



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 Terrig
Ffordd y Llan
Treuddyn
Mold
CH7 4LN**

Date of inspection: April 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.

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

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

© Crown Copyright 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 06/07/2012

Context

Ysgol Terrig is a designated Welsh-medium school, which is maintained by Flintshire education authority. It is situated in the village of Treuddyn, which is approximately five miles from Mold. The school mainly serves the village, but a number of pupils come from the nearby area, such as from the villages of Eryrys, Pontybodcyn and Ffrith.

The school provides education for pupils of between 3 and 11 years of age. Children are admitted to the school's nursery class part-time in the September following their third birthday and full-time to the reception class in the September following their fourth birthday. During the inspection, there were 73 pupils on roll. They are taught by four full-time teachers.

Pupils that come to the school are considered to be those with backgrounds that are neither disadvantaged nor prosperous. About 15% of pupils come from homes where Welsh is spoken. There are two children from an ethnic background at the school.

The percentage of pupils (4%) who are entitled to receive free school meals is lower than the average for Flintshire and Wales. Thirteen pupils (19%) are on the school's additional learning needs register. These figures are higher than the average for the county and for Wales.

The temporary headteacher has been in post since January 2012.

The individual school budget per pupil for Ysgol Terrig in 2011-2012 is £3,855. The maximum per pupil in Flintshire primary schools is £10,075 and the minimum is £2,616. Ysgol Terrig is seventh out of the 76 primary schools in Flintshire in terms of school budget per pupil.

Summary

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

Current performance

Elements of Ysgol Terrig's performance are good because:

- most pupils are making good progress in their lessons and in their current books;
- teachers' assessment results in the Foundation Phase are consistently higher than those of similar schools;
- teaching is robustly good;
- pupils across the school behave well, they are courteous and they have a good attitude towards learning;
- there is effective provision to promote wellbeing and an inclusive, homely ethos in which pupils feel happy and safe; and
- a good range of partnerships have a positive impact on pupils' achievement.

However, current performance is judged as adequate because:

- trends in teachers' assessment results over time in key stage 2 are lower than results for similar schools;
- a minority of key stage 2 pupils are building successfully on their oral and reading skills in Welsh;
- there is not enough progress in the extended writing skills of a minority of pupils in both languages in key stage 2; and
- key stage 2 learning activities do not extend all pupils fully.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision and high expectations that have been conveyed successfully to the staff, pupils and governors;
- the headteacher has, in a short time, succeeded in getting to know the school thoroughly;
- there is clear evidence of improvement in important areas in a short time;
- there is whole staff's commitment to developing the school into an orderly educational community that focuses on raising standards; and
- the governing body is aware of the way the school is performing in comparison with similar schools.

However:

- to date, there has not been enough time for the improvements to affect standards in key stage 2 fully;

- the school's self-evaluation report does not do enough to analyse and evaluate the quality and effect of the school's systems and strategies;
- the success criteria in the school development plan are not sufficiently specific or measurable; and
- the governing body's role as a critical friend is in its early stages.

Recommendations

The school should:

- R1 ensure that more pupils achieve at the higher levels at the end of key stage 2;
- R2 raise oral and reading skills in Welsh, and those of extended writing in both languages at key stage 2;
- R3 ensure activities that will extend pupils of all abilities in full;
- R4 provide more opportunities for pupils to take responsibility for their own learning;
- R5 ensure that the school's self-evaluation arrangements give due attention to the effectiveness and effect of the school's systems and strategies;
- R6 ensure that targets in the school development plan are specific and measurable, and
- R7 develop governors' ability to monitor and challenge the school's performance effectively.

What happens next?

The school will produce an action plan to show how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In the assessments at the end of key stage 1, the percentage of pupils who achieve the expected level (level 2) in Welsh, mathematics and science in combination has been consistently higher than the figures for Wales and the family of similar schools during the last five years. In comparison with schools with similar levels in terms of entitlement to free school meals, the school has been among the top 25% in four of those years. During the same period, the percentage who achieved at a higher level in Welsh and mathematics has been higher than the average for schools in the family and the average for Wales. The percentages achieving higher levels in science vary.

In key stage 2, during the same period, the percentage of pupils achieving the expected level (level 4) in Welsh, English, mathematics and science in combination has decreased. It has been lower than the average for the family of schools during the last three years. In 2011, apart from in mathematics, the school's performance was among the lowest in the family in every subject. In comparison with similar schools in terms of entitlement to free school meals, the school has been among the bottom 50% in four of the last five years. During a period of five years, the percentage of pupils reaching the higher level has varied but in general it has been higher than the average figures for the family and for Wales during this period.

Across the school, most pupils can recall previous learning well and they use this information appropriately in lessons in order to acquire new information and skills. In the Foundation Phase, most children are making consistent and obvious progress across all areas of learning. Their knowledge and understanding is developing well. This good progress is also seen prominently in the current books of most key stage 2 pupils. In their lessons, they show good knowledge and understanding of what they have learnt in a number of subjects. However, progress is not consistent over time in relation to their ability and previous performance.

Pupils with special educational needs across the school are making good progress in line with their age and ability. In some aspects of their work, pupils of higher ability in key stage 2 are not achieving as well as they could. There is no significant pattern in terms of differences between the achievement of girls and boys.

Most pupils across the school listen well to their teachers and they are very willing to offer answers or comments when speaking about their work. Nearly all in the Foundation Phase are making good progress in their use of Welsh from the time they start school. Considering their linguistic background, their oral skills develop very quickly. By the end of key stage 2, most pupils communicate effectively in Welsh when dealing with a variety of subjects. However, a minority use a rich vocabulary and correct syntax. Nearly all communicate effectively in English.

The majority of pupils are making good progress in their reading skills in Welsh. In the Foundation Phase, most read simple texts with enjoyment, and with increasing

confidence and accuracy. They use appropriate strategies when reading unfamiliar words. In key stage 2, most read an appropriate range of texts with increasing accuracy and use their skills effectively to read for different purposes. However, only a few older pupils have the skills to read through a text quickly in order to gain an overall impression. A minority read aloud with fluency and use expression well. Most read English accurately and meaningfully. Many of them use their reading skills in English effectively to obtain and present information, using their translinguaging skills skilfully to present information.

In the Foundation Phase, most pupils are making appropriate progress in their ability to write independently. They use an increasing amount of vocabulary and phrases, beginning to vary sentences and using punctuation well. In key stage 2, the majority write accurately in both languages in a range of forms. Their punctuation and spelling skills are developing appropriately. However, their ability to write creatively and at length has not been developed sufficiently. Only a few pupils write long pieces of work. Handwriting and presentation of work in their current books are good.

Wellbeing: Good

Most pupils have a good awareness of the need to foster healthy personal habits, including fitness. They are proud of their school, feel safe and happy there and know to whom to turn for support and advice.

Many pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. However, their skills in improving their own learning are only beginning to develop. Only a minority have the confidence and ability to assess their own work.

All pupils get on well together and standards of behaviour are high. Pupils of all ages play together happily at break time and lunchtime.

During three of the last four years, attendance levels have been a little lower than those of similar schools. The school's recent efforts to raise the attendance percentages and ensure punctuality have succeeded. Attendance rates are now over 94% and nearly all pupils arrive at school punctually.

Members of the school council and the Eco and Healthy Schools Councils and the Criw Clên are enthusiastic and they understand that they are representing other pupils' viewpoints within the school community. Pupils have regular opportunities to express an opinion and contribute to the development of the school.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Teachers provide a range of interesting experiences inside and outside that capture interest and respond to the needs of most of the school's pupils. The activities fulfil the requirements of the Foundation Phase, the national curriculum and religious education. However, provision does not always offer enough of a challenge to pupils of higher ability.

Teachers across the school plan their lessons effectively by building appropriately on what pupils know. The principles of the Foundation Phase have been established firmly and they ensure that all pupils benefit from stimulating, lively activities. A range of interesting learning experiences is also offered to key stage 2 pupils. The long-term plans do not offer sufficient guidance in order to ensure that all pupils build on previous knowledge and develop their skills effectively.

Teachers plan effectively for developing communication skills in the Foundation Phase. Planning for developing English literacy skills in key stage 2 is also effective. Neither provision for developing oral and reading skills in Welsh nor provision for developing pupils' extended writing skills in both languages is wholly effective. Provision for developing numeracy, information and communication technology skills and thinking skills is effective across the school.

Good attention is paid to the Welsh Dimension throughout the school and the school organises various activities in order to ensure that pupils understand and celebrate Welsh culture.

There is effective provision to enable pupils to learn about sustainability and global citizenship.

Teaching: Good

Teaching is robustly good across the school. Teachers possess up-to-date subject knowledge and model language effectively. There is a good working relationship between staff and pupils and behaviour is managed effectively.

Lesson objectives are indicated clearly. Teachers question skilfully and intervene at appropriate times to give effective support to individuals and groups of pupils. Classroom assistants are used successfully in order to support pupils. In the few lessons where teaching is less effective, learning tasks in key stage 2 do not always respond effectively to the needs of pupils of different abilities.

Assessment for learning strategies are beginning to have a positive influence on standards. Pupils' work is marked regularly and teachers give useful feedback in writing and orally. At its best, the feedback enables pupils to know what they have achieved and what to do next in order to improve. The practice of setting improvement targets for individuals is comparatively recent.

The process of tracking Foundation Phase pupils' progress is effective. The success books that have been introduced recently are an effective tool for keeping an eye on the progress of older pupils and ensure a good recognition of pupils' attainments. Teachers analyse information about pupils' progress thoroughly and use results of standardised tests in order to identify the need for early intervention and plan appropriately for additional learning needs.

The school provides good quality reports for parents.

Care, support and guidance: Good

Effective arrangements exist to support pupils' health and wellbeing, in addition to encouraging their involvement in their school and in the community. These arrangements contribute well to the development and wellbeing of pupils and support their learning effectively.

Teachers provide good opportunities for pupils to take responsibilities and make decisions. A good example of this is the Criw Clên, which takes responsibility for pupils' behaviour and happiness at play times. These pupils appreciate the responsibility and take it seriously.

There is appropriate provision for pupils' spiritual, moral, social and cultural development. Through visits and projects, teachers ensure a range of creatively and culturally valuable experiences for pupils. The joint worship sessions contribute significantly to the school's caring atmosphere.

Effective use is made of the support of external specialist services, including the educational welfare and medical services, and the police.

The school has appropriate procedures and a policy for safeguarding.

Additional learning needs are identified early and beneficial support and guidance are provided for these pupils. Teachers ensure that parents and pupils are included in the process of producing individual programmes and progress is reviewed regularly.

Learning environment: Good

The school is an inclusive and caring community in which pupils feel happy and safe. The way the Criw Clên looks after younger pupils on the yard contributes well to this. There is a friendly ethos here and a good emphasis on ensuring equal opportunities in the curriculum for all pupils.

Respect for diversity and racial equality is promoted through a variety of work studying foreign countries.

The building offers a beneficial atmosphere for the number of pupils and displays enrich and stimulate learning successfully. Staff make good use of the school's grounds and building and the whole site is kept in good condition.

There is a good variety of good quality resources.

Key Question 3: How good are leadership and management?	Adequate
--	-----------------

Leadership: Adequate

In a short time, since her appointment, the headteacher has shared her values and high expectations. She has established clear priorities for developing the school. The school is an orderly community and its structures and policies are clear. The headteacher co-operates effectively with the school's staff to create a positive ethos

that focuses on raising standards. All members of staff have specific job descriptions that ensure that they understand their role and their curricular responsibilities.

Following a period of uncertainty and change in the school's staff, strategies have been implemented that have a positive effect on pupils' outcomes and standards. Although not all the strategies have had enough time to have a full effect on pupils' standards, very rapid progress has been made in many important areas and the changes were managed well.

The governing body has helped to offer the school a strategic direction during a period of instability. Many of the school's policies have been reviewed and adapted recently and relevant action points are part of them. Governors are beginning to use data more meaningfully. This has enabled them to identify the need to raise standards, but they do not challenge the school sufficiently as critical friends.

The Foundation Phase has now been established successfully. More emphasis is now placed on improving literacy skills in Welsh and English. Assessment for learning strategies are beginning to develop appropriately across the school.

Improving quality: Adequate

The self-evaluation report prepared by the school before the inspection offers an honest picture of the school. It comes to a clear judgement on pupils' standards of attainment. However, it is not sufficiently evaluative or analytical in relation to the effectiveness of the school's systems and strategies.

The headteacher has established effective monitoring processes, which include lesson observations and examining pupils' books. In a short time she has got to know the school thoroughly. By giving appropriate attention to performance management processes, the headteacher and teaching staff have agreed on relevant objectives to promote their personal and professional development.

Recently, the headteacher has sought to discover the opinion of pupils through the school council, and has invited parents to express their opinion at an open day. Neither parents nor pupils had an opportunity to contribute to the self-evaluation. The school development plan outlines appropriate priorities, which derive from the self-evaluation report and focus on raising standards. However, the targets are not specific or quantitative enough and, as a result, it is not easy for the governors to review progress.

Teachers are beginning to expand their commitment to learning communities with the schools in the cluster. The links have not yet had an opportunity to have a full effect on teachers' teaching and assessment methods.

Partnership working: Good

The school has a good range of partnerships with parents, the community, and the cylch meithrin and the cylch Ti a Fi that are held at the school. These links have a positive effect on pupils' standards of achievement and wellbeing.

The close relationship with the groups held at the school ensures that children settle in quickly. The arrangements for transferring to the secondary school contribute extensively to preparing older pupils well for the next stage in their education. The school has begun to co-operate well, comparatively recently, on moderating pupils' work with other schools in the cluster. There is a beneficial link with the English-medium school on the same campus to share resources. A good example of this is the recent visit to DangerPoint, which was organised jointly.

The headteacher and staff communicate effectively with parents and they themselves are very supportive of the school's life and work. The school benefits from a very constructive link with community services, and pupils hold concerts in the community regularly.

Resource management: Adequate

The school has enough qualified teachers and assistant staff and they are used appropriately. The school's learning resources were reviewed and renewed thoroughly recently. A good example of this is the successful investment in new reading books.

The provision for planning, preparation and assessment periods has been organised well. Teachers use these opportunities effectively.

The school budget's expenditure is managed very carefully by the headteacher with the help of an officer from the local authority, and, as a result, the school has succeeded in eliminating the previous overexpenditure.

Considering pupils' outcomes, value for money is adequate.

Appendix 1

Commentary on performance data

As there is only a comparatively small number of pupils at the school, the data must be treated carefully as a result for one child counts for a high percentage of the cohort in each year.

In the assessments at the end of key stage 1, the percentage of pupils achieving the expected level (level 2) in Welsh, mathematics and science in combination has been consistently higher than the figures for Wales and the family of similar schools during the last five years. All pupils achieved the expected level in the three subjects during the last three years. This is also true of Welsh oracy, reading and writing.

The school's performance in key stage 1 in comparison with schools that have similar levels in terms of entitlement to free school meals has placed it among the top 25% in four of the last five years.

In 2011, the percentage of pupils achieving level 3 in the three subjects was higher than the average for other schools in the family and the average for Wales. In four of the last five years, the percentages achieving a higher level in Welsh and English have been higher than the family and Wales averages. The percentages that achieving higher levels in science have varied.

In key stage 2, over a period of five years, the percentage of pupils achieving the expected level (level 4) in Welsh, English, mathematics and science in combination has decreased and has been lower than the average for the family of schools during the last three years.

In 2011, apart from in mathematics, the school's performance was among the lowest in the family in every subject. In comparison with similar schools in terms of entitlement to free school meals, the school was among the bottom 25% in Wales. The school's performance had placed it among the lower 50% in three of the previous four years.

In 2011, the percentage of pupils achieving level 5 or higher at the end of key stage 2 was higher than the average for the family in Welsh but lower in English, mathematics and science. Over a period of five years, the percentage of pupils attaining a higher level has varied but, in general, it has been lower than the averages for the family and for Wales during this period.

There is no consistent pattern of boys' underachievement in comparison with girls in both key stages.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

The learner questionnaires were completed by 26 key stage 2 pupils.

The responses are varied, and generally lower than average for primary schools.

Many believe that they are doing well at school and that homework helps them to understand and improve their work at school. All believe that teachers and other adults at the school help them to learn and make progress. They are also of the opinion that teachers teach them how to keep healthy, although a minority feel that there are not many opportunities to take regular physical exercise.

Nearly all state that they feel safe at school and that they know where to turn for support when they are anxious or find their work difficult. However, the majority of pupils who responded to the questionnaire state that the school does not deal well with any bullying. A minority of pupils believe that other children behave well.

Parent/carer questionnaires

Eleven completed questionnaires were received from parents/carers. Parents' satisfaction levels are high, and are higher than the average for primary schools.

Parents all agree that their children are making good progress at school and that teaching is good. All parents indicated that they are very satisfied with the school in general and that they agree that it is run well. They nearly all agree that their children are encouraged to be healthy and to take regular physical exercise. Most agree that there is a good variety of activities, including trips or visits, and that there is appropriate additional support in relation to any specific individual needs.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Rhiannon Harris	Team Inspector
Glenda Jones	Lay Inspector
Alwyn Ward	Peer Inspector
Nia Connah	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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.