



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

**A report on**

**Ysgol Gynradd Trelogan**

**Berthengam  
Treffynnon  
CH8 9BN**

**Date of inspection: July 2024**

**by**

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

**This report is also available in Welsh.**

## About Ysgol Gynradd Trelogan

|  |                           |
|--|---------------------------|
| Name of provider   | Ysgol Gynradd Trelogan    |
| Local authority  | Flintshire County Council |
| Language of the provider   | English                   |
| Type of school   | Primary                   |
| Religious character  | *                         |
| Number of pupils on roll   | 60                        |
| Pupils of statutory school age   | 52                        |
| Number in nursery classes  | 8                         |
| Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%) | 11%                       |
| Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)               | 8.3%                      |
| Percentage of pupils who speak Welsh at home   | 0.0%                      |
| Percentage of pupils with English as an additional language  | 0.0%                      |
| Date of headteacher appointment  | 01/04/2022                |
| Date of previous Estyn inspection (if applicable)  | 01/07/2013                |
| Start date of inspection   | 01/07/2024                |

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

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

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

## Overview

Leaders and governors have brought together the schools of Ysgol Trelogan and Ysgol Gronant to form a successful federation of schools. The Point of Ayr Federation is well-led and both schools are welcoming places to learn. Staff are committed to improving all aspects of school life. They work hard to maintain positive and supportive relationships between staff and pupils and between school and home.

At Ysgol Trelogan, all pupils enjoy school. They are safe and listened to and feel their ideas make a difference in the school and local community. Throughout the school, pupils behave well, engage positively with the wide range of learning experiences provided and make at least good progress in their learning. The school's approach to planning learning experiences is highly effective and pupils enjoy exciting opportunities to learn from a wide range of people from varied backgrounds who share their skills, talents and cultures. As a result, most pupils develop the confidence and skills to express themselves articulately, share their ideas and develop empathy and aspiration.

Across the school, pupils develop positive attitudes to oracy, reading and writing and enjoy the many opportunities to be expressive and creative. They use digital devices effectively to support their learning and to produce reports, presentations, and short films. They develop good mathematical skills and knowledge.

Teachers use a range of strategies, such as effective questioning and immediate feedback to enhance learning. They plan sequences of lessons that support pupils to build their skills progressively in many aspects of their learning. They often work with their pupils to plan meaningful learning experiences that engage them and capture their interests. Many of these experiences enable pupils to discover the history and culture of their local area and Wales and to explore issues which affect them and others such as equity and sustainability. Younger pupils benefit greatly from thoughtful outdoor learning opportunities.

From a young age, pupils are keen to do well and to take on new challenges. However, older pupils do not generally have enough influence over their own learning and do not always understand how to improve their work successfully over time.

## Recommendations

- R1 Develop older pupils as effective independent learners
- R2 Improve the quality of feedback for older pupils

## What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to planning authentic learning to build relationships across a federation of schools, for dissemination on Estyn's website.

## Main evaluation

### Learning

Most pupils begin school with skills around those expected for their age. Nearly all pupils, including those eligible for free school meals and those with additional learning needs (ALN), make at least good progress from their individual starting points.

Nearly all pupils develop their speaking and listening skills well. From a young age, they engage in conversations enthusiastically and discuss their learning with staff and other pupils confidently. By Year 2 nearly all pupils develop as articulate speakers and respectful listeners. As they progress through the school, pupils build on their skills, often presenting their ideas maturely. They expand their vocabulary and adapt their talk for formal and informal situations, for example when discussing the impact of climate change on human rights or when predicting the events of the stories they read. The oldest pupils convey their opinions with a level of maturity beyond their years when sharing their thoughts on the plight of people who are forced to leave their families and homes during times of conflict.

Nearly all pupils develop effective reading skills. Younger pupils develop fluency and use a range of strategies to help them read unfamiliar words. They make predictions about story lines and recall events and information from the books they read. Many older pupils develop as confident and insightful readers. They discuss in detail the plot of the fiction they choose, demonstrating a sound understanding of the characters and main events and giving informed reasons for their choices.

Across the school, many pupils make good progress in developing their writing skills. Younger pupils form letters accurately, write purposefully in simple sentences and make plausible attempts to spell unfamiliar words. By Year 2, pupils write for a wide range of audiences, for example to create intriguing news reports about community events. They draft and revise their work and present the final piece neatly, using a range of suitable punctuation, and choosing words for effect. They apply their literacy skills effectively in their work across the curriculum when writing postcards and invitations linked to their work on carnivals. Older pupils develop a secure knowledge of the key features of different forms of writing. They use alliteration to write catchy newspaper headlines and choose effective, descriptive vocabulary to improve the quality of their writing. They transfer their literacy skills to their work in other areas of the curriculum successfully, for example when presenting information about famous athletes and when writing persuasive letters to the school's leadership team requesting more outdoor play equipment.

Pupils across the school develop their Welsh language skills effectively. By Year 1, many pupils ask and answer a range of basic questions. They discuss and describe the weather using simple words and phrases. Older pupils ask and answer questions

with developing confidence. As they move through the school, pupils begin to develop sound writing skills, using the past and future tense to describe events.

Younger pupils make good progress in developing their mathematical knowledge. They develop their understanding of capacity when investigating the volume of sand and water needed to fill a variety of receptacles and discuss their findings with each other. They transfer their numeracy skills readily and confidently to other aspects of their learning and play. They identify the correct coins needed to make £5 or £10, order coins in numerical value and add up the cost of items on a classroom menu. Generally, older pupils build on their mathematical understanding to make appropriate progress. For example, they use set squares and protractors to measure and create angles. They use their knowledge of parallel, horizontal and perpendicular lines when designing and gather and represent data when calculating totals and creating graphs. However, they do not always apply their knowledge suitably to their learning in other areas of the curriculum.

Pupils across the school develop a wide range of digital skills effectively. Younger pupils create short films, adding images and music for effect. Year 3 pupils build on these skills to create music to add to their media presentations. Older pupils publish their research on websites and create effective digital games using apps and electronics.

Pupils across the school develop their creative and expressive skills well. Younger pupils benefit greatly from opportunities to work with wood and tools to create items such as bird and butterfly boxes. They plan their designs, including the measurements before gathering the resources and equipment they need. They work deftly with nails, hammers and saws and evaluate their finished designs, making decisions about what they could improve further. Through the recent 'Carnival' topic, older pupils use their imagination to develop their ideas. For example, they make elaborate constructions from willow and decorate these as carnival lanterns. They are developing their appreciation of music and compose and perform their own musical compositions.

### **Well-being and attitudes to learning**

During their time at school, nearly all pupils develop strong working relationships with staff and with each other. As a result, they feel safe, cared for and listened to. They are proud of the charters they have created that help them form respectful friendships. Across the school, pupils' behaviour is exemplary and as a result they engage well in learning without disruption.

Throughout the school, nearly all pupils enjoy learning and engage, listen and participate well in lessons. When working independently on chosen activities they settle straight to work and display perseverance. Younger pupils work happily in small groups and on independent tasks and choose useful resources to help them in their learning. They relish opportunities to learn in the school's woodland area. Many younger pupils enjoy making suggestions about how to improve their work. For example, they create prototypes for natural art and improve on these in their final design. Given the opportunity, older pupils are beginning to form opinions, generate ideas and make choices about their work. When engaged in their learning they participate enthusiastically and begin to think about how what they learn now will help

them in future. However, they do not have enough opportunities to build effectively on their independent learning skills. Overall, there are limited opportunities for pupils to take increasing responsibility for their learning and make suggestions about how they learn and how to improve their work.

As they move through the year groups, pupils develop well as ambitious learners who have high expectations of themselves and demonstrate resilience. They enjoy facing the challenge of new concepts and problems in their learning and approach their work with care and curiosity. Younger pupils think about the different ways they can group coins to help them work out the profit made from their carnival games. Older pupils collaborate well when solving the problem of how to fill a gap in the carnival schedule. They decide to create, compose and perform suitably traditional music to entertain the community.

From a young age, pupils begin to explain and discuss their learning. They reflect on their successes and identify ways to improve their work, for example by choosing the best tools, measuring accurately and following safety rules during woodwork challenges. Older pupils challenge themselves appropriately in their creative work. For example, when designing and making costumes, they refine and adapt their ideas considering practicality and effect. However, they do not always have sufficient opportunities to develop a secure enough understanding of the purpose of their learning or how to improve their work over time.

Pupils learn how to be ethical citizens through their work on climate change and its effect on the locality and globally. They develop a sound understanding and appreciation of diversity through rich cultural learning experiences. For example, when celebrating Diwali, they involve members of the community who share their faith, traditions and cuisine throughout the festival. Pupils begin to develop a sense of equity and rights when considering the impact of extreme weather on people across the world.

Nearly all pupils feel that their views about improving the school are valued. Across the school, pupils develop leadership roles and contribute their ideas for school improvement. Pupil governors improved well-being through their work on enhancing break-time provision. The Eco Council works with staff to lead changes to the school environment by taking responsibility for recycling, litter picking and encouraging biodiversity in woodland areas.

Nearly all pupils enjoy opportunities to be active at playtime and during physical activities. Many make healthy choices and understand the importance of eating a balanced diet. They develop a sound understanding of how to stay safe online, keeping their personal details safe and talking to a trusted adult if issues arise. The school's focus on emotional well-being supports pupils to understand their emotions and relationships.

## **Teaching and learning experiences**

Leaders and teachers have a clear vision for the school's curriculum rooted in Welsh culture and aiming to raise pupils' aspirations. Staff work effectively together to create rich and meaningful learning experiences and to develop a shared understanding of progression in response to curriculum reform.

The federation's creative approach to planning learning, centred on 'people, place and problem', allows teachers to plan topics that reflect and build on pupils' own experiences. For example, having discovered a box of old photographs, the school revived the local community carnival, not seen since 1982. This recent focus on 'Carnifal' includes opportunities for pupils across the federation to develop their creativity, imagination and expression through poetry, design, music and art. These integrated experiences enable many pupils to develop their critical thinking and make good progress in developing a range of skills.

Many teachers plan sequences of lessons that enable pupils to transfer aspects of their knowledge and skills to other areas of the curriculum. A focus on developing writing, for example, supports pupils to use increasingly complex and effective descriptive language in their oracy and written work. Pupils generally engage well with a growing range of opportunities to apply their digital skills to support and enhance their work. Many pupils develop their knowledge of mathematical concepts systematically and work effectively with others to solve problems. Younger pupils often apply their knowledge and skills confidently and competently to other aspects of their learning. However, there are fewer opportunities for older pupils to apply their skills purposefully to their work across the curriculum.

The school provides plentiful opportunities for pupils to develop their understanding of the history and culture of Wales. For example, they explore the life of local naturalist and writer Thomas Pennant, considering his life and influence on industrial Wales. Pupils emulate the work of Welsh artists, join in with traditions and celebrate special days and events such as the Urdd Eisteddfod. Most teachers provide worthwhile opportunities for pupils to develop their Welsh language skills. As they progress through the school, many pupils grow in confidence when holding simple conversations and ask and answer a range of questions linked to their learning.

Pupils enjoy learning in the school's well-developed outdoor environment. Younger pupils relish their time in the woodland area, climbing trees, identifying bugs and creating art from natural materials. Older pupils benefit from opportunities to develop their physical skills outdoors during PE lessons and when competing in team sports. They develop their teamwork and resilience during residential visits. Generally, however, teachers do not provide enough opportunities for older pupils to participate meaningfully in outdoor learning.

The school's planning to develop pupils' expressive skills is a strength. For example, the youngest pupils mix colours independently to create their desired shade and combine media imaginatively to produce collage. Older pupils paint landscapes and portraits in watercolours and design and construct highly effective 'Mrs Egni and her dog' sculptures made from recycled toasters, lightbulbs and phones.

All teachers have high expectations of pupils. They use a range of approaches to engage pupils successfully in their learning. They use questioning purposefully, address misconceptions and adjust their teaching to support pupils to make the progress they should. Many teachers create worthwhile opportunities for pupils to share their ideas about how they learn and are beginning to support pupils to reflect on their learning suitably.

All teachers have a secure knowledge of the curriculum, plan with clear learning intentions and provide explanations that help pupils understand what to do. Many teachers provide feedback to pupils, which enables them to improve their work during lessons and to challenge themselves appropriately. However, teachers do not plan opportunities to discuss progress with older pupils in depth often enough. As a result, older pupils are not always clear about the purpose of their learning or how to improve their learning over time.

Across the school, teaching assistants are effective in supporting pupils to make progress in their learning. They reflect the school's warm and supportive ethos in their working relationships with pupils, providing strong support for pupils' individual learning needs.

### **Care, support and guidance**

Across the Point of Ayr Federation, staff create a safe, nurturing and inclusive environment for pupils and their families. Staff know pupils well and pupils value the intuitive support they receive. Staff have high expectations of pupils' behaviour and, as a result, establish calm and purposeful working environments for all pupils.

Leaders, teachers and teaching assistants ensure a warm welcome and early support for the families of the youngest pupils. As pupils move through the school, staff continue to involve parents through events, workshops, home-school learning and regular opportunities to discuss their children's learning and progress. As a result, parents feel well-equipped to support their children at home.

The school has developed clear systems to identify the most effective support for pupils with ALN. Leaders of ALN provide strong support for staff through purposeful advice and guidance. Teachers work well in partnership with external agencies to plan support that reflects pupils' individual needs precisely. Skilled teaching assistants engage pupils in their learning effectively, often motivating them to develop their confidence and resilience. As a result, pupils with ALN make at least expected progress towards their individual well-being and learning targets.

Leaders and teachers value the role of visits and visitors in enhancing the federation's curriculum and in raising pupils' aspirations. Throughout their time in school, pupils appreciate opportunities to learn with and from those with lived experience, those in a variety of careers and those with individual talents. These rich and authentic learning experiences provide pupils with opportunities to expand their thinking, use their imagination and develop a wide range of skills. Older pupils benefit from close links with secondary schools. For example the transition activities they participate in from Year 5 onwards supports them to develop early relationships with pupils across the federation and in the locality. The school makes beneficial use of local artists and creative practitioners to support pupils' artistic and expressive development. Many pupils enjoy sports activities such as cricket and football. They benefit from opportunities to widen their experiences on visits designed to enrich their knowledge, skills and well-being.

Elected pupils develop suitably as leaders, representing the views of their peers and making worthwhile contributions to the work of the school and the community. For example, Pupil Governors work on behalf of pupils to initiate improvements to the



outdoor learning environment and organise special days aimed at raising money for charity. Most pupils across the school contribute purposeful ideas to teachers' planning. Younger pupils often influence how, as well as what, they learn. However, older pupils do not generally take responsibility for their own learning.

Pupils have regular opportunities for reflecting on their own and others' values and beliefs through lessons and as part of their collective worship. The school has valuable links with members of faith communities that deepens pupils' understanding of a range of cultures through learning experiences, visits and events. Their work on 'Carnifal' for example helps them develop an understanding of how and why communities hold carnivals across the world. Their exploration of Indian culture during Diwali supports them to learn about the food and dress of traditional and modern Hindu families. These experiences are beginning to support pupils' understanding of equality, diversity and human rights, as they begin to discover the impact of world events on others' lives. They consider, for example, the effects of displacement on people because of recent extreme weather conditions and historical events such as Windrush.

Processes to promote positive rates of pupils' attendance are effective. The school's arrangements to safeguard pupils meet requirements and give no cause for concern.

### **Leadership and management**

Leaders across the Point of Ayr Federation have been effective in bringing the schools of Ysgol Trelogan and Ysgol Gronant together to form a community where pupils and staff feel a strong sense of belonging. Leaders successfully promote a shared vision to create a welcoming and nurturing environment, to provide engaging and challenging learning experiences that motivate pupils and equip them successfully for the future. Families enjoy the opportunities both schools provide for them to get together as one community, to celebrate events or to share pupils' learning experiences. Parents appreciate the regular information they receive about their child's learning and progress, and the guidance the school provides that helps them to support their child's learning at home.

Leaders establish an ethos of continuous and honest evaluation of the school's work and its impact on pupils' outcomes. In many classes, pupils benefit greatly from teachers' high expectations and challenging learning experiences, enabling younger pupils to develop their imagination and language, and older pupils to develop their thinking and problem-solving in meaningful contexts across the curriculum. These experiences allow pupils to consider the skills, knowledge, and attitudes they will need to realise their hopes for the future. The federation's response to ALN reform has been highly effective in securing positive outcomes for pupils with ALN. Its approach to developing pupils' Welsh language skills has a positive impact on pupils' progress and enthusiasm for the language.

The robust monitoring and self-evaluation processes in place are effective. Leaders carry out a range of purposeful activities that help to provide a clear picture of the quality of teaching and learning. Most staff appreciate the collaborative nature of school improvement and readily adapt approaches to meet the needs of their pupils. The recent focus on improving writing, for example, has had a significant impact on

the quality of many pupils' creative writing and the progress they make in developing their literacy skills.

The federation's shared priorities for improvement focus accurately on improving the quality of teaching and securing appropriate outcomes for pupils in their learning across the curriculum. Leaders at all levels work as an effective team to bring about change. They purposefully monitor the impact of their improvement strategies on pupils, reviewing and refining approaches in light of their evaluations. For example, leaders identify inconsistencies in the quality of teaching and create robust plans to address poor performance.

Leaders have high expectations of all staff. They use performance management systems and partnership working well to identify professional development needs and to support whole school improvement. Many teachers and teaching assistants feel supported to trial approaches and adapt teaching methods and interventions to meet pupils' needs. For example, the effective work to develop a curriculum for pupils that reflects the communities the federation serves successfully engages many pupils in their learning. The recent focus on broadening younger pupils' learning experiences has a significant impact on pupils' curiosity and the pace of progress in these classes.

The federation's work to reduce any barriers to learning or well-being for pupils from low-income households is implemented successfully. Leaders make good use of the pupil development grant to ensure that all pupils access the full range of opportunities and experiences on offer.

Leaders, teachers, and teaching assistants form a strong, supportive and reflective team. Leaders provide worthwhile opportunities for staff to learn from each other and to visit other schools. They encourage staff to reflect on how the practice observed could be used to improve their own, and to share new approaches across the federation. Leaders and teachers provide valuable support to colleagues, for example through modelling and team teaching. This approach secures consistently high-quality teaching and learning for many pupils.

Leaders recognise opportunities to develop senior staff and to support teachers to develop effectively as middle leaders, strengthening the effectiveness of the school's evaluation processes. The inclusive approach to staff development ensures that teaching assistants and support staff often develop as skilled practitioners.

Governors demonstrate a strong commitment to their role and use a breadth of expertise to support the work of the federation. They focus appropriately on evaluating the quality of teaching and learning across both schools and develop a clear understanding of strengths and areas for improvement. Governors support senior leaders well to promote a positive culture of safeguarding and ensure that effective policies are in place to promote the importance of healthy eating and drinking among pupils.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body 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 and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read 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 classes, including learning support groups 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 and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- 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

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

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