome of visit

It is judged that Ysgol Gynradd Talylychau has made sufficient progress in relation to recommendations following the core inspection in October 2012.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school's name from the list of schools that are in need of significant improvement.

Progress since the last inspection

Recommendation 1: Ensure more progress in written work in the Foundation Phase and key stage 2

Very good progress in addressing the recommendation

Overall, pupils' standards of writing in Welsh and English are good.

Pupils in the Foundation Phase are making good progress in their writing skills in Welsh. By the end of the Foundation Phase, many of them produce pieces for various purposes that include a sequence of sentences and make good use of basic punctuation. They structure written pieces effectively, and know what is needed to ensure progression in a story.

Most pupils in key stage 2 write at length in both languages and for various purposes. They write in an organised way and in an appropriate register in stories, factual pieces and persuasive pieces in both languages. Many pupils draft their written work well. The school has given particular attention to improving the standard of handwriting and, as a result, many pupils' presentation of work is neat, and shows evidence of care.

Teachers set clear and appropriate targets for developing written work in both languages and many pupils attain the targets that have been set for them.

Recommendation 2: Improve the response to pupils' written work in order to give specific guidance on how to improve their work

Very good progress in addressing the recommendation

The quality of teachers' marking is consistently good across the school. Teachers mark written work regularly and their constructive comments indicate what pupils need to do to improve the quality and accuracy of work successfully. Pupils have a good understanding of the marking symbols that are used by teachers. Teachers introduce learning objectives and success criteria for writing tasks clearly. Most older pupils have a specific role in the process of setting success criteria for the majority of tasks. Most pupils now understand clearly the teachers' expectations and how to succeed in tasks.

All pupils have individual, appropriate targets and many pupils set their own targets. Older pupils in key stage 2 have a clear understanding of their strengths and areas to

be developed.

Teachers provide valuable opportunities for pupils to respond to their written comments about how they can improve their work. Many pupils respond skilfully and use assessment for learning strategies to help them to assess their own progress and their peers' work successfully.

Recommendation 3: Ensure that the school provides a wide and balanced curriculum in key stage 2

Very good progress in addressing the recommendation

The school uses a commercial package as a basis for its long-term and medium-term planning. This has been mapped effectively to the requirements of the National Curriculum, the literacy and numeracy framework and expectations in religious education. As a result, the school has ensured that the curriculum is broad and balanced and meets pupils' needs successfully. Plans ensure co-ordinated development of literacy and numeracy skills and information and communication technology (ICT) across the curriculum. As a result, activities in key stage 2 provide varied learning experiences that gain most pupils' interest.

Short-term planning ensures that learning activities meet pupils' specific needs. Teachers evaluate the success of activities and the quality of their own teaching effectively at the end of each unit of work in order to ensure that findings have an appropriate influence on subsequent planning.

The school and the local authority monitor provision and learning experiences regularly, and pay good attention to a number of aspects, including the effectiveness of teaching and assessment. Effective sustainable procedures are in place in order to address this work. As a result, monitoring pays good attention to strengths and areas that need to be improved, including possible suggestions for including them as priorities in the school development plan.

Recommendation 4: Use assessments more consistently and more effectively in order to track pupils' achievement and progress

Very good progress in addressing the recommendation

The school has useful pupil profiles and school and cluster portfolios for a variety of written work in Welsh and English, which provide good models for teachers and pupils. This, together with the process of moderating by the cluster and training by the local authority, has enabled teachers to level work more effectively.

An improvement in teachers' effectiveness in assessing and tracking progress is interwoven closely with the performance management system. As a result, teachers' confidence and understanding of assessment, and their knowledge of pupils' progress, have shown very good progress.

The school has an electronic tracking system, which enables the school to identify the attainment of individuals and specific groups of pupils well. This includes boys

and girls, pupils who are eligible for free school meals, those with additional learning needs and children in care. This system is now embedded firmly and has developed as a central part of the school's provision, for example when setting progress targets for pupils. The school makes successful use of it to ensure that there is suitable intervention to target underachievement, and to share information effectively between staff and parents.

Recommendation 5: Strengthen the strategic leadership procedures in order to ensure a focus on raising standards

Strong progress in addressing the recommendation

Members of the governing body are very supportive of the school. They use a range of appropriate activities in order to identify the school's strengths and areas that need to be improved. This includes regular visits to the school, scrutinising pupils' books and observing lessons. As a result, the governing body is developing well in its ability to provide an appropriate challenge for the headteacher, when considering the quality of learning and teaching.

As a result of valuable training, the governing body's ability to contribute to the school's strategic direction is developing successfully. The headteacher presents information about pupils' attainment data to the governors skilfully. Governors' ability to challenge the school in relation to aspects of underperformance, especially in comparison with similar schools, is developing appropriately.

The school's arrangements for self-evaluation and planning for improvement are effective. The school's systems are thorough and include an input from all the school's stakeholders. The school's evaluations focus on the steps that have been taken and their effect on the standards achieved by pupils.

The school leadership's procedures focus on raising standards. Leaders analyse outcomes in detail in order to produce strategies for improvement. The headteacher ensures that the governors are familiar with the school's self-evaluation report and development plan. The self-evaluation report provides a critical overview and feeds into the school's priorities for improvement effectively. The school development plan includes suitable targets for all priorities, which are measurable and contain detailed financial considerations and specific review periods. As a result, the governors' role in terms of reviewing progress against targets is developing effectively.

The current arrangement of sharing a headteacher with another school has not been confirmed and formalised. As a result, the school's leadership is unstable.

Recommendations

In order to maintain this progress and improve upon it, the school should continue to maintain the level of progress that it has already made, and continue to address those inspection recommendations where more progress needs to be made.