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Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Trefferthyr**

**Lôn Bach**

**Criccieth**

**Gwynedd**

**LL52 0DS**

**Date of inspection: December 2010**

**by**

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



**INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL**

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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## Context

Trefferthyr Primary School is situated in the seaside town of Criccieth and is maintained by Gwynedd local authority. The school serves the town and the surrounding area. The pupils come from a background which is not generally economically disadvantaged. About 7% of pupils are entitled to free school meals, which is lower than the local authority average and the national average.

At the time of the inspection, there were 131 pupils on roll compared with 147 at the time of the previous inspection. Three pupils have statements of special educational needs and another 26 are on the school's additional learning needs register.

About half of the pupils come from homes where Welsh is the principal language and an estimated 94% speak Welsh but not fluently. Welsh is the main medium of teaching and learning throughout the school and English is introduced before pupils reach key stage 2, with the aim of ensuring that everyone is bilingual by the end of Year 6.

The school was last inspected in 2004. Since then, there have been significant changes amongst the staff, including the headteacher who was appointed in April 2009.

The individual school budget for 2010- 2011 per pupil for Ysgol Trefferthyr is £2,926, which compares with a maximum of £8,442 and a minimum of £2,717 for primary schools in Gwynedd. The school has the 97th highest budget per pupil of the 103 primary schools in Gwynedd.

## Summary

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

### Current performance

The school's current performance is adequate because:

- most of the pupils enjoy their tasks and work together happily with their peers; and
- the school provides an appropriate range of curricular and extra-curricular opportunities for its pupils.

However:

- trends in end of key stage assessments have been low over time; and
- there are inconsistencies in the standards achieved across the school.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the governing body and the headteacher have a clear vision for providing pupils with the best education; and
- the current staff show enthusiasm and perseverance as they seek to raise standards.

However:

- the staffing has been unstable over time, and this is continuing; and
- the initiatives introduced recently have not yet had a positive effect on standards.

## Recommendations

In order to improve, the school needs to:

R1 raise standards of writing across the school;

R2 share best practices in teaching across the school;

R3 provide more challenging tasks for the most able pupils;

R4 continue to develop schemes of work in key stage 2; and

R5 place more emphasis on the pupils' voice in every aspect of school life.

### **What happens next?**

The school will draw up an action plan showing how it intends to address the recommendations. Estyn will monitor progress in addressing the recommendations.

## Main findings

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

**Adequate**

#### Standards: Adequate

The children's average levels are moderate when they start school. However, the majority achieve the expected outcomes for their age by the end of the Foundation Phase. The majority of the pupils make appropriate progress during their time at the school and, on the whole, they achieve standards that are appropriate for their age and ability. On the whole, most of the pupils enjoy their tasks and work together happily with their peers. Although the data shows a significant difference between the performance of boys compared to the performance of girls across both key stages, with the best performance amongst the boys, this is not evident in their work or in their performance in lessons during the inspection.

In general, the pupils' Welsh language skills are good. By the end of the Foundation Phase, most of the children understand and respond correctly to a good variety of simple questions and instructions. By the end of key stage 2, the majority of pupils speak correctly but not extendedly. A minority of key stage 2 pupils tend to switch to speaking English in group work. On the whole, pupils' reading skills are developing well throughout the school; the majority read confidently but a minority read without appropriate expression. The progress in pupils' writing skills is not as good, because of a lack of extended writing. The pupils benefit from the experiences provided by the local environment, local history and the area's folklore. The majority of key stage 2 pupils' English skills are good. The majority speak confidently and read a range of materials meaningfully. Most of the pupils do not write extendedly in a range of media across the curriculum. However, all of the pupils have appropriate access to the wider curriculum as appropriate to their age and ability.

Pupils' standards in classes as well as the evidence in their workbooks are similar to the standards that are reflected in the data.

Since 2006, pupils' attainment in key stage 1 has been inconsistent in the core subject indicator (CSI – the expected level in English or Welsh first language, mathematics and science) and also in every core subject apart from science, where attainment was consistent. The school's CSI is generally similar to or better than the average for the family of similar schools, but is lower than the average for the local authority and for Wales. When comparing the school's results with schools that have a similar percentage of pupils who are eligible for free school meals, the school is amongst the lowest 25% of schools for the CSI. The percentage who reach a higher than expected level (level 3) in Welsh is above the average for the family, the local authority and for Wales, whilst in mathematics and science the percentage tends to be above average for the family and similar to or slightly lower than the average for the local authority and for Wales.

The proportion of key stage 2 pupils achieving the CSI has decreased over the last four years, except in 2008 when all pupils achieved it. The school's performance in 2010 places the school in last place out of the six in the family, but is higher than the

average for the schools in the local authority and in Wales. When comparing the school's results with schools with a similar percentage of pupils who are eligible for free school meals, the school has consistently appeared amongst the lowest 50% or 25% of schools for the CSI over four years, apart from 2008. In 2010, the school is placed on the middle boundary for English, it is amongst the lower 50% of schools for Welsh and is amongst the lowest 25% of schools for mathematics, science and the CSI. During 2010, the percentage of pupils who achieved higher than the expected level (level 5) in English is above the average for the family, the local authority and Wales, whilst in Welsh the percentage is slightly lower. In mathematics, that percentage is higher than the percentage for the family and for Wales but slightly lower than that for the local authority. In science, the percentage is similar to that of the family, the local authority and Wales. The school's targets predict an improvement next year.

### **Wellbeing: Adequate**

Almost every pupil's behaviour is good, and the majority are courteous and are caring towards their peers and adults. On the whole, the majority enjoy learning and are motivated to a degree. Many of the older pupils possess some skills which help them improve their own learning. However, this feature has not been developed sufficiently across key stage 2. Almost all pupils in key stage 2 work productively in lessons, and complete their tasks adequately. The majority are aware of how to keep themselves healthy and safe, and whom to turn to if they have a problem.

The school's attendance rate is 94.5%, which is higher than the local authority rate and the national rate. However, punctuality is adequate.

In general, the school council is an appropriate forum for the pupils to suggest improvements and to implement ideas for raising money, for example buying benches and play equipment for use during break times. However, not all members fully understand their responsibilities on the council, nor do they take advantage of every opportunity to develop their ideas fully.

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

On the whole, the school provides an appropriate range of curricular and extra-curricular opportunities for its pupils. Planning for Foundation Phase pupils is detailed and purposeful and due attention is paid to pupils' interests. However, the long-term plans for key stage 2 have not yet been fully developed.

Short-term planning for developing key skills is purposeful but the planning for using a variety of thinking skills strategies is inconsistent.

The provision and planning for developing Welsh and English are adequate. The staff ensure that most of the pupils make good progress in their Welsh skills during the Foundation Phase and they are fluent in Welsh and English by the end of key stage 2. However, there is an over-dependence on work sheets in key stage 2 and pupils are not offered enough opportunities for extended writing. The school

promotes Y Cwricwlwm Cymreig successfully in the life and work of the school. Good attention is paid to studying the local environment, local history and the area's folklore in the context of Welsh culture; for example, nursery rhymes and the work of famous poets are presented in the language lessons and the work of the artists Mary Lloyd Jones and Anne Murray are presented in art lessons. The school also celebrates Welsh festivals, for example St David's Day.

In order to extend the pupils' knowledge of other cultures, the school has linked up with a school in Transylvania. Although work has been done on harvesting vegetables in a garden near the school, the school's work on sustainability is underdeveloped and no eco-committee has been established.

### **Teaching: Good**

In general, the quality of the teaching observed during the inspection is good. In the best lessons, the activities are planned effectively and in detail, and there is a good relationship between the teachers and the pupils. Classroom organisation is effective and a range of useful equipment and resources is provided. There are colourful, attractive and stimulating displays in the classrooms, which promote the learning. In the majority of lessons, a varied range of interesting and appropriate teaching methods are used which motivate the pupils to work effectively as individuals, in pairs and in groups. On the whole, the subject knowledge of the teachers is good. The practice of differentiating appropriately in order to respond to the needs of pupils with differing abilities is inconsistent and the work that is set is not always challenging enough to ensure that pupils develop to their full potential, for example in extended writing.

The school's assessment and reporting procedures are developing well and assessment for learning strategies are beginning to become established in a minority of classes. Targets are set for end of year results and these are now checked regularly. The reports for parents meet the statutory requirements, but many of the comments provided are descriptive and not evaluative. The opportunities provided for pupils to assess their own work and each other's work are inconsistent.

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

The school is a caring community, where pupils feel safe and happy. Each pupil is treated fairly and has an equal opportunity to develop socially, emotionally and personally. The school's policy and procedures for safeguarding are appropriate. All staff are familiar with these and the pupils know whom to turn to in an emergency.

The pupils' health and wellbeing are promoted well, and this includes healthy eating and regular exercise. There is appropriate provision for pupils' spiritual development through collective worship sessions, where pupils are provided with specific opportunities to reflect on their own beliefs and their own lives and also to reflect on other people's beliefs and lives. The school promotes the moral development of all of its pupils every day by fostering values such as fairness and respect in every activity. The school also emphasises principles which help pupils to tell the difference between right and wrong.



The school makes effective use of external services, and takes advantage of guidance such as the education welfare service, and medical and social services where necessary. Circle Time sessions provide an opportunity to allow the pupils to express and share their feelings and matters which are important to them. They have an opportunity to state any worries that they have privately in the 'I want to say...' boxes which are placed in prominent places around the school.

The school's general provision for additional learning needs is good. Pupils with additional learning needs are identified quickly and an Individual Education Plan, which is reviewed regularly, is provided for each pupil.

### **Learning environment: Adequate**

The school provides equal opportunities for its pupils. An Accessibility Plan is in place and, although the building is not accessible for individuals with physical disabilities, it demonstrates the ability to adapt its plans as necessary. The school provides opportunities for pupils to show their consideration for people less fortunate than them by raising money and resources for charitable causes such as the Haiti Appeal and 'Operation Christmas Child'. On the whole, the school provides some opportunities for pupils to develop their knowledge of minority backgrounds, although this element has not been developed in full as yet.

The school has an adequate supply of resources of appropriate quality in order to fulfil the requirements of the curriculum. Although parts of the building are in a generally poor condition, with some shabby and undecorated parts inside, the school succeeds in creating an inviting, colourful and attractive environment which promotes learning. Effective use is made of the building, so that empty spaces are used for a specific purpose such as teaching focus groups. Because of its uneven nature, there is a limit on the activities which can be undertaken in the school yard and on the school playing field.

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

Recently, the school went through a period of significant instability because of a large number of staff absences. Since then, the headteacher has moved the school on since her appointment eighteen months ago. The headteacher, the deputy who is on secondment and the newly appointed teachers work well together. The managers communicate their vision and their values successfully and the school's new management systems have now become established and are starting to have a positive effect on the standards seen in classes. The teachers and the support staff have clear roles which are carried out well on the whole. A strong sense of teamwork is present across the school and the teachers, the assistants and the secretary all work together effectively.

In the self-evaluation process, the managers place an appropriate focus on raising standards and improving the quality of teaching. The self-evaluation report is qualitative and specific priorities are targeted in the school development plan. The standards of reading and information technology amongst pupils have seen an improvement following the implementation of the school development plan.

Members of the governing body shoulder their responsibilities effectively and understand their roles well. The governors play an active part in the process of drawing up objectives and policies. They support and challenge the work of the school in order to raise standards, for example by discussing the school's data. They also share responsibility for identifying priorities based on finance, performance and the findings of monitoring and evaluation.

On the whole, the school pays appropriate attention to some national and local priorities, for example Healthy Schools and the Basic Skills Agency's Quality Mark. The Foundation Phase is implemented robustly and well. However, because of the staffing situation in key stage 2, some other national initiatives have not been established firmly, for example the development of the Eco School. As yet, not all of the principles of the School Effectiveness Framework have been implemented in the school's work.

The school now has a systematic and regular arrangement for evaluating standards and provision across classes. This arrangement includes monitoring the teaching and learning through classroom observation, and analysing and levelling the children's work. However, it is too early for these plans to have had a positive effect on standards.

### **Improving quality: Adequate**

The school regularly evaluates standards and provision across the classes. The arrangement includes monitoring the teaching and learning by directly observing classes. The school includes teachers and governors in the self-evaluation process. The self-evaluation report occasionally tends to be descriptive rather than evaluative.

The quality of the School Development Plan, which is produced annually, is appropriate. This is produced on the basis of an evaluation of the previous plan and the priorities which emerge in the self-evaluation process, although the process does not pay enough attention to pupils' views. A number of initiatives and important improvements have now been introduced but these have not established themselves fully in school life.

The school has only just started the process of holding professional networks for teachers. Teachers in the catchment area collaborate to arrange training, for example on thinking skills and the Foundation Phase. Four of the school's teaching staff have also visited other schools to observe best practice.

### **Partnership working: Adequate**

The school works effectively with a number of partners including the schools in the cluster, Mudiad Ysgolion Meithrin, the community and the local authority. The headteacher and a number of the permanent teachers attend meetings and training which are arranged by the schools in the cluster, the local authority and by the Welsh Assembly Government through the Department for Children, Education, Lifelong Learning and Skills (DCELLS).

The school has started working with teachers from the local secondary school on the task of moderating pupils' work. This has started leading to improvements in assessment. The school has clear transition arrangements in order to promote pupils' welfare during the transition from primary to secondary school.

On the whole, the school's parents are supportive of the activities that are provided. They state that they receive information about their child's progress and that they are generally satisfied with almost every aspect of school life. There is appropriate collaboration between the school, the governors and the parents.

### **Resource management: Adequate**

On the whole, the school manages its resources appropriately and expenditure is monitored regularly and properly. The school has a good range of learning and teaching resources and good use is made of these to promote learning.

The school underwent a period of significant instability in terms of staffing. As a result, the governors have adopted a clear staffing strategy with the aim of ensuring that the school is staffed appropriately for the number of pupils. The school now has an enthusiastic team of new teachers and supply teachers. The present teachers work together well with the classroom assistants who, in turn, carry out their roles well.

The building is old and a number of examples of poor maintenance are noticeable. The governors are aware of these shortcomings. The Governing Body keeps a close eye on the budget. It spends according to the priorities in the school development plan and ensures that the school does not have too many reserves.

The teachers use their time effectively in order to plan, prepare and assess and, on the whole, this is beginning to have a positive effect on standards. This time is managed well. The school has an appropriate arrangement for performance management which offers the teachers opportunities for continuous professional development.

Considering the progress of most of the learners, as well as prudent use of funds, the school offers adequate value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Seventeen parent questionnaires were returned and most of these were satisfied or very satisfied with the school generally. They all stated that their children had received support to settle well when they started school and that their children feel safe there.

Most of the parents also consider that the teaching is good, that staff expect their children to work hard, and that they encourage their children to be healthy and to exercise regularly. They believe that homework is appropriate; that they receive regular information about their children's progress; that the school is helping their children mature and take responsibility; and that the school provides them with appropriate additional support in relation to any specific individual need. They also feel that they understand the school's arrangements for dealing with complaints; that there is a good variety of activities, including trips or visits; and that the school is run well.

The majority feel that their children are prepared well for moving on to the next school. Many feel happy to approach the school to ask questions, make suggestions or identify problems; they believe that staff treat every child fairly and with respect; that their children are making good progress; and that the pupils generally behave well at school.

#### Responses to learner questionnaires

Fifty-eight pupils in key stage 2 completed the questionnaire and the team spoke to other pupils during the inspection. Most state that they feel safe at school, that the school deals well with bullying and that the school teaches them how to keep healthy. Many pupils know whom they can speak to if they are worried or if they are finding the work hard, and that there are plenty of resources available at the school. Most of the pupils think that the teachers and the other adults help them to learn and make progress. Most of them also feel that they are doing well at school. Only a minority feel that not all the children are well behaved during playtime and lunch time and a few consider that children's behaviour disrupts their ability to do their work.

## Appendix 2

### The inspection team

Huw Watkins	Reporting Inspector
Ann Jones	Team Inspector
Alan Parry	Lay Inspector
Karena Owens	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)).

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## 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' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 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	R	Y1	Y2	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:

Key stage 1	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