



*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**

**Ysgol Gynradd Trelogan  
Berthengam  
Treffynnon  
Sir y Fflint  
CH8 9BN**

**Date of inspection: July 2013**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 11/09/2013**

## Context

Trelogan County Primary School is in the village of Berthengam near Holywell in Flintshire. Most pupils come from the village or the surrounding rural area. Pupils cover the full ability range and the school describes the area it serves as neither prosperous nor economically disadvantaged.

During the inspection, there were 68 pupils between three and 11 years of age on roll. All pupils come from English-speaking homes. Currently, 24% of pupils are entitled to free school meals. This is well above average for the local authority and slightly above the average for primary schools in Wales. The school has identified 21% of pupils as having additional learning needs, which is close to the average for primary schools in Wales. No pupils are from a minority ethnic background.

The headteacher was appointed in April 2004. In addition to the headteacher, there are two full-time teachers and one part-time teacher. The school was last inspected in July 2007.

The individual school budget for Trelogan Primary School in 2012-2013 means that the budget is £3,571 per pupil. The maximum per pupil in the primary schools in Flintshire is £13,748 and the minimum is £2,758. Trelogan Primary School is 19th out of 73 primary schools in Flintshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- most pupils make good progress and achieve well during their time at the school;
- levels of attendance are high, pupils across the school are very well behaved and they have a good attitude towards learning;
- interesting learning experiences and teaching of good quality ensure that most pupils are well motivated and engaged;
- the high level of care and good working relationships between the staff and pupils have a positive impact on pupils' wellbeing and standards; and
- the school is a respectful, happy and inclusive community.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides effective leadership that has a positive impact on the life and work of the school;
- all members of staff work well as a team and are fully involved in school improvement activities;
- the school has a good knowledge of its strengths and weaknesses; and
- positive partnership arrangements contribute well to the standards and wellbeing of pupils.

## Recommendations

- R1 Improve pupils' writing skills across the curriculum consistently through the school
- R2 Ensure that learning experiences provide better opportunities for pupils to apply their writing and numeracy skills across the curriculum
- R3 Improve the level of challenge provided by the governing body
- R4 Extend opportunities for teachers to become involved in professional learning communities and to share good practice beyond the local area

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The baseline assessment of pupils on entry to reception shows that many have knowledge, understanding and skills that are in line with the average level for their age. During their time in school, most pupils, including those with additional needs and pupils that are more able, make good progress and achieve well.

In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Most show good knowledge and understanding of what they have learnt. Throughout the school, nearly all pupils listen very well and respect the views of others. Most speak confidently in a wide range of situations to staff, visitors and each other. They are able to sustain their concentration for appropriate lengths of time in lessons.

Standards of reading are good. Most pupils in the Foundation Phase handle books well and have a positive attitude to reading. They have a good knowledge of letter sounds and use a suitable range of strategies to read familiar and unfamiliar words well. They show an interest in the books they read and many read with increasing fluency, accuracy and understanding. They recall their favourite stories well. The more able are aware of different types of books including fiction and non-fiction. In key stage 2, most pupils have a positive attitude to reading. Many read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like and can explain why they enjoy reading books by that author. They have a good understanding of characters and storylines. They apply their reading skills well in different subjects and can locate and use reference books effectively. By Year 6, many are able to skim a passage to gain its meaning and to gather information.

Most pupils in the Foundation Phase make good progress with their early writing skills. By Year 2, many write successfully for a range of purposes, in full sentences with appropriate punctuation. However, few pupils write independently at length. Most pupils in Years 3 and 4 write well in response to specific language tasks. Many use a suitable range of sentence structures and interesting vocabulary. However, few produce extended pieces of writing in their work in other subjects. In Years 5 and 6, many pupils consolidate and extend their writing skills well across the curriculum. They write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative.

Standards in the Welsh language are good. In the Foundation Phase, most pupils' speaking and listening skills are developing well and their pronunciation is good. They read with developing confidence and understanding. They write simple sentences accurately and they enjoy singing Welsh songs. Most pupils in key stage 2 build successfully on this good start. Many make good use of their developing bilingual skills to support their learning in other lessons. Most read and write confidently in Welsh. By Year 6, many respond well to a variety of suitable texts and

show a good understanding of the main ideas, events and characters. They write linked sentences using suitable vocabulary, varying their patterns and showing a good grasp of order and progression.

There are small numbers of pupils in each year group which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

The percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) or higher in the Foundation Phase in 2012 was below the average for the family of similar schools and the average for Wales. In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance at the expected outcome (outcome 5) or higher placed it in the lower 50%. The percentage of pupils who achieved higher outcome (outcome 6) or higher in language, literacy and communication skills was above the average for schools in the family. As this is the first year of Foundation Phase data, there is no data on trends available.

Over the past four years, the percentage of 11-year-old pupils attaining the core subject indicator at key stage 2 shows a trend of improvement. During this period, the percentage of pupils who achieved the expected level (level 4) in English, mathematics and science has been uneven. It has often been lower than averages for schools in the family and Wales. In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance in English placed it in the upper 50% in two of the past four years. The school's performance in mathematics has placed it in the lowest 25% for the past four years. The school's performance in science placed it in the lower 50% in two of the previous three years.

The percentage of pupils achieving the higher level (level 5) in English and science has been above the average for the family of schools and Wales in three of the past four years. Few pupils attained the higher level in mathematics during this period.

### **Wellbeing: Good**

Pupils are happy and confident that staff will treat any concerns seriously and act upon them quickly and fairly. They have positive attitudes to healthy living, including eating a healthy diet, and they are aware of the importance of an active lifestyle.

Nearly all pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. They work well under the direction of adults. Pupils gain a suitable understanding of their strengths and weaknesses through increasing involvement in assessment, agreeing success criteria and setting personal targets.

Pupils get on well together and standards of behaviour are high. Pupils of all ages play together happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults. Older pupils provide very positive role models in the way they interact with the younger pupils.

Attendance rates have improved consistently over the last five years and have placed the school in the highest 25% when compared with similar schools over the last three years. Nearly all pupils arrive at school punctually.

The school council is well established. Members make a valuable contribution to decision-making in the school. They take their responsibilities seriously and feel that staff value their opinions.

Many pupils contribute well towards activities in the community. This has a positive effect on their development as rounded and responsible individuals.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Adequate**

Teachers provide a good range of interesting and relevant experiences for pupils, both within and outside the school, that cover the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers in the Foundation Phase plan a good range of focused learning activities, but the planning for enhanced and continuous learning experiences does not always meet the needs of all pupils. Teachers in the Foundation Phase make particularly good use of the outdoor learning environment. Learning experiences in key stage 2 build successfully on pupils' previous knowledge and understanding.

Teachers' short-term planning identifies clearly opportunities for the development of pupils' literacy, numeracy and information and communication technology (ICT) skills and this has a positive impact on standards. However, the curriculum does not always provide enough opportunities for pupils to develop and apply their writing and numeracy skills consistently and progressively across all learning areas. Planning in Years 5 and 6 is particularly good.

The school promotes pupils' understanding of the culture and heritage of Wales well. Provision for the development of pupils' Welsh language skills is very good. Staff use Welsh regularly and integrate the language successfully into a range of learning activities in other subjects. This promotes pupils' use of the language in a variety of contexts effectively.

The provision to develop pupils' awareness of recycling and energy conservation is effective. Teachers provide all pupils with valuable opportunities to develop their understanding of the wider world, for example through their recent study of Papua New Guinea.

### **Teaching: Good**

Teachers and other adults have developed positive working relationships with pupils that foster learning effectively. Teachers demonstrate good subject knowledge. Additional adults contribute successfully to support less able pupils.

In most lessons, teachers plan and prepare activities that meet the needs of most pupils and build well on their previous learning. They use a suitable range of

teaching approaches successfully, which ensures that pupils are motivated and engaged in their learning. The teachers' presentations are enthusiastic, and skilful questioning extends pupils' learning effectively. In the few lessons where teaching is less effective, learning lacks pace and tasks do not always challenge pupils enough, particularly the more able.

Teachers use appropriate forms of assessment that provide them with clear evidence of the standards that pupils achieve. They give pupils good oral feedback during lessons. They mark pupils' work thoroughly. Comments are supportive and in the best examples help pupils to understand what they need to do to improve their work. Pupils in key stage 2 are increasingly involved in assessing their own work and identifying targets for improvement.

Records of individual pupils' progress are clear and teachers use them well to identify the need for additional support. Teachers have worked successfully with staff from other local schools to strengthen their understanding of levels of attainment. Reports to parents on their child's progress are of good quality.

### **Care, support and guidance: Good**

The high level of care and good working relationships between staff and pupils have a positive impact on pupils' wellbeing and standards. The school places a strong emphasis on teaching pupils about values and this develops their spiritual, moral, social and cultural awareness effectively. Acts of collective worship provide valuable opportunities for pupils to reflect on their own beliefs and values.

The school makes good use of a wide range of external agencies and support services to provide useful guidance and support for staff, pupils and parents, when necessary.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is good. Effective systems are in place to identify learning needs quickly. Teachers provide a suitable range of intervention programmes through individual education plans. Teachers regularly review pupils' progress and appropriate arrangements are in place to keep parents informed and involved.

### **Learning environment: Good**

The school has an inclusive ethos where every child is valued fully. It is a happy community with a family atmosphere where all pupils have equal access to the provision. Staff promote a strong sense of care, inclusion and belonging in all aspects of school life. They provide frequent opportunities for pupils to show care and consideration for others in the school and the wider community.

The school environment is safe, secure and welcoming. The accommodation is sufficient for the number of pupils on roll and provides a stimulating and

well-maintained learning environment that supports teaching and learning effectively. Classrooms are well equipped with resources of good quality that are well matched to pupils' needs, but technical difficulties limit pupils' access to the internet. The extensive grounds are extremely well equipped and provide pupils with a valuable learning resource. The grounds include a very large grass playing field, a recently re-surfaced all-weather pitch, a substantial adventure playground and a forest area and willow garden.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides clear, purposeful leadership and strategic direction to the life and work of the school. All members of staff work closely as a team and fulfil their roles and responsibilities well. They have a good understanding of how they contribute to the aims of the school. There is a shared commitment to improving standards and providing a happy, caring and safe learning environment for all pupils.

Regular staff meetings focus appropriately on standards of achievement and the progress of individual pupils. Performance management arrangements are effective.

The governing body supports the school well. Governors have a good understanding of how the school's performance compares with that of similar schools. They have a good knowledge of the school's strengths, priorities for development and school finances. However, they do not challenge the school sufficiently about the standards it achieves.

The school is making good progress in introducing initiatives that meet local and national priorities, such as assessment for learning and the development of literacy strategies, as well as the promotion of the Welsh language. These are having a positive impact on pupils' standards of achievement.

### **Improving quality: Good**

There is a secure strategy for self-evaluation that draws on a wide range of first-hand evidence. This evidence includes data on pupil performance, the outcomes of lesson observations and scrutiny of pupils' work. The headteacher seeks the views of pupils and parents regularly to gauge the school's strengths and areas for development.

The self-evaluation report is detailed and comprehensive and all members of staff contribute to it. It provides an accurate assessment of the school's strengths and areas for development. The school uses this information effectively to determine clear and focused priorities in the school improvement plan. Implementation of this plan is having a positive impact on improving standards. However, monitoring procedures do not enable governors to evaluate the progress of the actions in the school improvement plan well enough.

The school is developing well as a learning community. Teachers have worked closely with staff from other local schools to implement a number of initiatives that are having a positive impact on teaching and learning. However, there are few

opportunities for staff to become involved with professional learning communities and to share good practice beyond the local area.

**Partnership working: Good**

The school works effectively with a suitable range of partners. There is a strong partnership with parents. They are well informed and feel very welcome in school. There are also good community links with many local and national organisations, societies, church and charities, which influence the quality of pupils' experiences well.

The strong links between the school and the on-site pre-school setting ensure a smooth transfer for pupils to the Foundation Phase. Effective transition plans help pupils move confidently to the high school. The school collaborates closely with its cluster of schools and shares valuable experiences to develop local priorities, such as the development of literacy and numeracy initiatives. These links provide productive opportunities for staff to moderate work in literacy, mathematics and science across schools. The partnerships contribute effectively to enriching provision and improving pupils' outcomes. They also provide valuable opportunities for pupils to benefit from various projects, such as the recent successful drama project.

**Resource management: Good**

The school manages its resources well. Teachers are well qualified and have a suitable range of expertise across the curriculum. Arrangements for teachers' planning, preparation and assessment time are appropriate. Support staff are deployed effectively and have a positive impact on the attainment of all pupils.

Performance management arrangements identify valuable opportunities for the development and training of all staff. This has had a direct and positive influence on the quality of teaching and learning.

The school has systematic and thorough budgetary arrangements. This ensures that expenditure links clearly to priority areas for development. It makes effective and efficient use of a variety of resources in order to support pupils' learning. The school has targeted funding effectively from its budget surplus over recent years to develop its accommodation and outside learning areas to a high standard.

As most pupils make good progress and achieve well during their time in school, the school provides good value for money.

## Appendix 1

### Commentary on performance data

There are small numbers of pupils in each year group which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

The percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) or higher in the Foundation Phase in 2012 was below the average for the family of similar schools and the average for Wales. In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance at the expected outcome (outcome 5) or higher placed it in the lower 50%.

The percentage of pupils who achieved higher outcome (outcome 6) or higher in language, literacy and communication skills was above the average for schools in the family. In comparison with that of schools with similar proportions of pupils entitled to free school meals, the school's performance was in the lower 50% for language, literacy and communication skills and for personal and social development, wellbeing and cultural diversity. It was in the lowest 25% for mathematical development.

As this is the first year of Foundation Phase data, there is no data on trends available.

In 2012, the percentage of 11-year-old pupils who achieved the expected level (level 4) in English, mathematics and science was below the family of schools and Wales average. Over the past four years, the percentage attaining the core subject indicator at key stage 2 shows a trend of improvement. During this period, the percentage of pupils who achieved the expected level (level 4) in English, mathematics and science has been uneven. It has often been lower than averages for schools in the family and Wales.

In comparison with schools with similar proportions of pupils entitled to free school meals, the school's performance in English placed it in the upper 50% in two of the past four years. The school's performance in mathematics has placed it in the lowest 25% for the past four years. The school's performance in science placed it in the lower 50% in two of the previous three years.

The percentage of pupils achieving the higher level (level 5) in English and science has been above the average for the family of schools and Wales in three of the past four years. The school's performance at this level placed it in the upper 50% of schools with similar proportions of pupils entitled to free school meals in three of the past four years. The school's performance at the higher level in mathematics placed it in the lower 50% in three of the past four years.

There has been no significant difference between achievement of boys and girls during recent years or in the achievement of pupils who are entitled to receive free school meals compared with other pupils.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Twenty-one parents or carers completed the questionnaire. Their satisfaction levels are higher than the average for other primary schools in Wales.

All parents or carers think that the school is well run. They say that their child likes school and all are confident that they are safe there. All agree that their child was helped to settle when they joined the school. All say that staff treat all children fairly and with respect. All who responded agree that the school encourages their child to eat healthily and take regular exercise. All say that they would feel comfortable about approaching the school with questions, suggestions or a problem. All who responded understand what to do if they wish to make a complaint. All agree that their child is making good progress and feel that they are kept well informed about their child's progress. All believe that behaviour is good.

All parents or carers think teaching is good and are happy that teachers expect pupils to do their best. All believe that teachers help their child to become more mature and take on responsibility. All who responded say that children are well prepared for the move to the secondary school. All parents or carers agree that the homework given builds well on what their child learns in school. They are confident that their child receives enough additional support for their additional learning needs. They agree that there is a good range of activities including trips and visits.

#### Responses to learner questionnaires

Thirty-two pupils in key stage 2 completed the questionnaire. Responses to all questions are very positive, and are higher than the national average for primary schools in Wales.

All pupils say that they feel safe in school and they agree that the school deals well with bullying. They all agree that they know whom to talk to if they are worried or upset or are finding their work difficult. All say that the school helps them to be healthy and provides them with plenty of opportunities to be physically active.

All pupils feel that they are doing well and that teachers and support staff help them to learn and make progress. They all agree that there are enough resources to enable them to learn effectively and they think that homework helps them to improve on their work in school. All agree that all children behave well in lessons and they believe that children behave well during lunch and break times.

## Appendix 3

### The inspection team

Edward Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
James Kerry Jones	Lay Inspector
Rebecca Turner	Peer Inspector
Margaret Madoc Jones	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.