



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

**YGGG Llantrisant
Ffordd Cefn-Yr-Hendy
Miskin
Pontyclun
Rhondda Cynon Taff
CF72 8TL**

Date of inspection: December 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

The designated Welsh-medium school is situated in the village of Miskin in Rhondda Cynon Taff. It serves the villages of Llantrisant, Miskin, Groesfaen and nearby areas. The area is described as being neither prosperous nor economically disadvantaged.

At present, 364 pupils aged between three and 11 are on roll. They are admitted immediately after their third birthday. They are taught in nine classes that contain children of the same age and four mixed-age classes. Including the headteacher and the learning support teacher, there are 12 full-time teachers and three part-time teachers at the school.

Two point one nine per cent (2.19%) of pupils are entitled to free school meals – a figure that is significantly below county and national figures. Sixty-eight pupils (16.75%) are on the additional learning needs register. No pupils have a statement of special educational needs.

One hundred and forty-one pupils (about 41%) come from homes where Welsh is spoken. Welsh is the medium of teaching and learning across the school, but an English study programme is introduced to pupils in key stage 2. Eight pupils come from an ethnic minority background.

The school was last inspected in November 2006 and there has been a change in the school's management since then. The headteacher was appointed to the post in September 2012. Previously, he had been the school's deputy headteacher for ten years. The current deputy headteacher has been in post since September 2012.

The individual school budget per pupil for YGGG Llantrisant in 2012-2013 is £2,718. The maximum per pupil in primary schools in Rhondda Cynon Taff is £6,197 and the minimum is £2,561. YGGG Llantrisant is in 108th position of the 113 primary schools in Rhondda Cynon Taff in terms of school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- pupils make consistent progress in their learning during their period at the school;
- results of teachers' assessments at the end of key stage 2 in recent years have been consistently high;
- pupils' standards of literacy are consistently good;
- pupils feel happy and safe at school;
- the school promotes pupils' wellbeing very effectively;
- the quality of teaching across the school is generally good; and
- the school provides valuable learning experiences that engender interest and meet the needs of pupils of all ages.

Prospects for improvement

The school has good prospects for improvement because:

- the headteacher has conveyed a clear vision to staff, pupils, governors and parents;
- members of the senior management team fulfil their duties effectively;
- governors fulfil their role as a critical friend and strategic leaders very effectively;
- the self-evaluation process is very thorough and includes governors, teachers and assistants in an active way; and
- the school improvement plan identifies appropriate priorities for improvement which focus effectively on pupils' outcomes.

Recommendations

- R1 Raise standards of boys' written work
- R2 Plan purposefully to ensure progression and progress in literacy, numeracy and information technology skills
- R3 Develop professional learning communities in areas that are priorities for improvement in the school
- R4 Strengthen the senior management team's strategic role in leading the school

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils make consistent progress in their learning during their period at the school. They develop their learning skills successfully in the Foundation Phase and achieve good quality work in learning sessions and in their work books in key stage 2.

Most pupils in the Foundation Phase and key stage 2 show an increasing understanding of their own learning across the curriculum. They are aware of their targets, they are able to discuss good features of their work intelligently and they know what they need to do to improve.

Most pupils communicate increasingly confidently orally in Welsh and English. As they grow through the school, they converse clearly about their work and informally in a variety of situations by using increasingly rich and varied vocabulary, including vocabulary that is relevant to curriculum subjects.

Most pupils' reading skills develop very well. By the end of the Foundation Phase, they read confidently, and the best pupils use intonation to convey meaning very effectively. In key stage 2, they read fluently, accurately and intelligently in Welsh and English. They are able to discuss their favourite authors and the content of books effectively and intelligently, by expressing and justifying an opinion about them.

Across the school, most pupils develop their extended writing skills to an appropriate standard in Welsh and English. Most pupils' presentation of work is neat and organised, and they are able to use their literacy skills effectively across the curriculum.

Whatever their linguistic background, pupils use Welsh confidently and naturally in formal and informal situations. In general, when they are not supervised by adults, they choose to use Welsh with each other. They have a good awareness of Welsh history, geography and culture and they enjoy taking part in Welsh cultural activities, such as eisteddfodau and concerts. They do this to a high standard.

Results of teachers' assessments at the expected level (outcome 5+) at the end of the Foundation Phase in any of the learning areas do not compare favourably with the averages for the family of schools and Wales. Twenty-six per cent of the cohort was on the special needs register, which is the highest percentage in the school's history. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school was in the bottom 25% in all learning areas, and the core subject indicator. These results do not reflect the school's previous performance at the end of key stage 1.

At the higher level than expected (outcome 6+), the school is close to the averages for the family and Wales, among the top 50% of similar schools in language and communication and in the bottom 50% in other learning areas.

Results of teachers' assessments at the end of key stage 2, at the expected level (level 4+), during recent years, have been consistently high in comparison with the family and Wales, although they fell a little in 2012. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school was consistently in the top 50% in all of the core subjects, except English and science in 2012, when it was in the bottom 50%.

In the higher levels than expected (level 5+) at the end of key stage 2 in 2012, the school is in the top 50% of similar schools in Welsh and English, and in the bottom 50% in mathematics and science.

There is no consistent pattern of difference in boys' and girls' performance in recent years. However, in the last two years, girls perform better than boys in Welsh and English, and especially in writing skills.

Pupils who have additional learning needs make good progress towards their targets. There are not enough pupils who are entitled to free school meals, nor from ethnic backgrounds, to make a meaningful analysis.

Wellbeing: Good

Ysgol Llantrisant is a happy school in which pupils feel completely safe. They are very aware of the importance of eating and living healthily and they have opportunities to undertake physical exercise regularly during lessons and in the various after-school clubs. Pupils feel confident to turn to friends and teachers at any time of anxiety.

Across the school, pupils are courteous and welcoming and they are very caring of each other. Nearly all pupils show a very positive attitude to their learning. They are very aware of their improvement targets, and understand well what they need to do to improve their work. They concentrate effectively on their tasks and work together well in pairs and in groups.

Members of the school council and the Eco Council feel that their voice is important and that adults are listening to them.

Over the last two years, attendance levels have been over 94%, which is among the top 50% of similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides valuable learning experiences that engender interest and meet the requirements of pupils of all ages. Teachers work together effectively to plan comprehensive programmes. There is a good range of extra-curricular activities available to older pupils, which contributes to their cultural and physical development successfully.

The school provides suitable opportunities for pupils to develop their skills, but opportunities have not been planned purposefully enough to ensure consistent progression and progress in all areas.

Provision for developing the Welsh language is comprehensive and enables pupils to make very good progress. There is an obvious and effective emphasis on enriching children's vocabulary through all learning areas and all subjects. The school promotes Welsh culture and history successfully.

Pupils show a thorough understanding of the importance of issues relating to sustainable development and global citizenship. The school encourages them to look after their environment and their fellow man and the work of the eco council is evidence of all the various and lively activity that occurs at all levels at the school.

Teaching: Good

The standard of teaching is generally good. Teachers and other adults have a good relationship with pupils and thorough subject knowledge. They use a range of methods and activities to inspire and challenge most pupils successfully.

In most lessons, there are lively, well-paced presentations and effective questioning. In the best cases, teachers pay good attention to all pupils' needs. In a very few cases, there is not enough of a challenge for more able pupils and neither the aim nor success criteria are clear.

Teachers model good language on all occasions, and encourage pupils to develop their Welsh in a wide variety of different contexts. They plan effectively and succeed in motivating pupils. Skilful and imaginative use is made of resources.

Teachers give useful feedback to pupils, orally and through marking. Assessment for learning has been embedded well and teachers provide valuable opportunities for pupils to self-assess, and there are regular opportunities for them to assess their peers' work.

Pupils' progress is tracked systematically throughout the school. In general, teachers make effective use of this information, in addition to performance data, in their planning. Parents and carers receive detailed information about their children's achievement and development in annual reports.

Care, support and guidance: Good

The school operates as a caring community. Pupils are very happy at the school and feel safe. The school promotes health and wellbeing successfully and ensures that they enjoy regular opportunities to take part in a range of activities.

The school makes effective use of a range of specialist services to provide and improve support for all pupils. Classroom assistants make an effective contribution in delivering programmes to support pupils who have additional learning needs.

Pupils' social, moral, spiritual and cultural awareness is developed successfully. This takes place through a wide range of extra-curricular activities and through work programmes and acts of collective worship. The school has effective procedures for promoting good behaviour that contribute to the very positive ethos that is evident throughout the school.

All pupils have equal opportunities to develop within all the school's activities. The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

Pupils who have additional learning needs are identified early and suitable targets and support are given to them. Detailed individual education plans ensure that the work that is provided for these pupils matches their needs. Nearly all pupils make appropriate progress over time.

Learning environment: Good

Ysgol Gynradd Gymunedol Gymraeg Llantrisant is a friendly, enthusiastic, caring community in which every pupil is important. It fulfils its aim of working together for the benefit of children. Equality and diversity policies are in place, which ensure equal opportunities and fair treatment for all the school's pupils. Through these procedures, responsible and mature pupils are developed, who are ready to face the next stage in their career.

The site is used appropriately for play and learning. The school's classrooms and corridors are very colourful and display pupils' work and successes. There are enough staff and resources to deliver all aspects of the curriculum. The school's outdoor area has been developed effectively with the co-operation of the parents' association. A local community room is part of the building and this is used regularly for various meetings by members of the community. Toilets are clean and suitable and the whole site and building is well-maintained.

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

Although the headteacher has only recently been appointed to his post, he has conveyed a clear vision to staff, pupils, governors and parents. That vision is based firmly on the school's statement, "Working together for the sake of the children". He knows the school well and leads it very effectively with the support of the deputy headteacher and the senior management team. All members of staff are aware of their roles and responsibilities.

The deputy headteacher's responsibilities are clear, and he undertakes them increasingly effectively. The senior management team fulfil their duties successfully by setting high expectations across the school. They work effectively to ensure improvement in pupils' standards of achievement in specific learning areas and periods. They do this by guiding teachers to plan jointly and work together, and by monitoring learning and teaching. However, their role as strategic leaders has not been developed fully to date.

The school has effective performance management arrangements that maintain and promote teachers' and classroom assistants' professional development.

Governors have a strong awareness of what happens at the school. Every one of them is linked to a subject co-ordinator or learning area within the school. Their understanding of the school's performance data over time is very robust, and their role as a critical friend that challenges the school is very effective.

The school fulfils national priorities successfully. Provision for the Foundation Phase is developing effectively, and assessment for learning has been embedded well throughout the school. Raising standards of literacy and numeracy has been a consistent focus of attention recently.

Improving quality: Good

Arrangements for self-evaluation and planning for improvement are robust.

The headteacher, members of staff and governors identify areas for improvement within the school and they meet jointly as part of the evaluation process.

This is particularly good practice. The self-evaluation report reflects the school's current situation accurately. The outcomes of the self-evaluation process have an appropriate influence on the priorities of the school improvement plan.

The school improvement plan is based on an evaluation of the previous plan and priorities that emerged within the self-evaluation process. Priorities have been focused appropriately on improving standards of literacy and numeracy. The process is a regular part of the school's life and work. There is a continuous emphasis on measuring the effect of priorities on pupils' outcomes and teaching. The school monitors the progress of individual pupils and groups of pupils effectively.

The school has effective procedures for observing in classrooms and moderation takes place in departments and across the school. This has a positive effect on the progress on teaching and pupils' standards.

The senior management team identifies the school's strengths and the areas for further development well. All staff share a strong sense of a common purpose in which pupils are central to all decisions.

There are good examples of co-operation and sharing effective teaching practices within the school and with other schools. Recently, the school has identified the need to raise pupils' standards of numeracy. As a result, the school is beginning to work with schools in the cluster in order to become a part of the learning community on appropriate strategies for improving provision.

Partnership working: Good

The school works very effectively with a range of partnerships that offer advantages to their standards and wellbeing.

There is strong co-operation with parents at the school who do good work to promote the school's resources, through the Parent Teacher Association. There is a very effective link between the school and parents of pupils who are about to start at the school. Weekend meetings that include parents, prospective pupils, teachers and governors are an excellent way of easing the process of starting school.

The school has good links with the community. Pupils benefit greatly from visits away from the school site as well as welcoming visitors to speak about their work. This makes a positive contribution to enriching their learning experiences and their awareness of their surroundings.

There are good partnerships with a number of local authority agencies that have a positive effect on developing pupils' wellbeing and attainment. The relationship with agencies such as the care services, the Police, the Fire and Rescue service and the Education and Business Partnership are very effective. Links with local businesses to promote pupils' awareness of the world of work are developing.

There is close co-operation with local primary schools and activity with the local secondary school ensures successful transition for pupils which prepares them appropriately for the next stage of their education. There are effective arrangements to standardise and moderate teachers' assessments at the end of a key stage and to ensure smooth transition.

Resource management: Good

The school has enough teaching and support staff to achieve its work, and they are allocated effectively. Training is linked clearly to the school's priorities and the school improvement plan and the school uses the classroom assistants effectively to support learning. Teachers use their time for planning, preparation and assessment effectively.

The school has an appropriate system for performance management for teachers and classroom assistants that lead to opportunities for continuous professional development, and that have already created an initial link with schools within the family of schools.

The school manages its resources well. It has enough good quality learning resources, and it takes advantage of every opportunity to enrich the provision. For example, the school is part of a cluster project in which a considerable sum of money is allocated to the school to ensure part-time additional assistants to support the development of literacy skills.

The governing body monitors the school's funding carefully and ensures that the school's expenditure decisions are linked to priorities for improvement and children's wellbeing.

As a result, and in relation to learning outcomes and good standards, the school provides good value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase, 26% of the 2012 cohort were on the special needs register, the highest percentage in the school's history. Results of teachers' assessments at the expected standard (outcome 5+) in language development, mathematical development and personal and social development, and the Foundation Phase indicator do not compare favourably with the averages for the family and Wales. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school was in the bottom 25% in the same learning areas.

These results do not reflect the school's previous performance at the end of key stage 1, when the school consistently compared favourably with the averages for the family and similar schools.

At the higher level than expected (outcome 6+), the school is close to the averages for the family and Wales, among the top 50% of similar schools in language and communication and in the bottom 50% in other learning areas.

Results of teachers' assessments at the end of key stage 2, at the expected level (level 4+), during recent years, have been consistently high in comparison with the family and Wales, although they fell a little in 2012. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school has been consistently in the top 50% in all of the core subjects, except for English and science in 2012, when it was in the bottom 50%.

In the higher levels than expected (level 5+) at the end of key stage 2 in 2012, the school is in the top 50% of similar schools in Welsh and English, and in the bottom 50% in mathematics and science.

There is no consistent pattern of difference in boys' and girls' performance during recent years. However, in the last two years, girls perform better than boys in Welsh and English, and particularly in writing skills.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

One hundred and seven questionnaires were received from the school's pupils. In general, the response is very positive, and is more positive than the average across Wales.

All pupils say:

- that they feel safe at school;
- that there are many opportunities for them to undertake physical exercise at school;
- that teachers and other adults at the school help them to learn and make progress;
- that they know what to do and to whom to speak if work is difficult; and
- that there are enough books, equipment and computers to do their work.

Nearly all pupils say:

- that the school deals well with any bullying;
- that they know to whom to speak if they are anxious about something;
- that the school teaches them how to keep healthy;
- that they are doing well at school; and
- that homework helps them to understand and improve school work.

Most pupils say that nearly all children behave well at play time and lunch time, and many believe that other children behave well so that they can do their work.

Responses to parent questionnaires

One hundred and forty-six parents responded to the questionnaires, which is a significantly higher percentage than is usual in schools across Wales. Responses are generally positive, but in some aspects, they are not as positive as the responses of other schools across Wales.

All parents said:

- that their children are happy at school; and
- that staff expect their children to work hard and do their best.

Nearly all parents said:

- that their child received support to settle in well when starting school;
- that pupils behave well at school;
- that teaching is good;

- that their children are encouraged to keep healthy and undertake regular physical exercise;
- that their children are safe at school;
- that their children receive appropriate additional support in relation to any individual specific needs;
- that the school helps their children to be more mature and to shoulder responsibilities; and
- that the school is well run.

Most parents said:

- that their children are making good progress at school;
- that staff treat all pupils fairly and with respect;
- that children are prepared well for moving on to the next school; and
- that they are satisfied with the school in general.

Many parents say that they:

- believe that homework that is given builds well on what their children learn at school;
- receive regular information about their children's progress at school;
- feel comfortable in asking the school a question, making suggestions or identifying a problem;
- understand the school's system for dealing with complaints; and
- feel that there is a good variety of activities, including trips or visits.

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Terry Williams	Team Inspector
Meinir Howells	Team Inspector
Ann Jones	Team Inspector
Glenda Jones	Lay Inspector
Tristan Roberts	Peer Inspector
Ryan O'Neil	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. If it is available, the data report can be seen on our website alongside this report.

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. FPYear 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