



## Report summary for parents and carers on Ty Isaf Infants & Nursery School

**Date of inspection: October 2024**

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

# Summary

Since her appointment, the headteacher has demonstrated strong leadership, developed effective teamwork and secured a clear focus on improving pupils' learning and well-being. As a result, Ty Isaf Infant and Nursery School is an inclusive, nurturing environment, where all staff foster trust and positive working relationships with the school community, and provide effective support to ensure that all pupils thrive.

Teachers use a variety of approaches to support pupils' learning successfully. Outdoor learning opportunities, for example, enhance pupils' creativity and develop their independence well. Learning environments are inviting and support pupils to develop positive relationships, behave well and engage effectively. Overall, teaching is effective, enabling most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, to progress well.

All staff have suitably high expectations for all pupils and are successful in developing pupils' speaking, listening and numeracy skills. Teachers use questioning effectively to guide learning and provide regular feedback to pupils about their work, addressing misconceptions quickly. Pupils develop their writing skills well and many older pupils become confident writers. Although the school is focused on improving pupils' reading skills, too often older pupils struggle to read unfamiliar words. Staff focus successfully on developing pupils' creativity, such as their musical skills. Overall, many pupils are beginning to improve their Welsh speaking skills appropriately.

The school's curriculum offers a suitable breadth of learning experiences, and develops pupils' understanding of the history, cultural and linguistic heritage of the local area well. The school is beginning to develop its curriculum to support pupils' progress, but this work is at an early stage.

Leaders include all staff in evaluating the school's performance. However, self-evaluation processes are not always focused sharply enough on identifying shortcomings in the quality of teaching and learning. Governors undertake their roles successfully. They take an active interest in the school's improvement priorities and monitor the use of resources appropriately.

# Recommendations and next steps

We have made two recommendations to help the school continue to improve:

- R1 Strengthen self-evaluation processes to focus closely on the impact of teaching on learning
- R2 Develop the school's curriculum to ensure all pupils make progress in all aspects of their learning and make effective progress in reading

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

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).



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