



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

A report on

Ysgol Terrig

**Ffordd y Llan
Treuddyn
Mold
Flintshire
CH7 4LN**

Date of inspection: November 2024

by

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

This report is also available in Welsh.

About Ysgol Terrig

Name of provider	Ysgol Terrig
Local authority	Flintshire County Council
Language of the provider	Welsh
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	94
Pupils of statutory school age	68
Number in nursery classes	12
Percentage of statutory school age pupils eligible for free school meals over a three-year <i>average</i> (<i>The national percentage of pupils eligible for free school meals over a three-year average in the primary sector is 22.9%</i>)	13.0%
Percentage of statutory school age pupils identified as having additional learning needs (a) (<i>The national percentage of pupils identified as having an additional learning need in the primary sector is 11.1%</i>)	16.2%
Percentage of statutory school age pupils who speak Welsh at home	26.5%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	January 2012
Date of previous Estyn inspection (if applicable)	09/01/2018
Start date of inspection	04/11/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different from those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school

Summary

Ysgol Terrig is an inclusive and close-knit community. All members take good care of each other at the school, with conscientious staff nurturing each other's well-being and that of pupils skilfully. Pupils are polite and mature, and work and play together happily and harmoniously.

Teachers provide an exciting curriculum that appeals masterfully to pupils' interests. Regular suggestions by pupils and their families contribute successfully to the relevant and interesting learning sessions. The learning environment, both indoors and outdoors, is stimulating and pupils develop their skills effectively in a rich variety of learning activities in these areas. Teachers track pupils' progress effectively and support their well-being purposefully. Overall, teachers do not ensure that learning sessions have a suitable pace. The overall arrangements of the learning environment limit pupils' ability to develop their independent learning skills.

The development of nearly all pupils' oral skills is strong, and pupils who are newcomers to the Welsh language and their peers use extensive vocabulary and accurate patterns naturally. Most pupils' writing skills develop well; however, pupils' reading skills do not develop effectively enough in line with their age and stage of development in both languages. Most pupils' numeracy and digital skills develop soundly. Provision for developing pupils' digital skills is a strong feature of the school.

The headteacher and staff have fostered close working relationships with parents. Parents contribute beneficially to their children's themes and learning sessions at the school. The headteacher is a conscientious and hard-working leader who prioritises the well-being of pupils and staff successfully. Governors are supportive of all of the school's activities and identify its strengths and areas for improvement well.

Recommendations

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

- R1 Continue to develop pupils' Welsh reading skills
- R2 Ensure a suitable pace to learning sessions to support pupils' independent learning skills

What happens next

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

Main evaluation

Ysgol Terrig is an inclusive and happy community. Nearly all pupils enjoy being members of the school and appreciate the valuable opportunities that staff provide for them. All staff work diligently and conscientiously to ensure a positive and supportive learning environment for all pupils. The clear rules created by pupils help them to understand the importance of being kind to others and support their positive behaviour beneficially. Pupils are willing to discuss any concerns and state that they feel safe at school. They appreciate that they are always respected and treated fairly by staff.

The headteacher is committed to the school and leads humbly and conscientiously. She has a clear vision of ensuring that pupils are happy in a hard-working and homely community. The headteacher has high expectations of herself, staff and pupils. They work together successfully to support continuous progress in pupils' skills.

Spotlight 1: Developing pupils' oral skills

A strong ethos of developing pupils' Welsh oracy skills is evident throughout the school, particularly the support for pupils who are newcomers to the Welsh language.

On entry to the school, very few pupils speak Welsh. The staff working with the youngest pupils support them skilfully to acquire the Welsh language, for example by introducing and enriching vocabulary and modelling correct language patterns through songs and nursery rhymes regularly.

All staff immerse pupils in the Welsh language continuously, with the older pupils building on their skills well. By doing so, they communicate confidently in both languages and discuss a range of themes intelligently and maturely with staff and their peers.

Staff provide an interesting curriculum that promotes the development of most pupils' skills successfully. Nearly all members of staff support pupils' spiritual, moral, social and cultural awareness successfully. Across the school, teachers devise stimulating themes and consider suggestions by pupils and parents skilfully. Many of the areas in the classrooms are stimulated by pupils' curiosity. As a result, pupils have a sense of ownership over what they learn. Provision is enriched further by effective trips which enable all pupils to develop an understanding of their local area, Wales and the wider world. Pupils talk enthusiastically and are proud of the fact that it was in their village that the Urdd held its first junior youth club or 'adran'. As a result, nearly all pupils benefit from experiences to achieve work of a high quality.

Pupils make notable progress in the development of their digital skills. As pupils move through the school, they use algorithms, coding and create presentations by using images and music creatively. They also develop their oral and writing, numeracy and digital skills skilfully in interesting contexts, for example when creating a website about the world's rare animals following a visit to the zoo. As a result of the rich provision, most pupils make sound progress, particularly in their digital skills.

Teachers evaluate and assess the progress of individual pupils and specific groups effectively. They record and track pupils' achievement purposefully. As a result, teachers and assistants have up-to-date knowledge of pupils' achievement, which enables them to challenge them consistently. They adapt their plans valuably in response to pupils' learning successes or challenges. On the whole, teachers deliver activities that engage pupils' interest, develop learning at a suitable pace and motivate them to persevere and succeed. However, at times, the pace of teaching and the organisation of the learning environment limit pupils' ability to develop their independent learning skills.

A majority of the youngest pupils develop early reading skills appropriately. By Year 2, they use a good range of reading techniques effectively to build simple words. A majority of the older pupils read with increasing accuracy, for example when developing their higher-order reading skills purposefully to gather information from different texts. However, a minority are less confident when reading Welsh and they do not always succeed in interpreting the meaning of text in sufficient detail. Most read intelligently in a variety of learning contexts in English.

The headteacher has established a beneficial culture of evaluating and monitoring provision regularly in order to self-improve. Staff play a beneficial part in responding to the findings of evaluation activities. This means that leaders and staff improve and strengthen the areas that are in need of attention successfully. For example, they have identified the need to adapt their method of providing pupils with timely feedback as they complete writing tasks. This approach enables teachers to draw pupils' attention to aspects of their work that are in need of improvement beneficially. Through this, pupils identify and respond to mistakes in a timely manner, which contributes soundly to their steady progress.

Most pupils' writing skills develop soundly across the school. The youngest pupils begin mark making purposefully while developing early writing skills. As pupils' skills develop, they come to recognise an increasing range of letters, and experiment by combining them to present simple words. By the top of the school, many pupils develop as increasingly adventurous writers and write maturely in different genres.

Most pupils' mathematics skills build effectively. They develop an increasing range of numeracy skills while applying them successfully in specific learning activities. Most of the youngest pupils show an early understanding of mass, for example when using pumpkins to discover which are heavy and which are light. At the top of the school, most apply a good range of numeracy skills effectively, which include using line graphs correctly when recording and interpreting data from research on the effect of farming palm oil.

Staff provide support and guidance proactively to pupils who experience difficulty in their learning, and communicate effectively with families when planning the most suitable provision for them. Individual learning plans outline pupils' needs clearly and contribute to teachers' ability to support them and provide for them purposefully. As a result, nearly all pupils with additional learning needs make good progress against their targets.

The school has forged strong links with parents. They state that staff listen to them and respond positively to suggestions, for example when updating the school's

website. They appreciate being included in school life by suggesting ideas for themes and contributing to their children's learning.

Governors have recently strengthened their support and challenge procedures and have established a beneficial timetable of self-evaluation activities. They talk to pupils, scrutinise work and visit classes regularly with a decisive focus on provision and pupils' progress. They challenge purposefully and maintain a good balance in supporting leaders.

Spotlight 2: Supporting the well-being of staff

Governors consider the workload of all staff, including the headteacher, successfully. They ensure that issues relating to staff well-being are on the agenda of all governing body meetings. For example, they have established a culture where open discussions about the well-being and workload of staff lead to a shared understanding of what is acceptable and expected of them as part of their daily duties at the school.

Additional information

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

The school's arrangements for management of the site are not a cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's funding appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer questionnaires and pupil questionnaires and consider the views of teachers, staff and the governing body/members of the management committee through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior, middle leaders, and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of lessons, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report refers to different quantities and proportions, e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

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

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:

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