



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

A report on

**Ysgol Gynradd Gymunedol Gymraeg Llantrisant
Cefn Yr Hendy Road
Miskin
Pontyclun
RCT
CF72 8TL**

Date of inspection: September 2018

by

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

About Ysgol Gynradd Gymunedol Gymraeg Llantrisant

Ysgol Gynradd Gymunedol Gymraeg Llantrisant is situated in the village of Miskin near Pontyclun in Rhondda Cynon Taf. It provides education for pupils from the villages of Llantrisant, Miskin, Groesfaen and the surrounding areas. Welsh is the main medium of the school's life and work. There are 313 pupils between 3 and 11 years old on roll, including 42 part-time nursery age pupils. The school has 11 classes, including 3 mixed-age classes.

Over the last three years, around 2% of pupils have been eligible for free school meals. This is significantly lower than the national percentage (18%). Around 30% of pupils come from Welsh-speaking homes. Very few are from ethnic minority backgrounds. No pupils receive support for English as an additional language. The school has identified around 10% of its pupils as having additional learning needs, which is lower than the national percentage of 21%. No pupils have a statement of special educational needs.

The headteacher was appointed to the post in September 2012 and the deputy in September 2017. The school was last inspected in December 2012.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Staff create a happy, caring and inclusive ethos at the school, which fosters a supportive and hard-working learning environment for pupils. As a result, pupils behave well and have positive attitudes to learning. They treat their peers, staff and visitors with respect, and show pride in their school.

Teachers have established a particularly effective working relationship with pupils, and provide rich and interesting learning experiences that meet most pupils' needs. The school has a strong Welsh ethos, and provision encourages pupils to make full use of the Welsh language in all aspects of its life and work. As a result, pupils develop as competent and confident bilingual learners. They make sound progress and achieve well.

The headteacher and management team provide purposeful leadership, which sets a clear strategic direction for the school. All staff are committed and enthusiastic, and work together closely as a team.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Provide regular and formal opportunities for parents to make comments and provide suggestions on the school's work
- R2 Ensure that all teachers challenge pupils to achieve to the best of their ability consistently
- R3 Improve pupils' data-handling skills in key stage 2 as they use information and communication technology
- R4 Ensure regular opportunities for pupils in key stage 2 to develop their numeracy skills across the curriculum

What happens next

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

Main findings

Standards: Good

On entry to the school, most pupils' oral and mathematical skills correspond with what is expected for their age. During their time at the school, most pupils, including those with additional learning needs, make sound progress in their learning and achieve well. Although the Welsh language is new to a majority of pupils, the oral skills of those from non-Welsh-speaking homes develop very quickly.

Most pupils in the foundation phase listen attentively and communicate orally in Welsh with increasing confidence. By Year 2, they use the Welsh language confidently in their activities and at other times during the day. Most pupils in key stage 2 communicate clearly in Welsh and English, and contribute purposefully to class discussions in both languages. They use extensive vocabulary to convey effect, for example when discussing their visit to the Urdd Residential Centre at Llangrannog. They show pride towards the Welsh language and choose to use the language to socialise at playtime and in their lessons.

Most pupils' reading skills in the foundation phase are developing well. They use an appropriate range of phonic strategies confidently to build unfamiliar words. By Year 2, nearly all pupils read aloud confidently to various audiences, including reading regularly to their reading partners in Year 6. Most pupils in key stage 2 make sound progress in their reading in Welsh and English. They discuss the content of text meaningfully and refer sensibly to events and characters in the books that they read. They practice their higher order reading skills frequently and maturely to gather information from different sources, including reference books and the internet, for example when comparing the lives of the rich and the poor during the Tudor period.

Most pupils' early writing skills are developing well. By the end of the foundation phase, most write independently for different purposes, for example when writing the story of the gingerbread man. By the end of key stage 2, most pupils present their ideas effectively. Most show a sound awareness of the features of a wide range of different forms, for example creating an argument for or against school uniform, or when writing a letter to a local restaurant about their over-use of plastic. They draft and re-draft their work effectively and show a sound grasp of spelling patterns, paragraphing and punctuation in both languages. Many pupils' standards of handwriting and presentations are neat.

In the foundation phase, most pupils make good progress in their mathematical development. By Year 2, they have a sound grasp of number facts, handle money correctly and develop a good understanding of measurement. Most use these skills confidently when solving activities and problems, for example when finding different features on an imaginary pirate island. In key stage 2, most pupils' standards in mathematics lessons are sound. At the top of the school, many use a wide range of methods confidently to solve problems based on fair trade produce, for example by calculating correctly mentally and on paper. However, pupils are not given enough opportunities to enable them to apply their numeracy skills regularly enough in other areas of the curriculum.

Most pupils make purposeful use of their information and communication technology (ICT) skills to support their work across the curriculum. By the end of the foundation phase, most use their word processing skills successfully to present information, for example on the effect of pollution on the environment. They use simple databases confidently, for example to record the birthdays of members of the class. Most pupils in key stage 2 use the internet effectively to search for information and create multimedia presentations successfully to present their findings, for example of the functions of different organs of the body. However, only a minority of pupils in key stage 2 develop a good understanding of how to handle data to enable them to follow specific lines of enquiry across the curriculum.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy school and take pride in it. They feel completely safe there and know who to approach for advice should anything worry them. They are confident that the school responds promptly to any concerns they may have. Most have a sound understanding of how to stay safe when using the internet.

Most pupils behave well consistently in lessons and around the school. This is evident during lunch times when older pupils play playground games with the younger ones. Nearly all pupils treat adults and visitors with respect and courtesy. They show enjoyment in their learning and are very willing to discuss their work and successes with visitors.

Most pupils show positive attitudes towards their learning. They are hard-working and enthusiastic learners who work together in harmony and stay diligently on task for extended periods. Most show good levels of motivation, interest and pride in their work. They listen maturely to the views of others and wait patiently for their turn. This contributes successfully to the ethos of effective learning within the school and has a positive effect on pupils' standards. Most pupils respond positively to the opportunities they are given to influence what they would like to learn within the term's theme. They show an increasing ability to plan jointly and express an opinion about what they learn. As a result, they develop to become independent, confident and ambitious learners who understand what they need to do to move their learning forward. From an early age, most have a good understanding of how to improve their work. By Year 6, pupils show maturity when evaluating what they have achieved and identifying what they need to do to improve their work.

Most pupils are very proud of the opportunities they are given to develop their leadership skills. Through various committees and groups that represent pupils, they contribute effectively to the school's life and work. Most pupils' understanding of moral values and equality is developing well. Most pupils have a sound awareness of their rights under the United Nations convention, through the work of members of 'Llais Llantrisant'. This promotes their awareness of fairness, equality, tolerance, sustainability and children's rights effectively. Pupils respond enthusiastically to the valuable opportunities they are given to develop as conscientious and hard-working citizens. A good example of this is the 'Dinasyddion Doeth' campaign to reduce paper waste by encouraging local shops to use multi-use cups. Members of the wellbeing committee are active in encouraging local residents to take care of their community. The school council organises various activities to raise money for local

and national charities each year. This has a positive effect on their understanding of other people's needs, in addition to developing a sense of pride in their community.

Nearly all pupils have a sound understanding of the importance of eating and drinking healthily. The healthy schools committee runs a break time fruit shop that encourages pupils to eat and drink healthy snacks. Most pupils understand the importance of keeping fit and undertake energetic physical activity regularly. Nearly all pupils are aware of the importance of attending school regularly.

Teaching and learning experiences: Good

The school's staff work together effectively, and the good relationship between adults and pupils has a positive effect on pupils' standards and wellbeing. Staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral skills. There is a strong Welsh ethos, and provision encourages pupils to make full use of the Welsh language in all aspects of school life. As a result, pupils develop as competent and confident bilingual learners. Teachers plan numerous opportunities to develop pupils' understanding of their Welsh heritage and culture, for example when studying the local area's industrial history. These learning experiences are enriched further for pupils by inviting visitors, such as a famous athlete, to the school to talk to them about their experiences, and by organising interesting visits to different places, such as the National Museum of History.

Teachers provide a varied range of valuable learning experiences that meet most pupils' needs successfully. Most teachers use a variety of teaching methods effectively, which ensures that pupils apply themselves fully in their lessons. They have a sound understanding of the requirements of the curriculum, and provide tasks and challenges that engage pupils' interest and enthusiasm well. They link their lessons effectively with previous learning and explain new concepts clearly. In the few classes where teaching is very effective, imaginative presentations and the pace of lessons are strong features of teaching. Teachers use open-ended questions, such as 'Where did the rainbow come from?' and 'Why is the sea salty?', which ignites pupils' imaginations. As a result, pupils have the confidence to try and to undertake tasks enthusiastically and independently. In the few classes where teaching is less effective, teachers do not always challenge pupils effectively enough in order for them to achieve to the best of their ability.

The principles of the foundation phase have been embedded in full and nurture pupils' independence at a very early stage. Teachers plan effectively to develop pupils' literacy, numeracy and ICT skills. They ensure that pupils receive stimulating learning experiences that ignite their imagination, for example as Year 2 pupils role-play in the 'Siop Swynau'. Overall, key stage 2 teachers build successfully on this firm foundation. They work together effectively to update their plans to address the revised curriculum in Wales and provide valuable opportunities for pupils to make decisions about their work. Teachers plan effectively to develop pupils' Welsh and English literacy skills and ensure comprehensive opportunities for them to develop these skills in other areas across the curriculum. However, opportunities for pupils to use their numeracy and data-handling skills in ICT have not been developed effectively enough for pupils to apply them regularly enough across the curriculum.

Teachers provide pupils with robust written feedback in order for them to improve and develop their work further. Pupils are encouraged to take advantage of opportunities to improve their work by responding to teachers' comments. There are regular opportunities for pupils to evaluate their work and that of other pupils. This ensures that pupils, at a very early stage, understand how well they are doing and ensures that they know how to improve their work.

Care, support and guidance: Good

Staff create a happy, caring and inclusive ethos, in which everyone is respected and valued. This has a positive effect on pupils' wellbeing. It is a friendly and familial community that promotes pupils' good behaviour, courtesy and commitment successfully. This is reflected in the positive behaviour of nearly all pupils.

The school promotes pupils' spiritual, moral, social and cultural development successfully. Staff promote equality and diversity effectively, with a clear emphasis on promoting shared values. Teachers ensure that children's rights are given prominent attention during collective worship sessions and in the school's day-to-day life. The emphasis on 'right of the month', which is chosen by the 'Llais Llantrisant' committee, makes a beneficial contribution to the sense of respect between pupils and adults. Provision to develop pupils' creative and expressive skills, particularly their musical skills, is effective. There are numerous and beneficial opportunities for pupils to take part in performances and concerts with a nearby school. Pupils take pride in these opportunities and also in the opportunities that they are given to compete in eisteddfodau. This contributes successfully towards fostering many pupils' self-confidence, in addition to their awareness of their Welsh heritage.

The school provides valuable opportunities for pupils to join various leadership groups, which have a positive effect on aspects of the school's life and work. For example, the Welsh language officers, 'Cryw Cymraeg', promote the use of the Welsh language in the school's day-to-day life enthusiastically as part of the work on the Welsh Language Charter. As a result, most pupils show pride in the language and use it to socialise during play times and in their lessons.

The school has thorough procedures to track pupils' progress during their time at the school. Teachers use the information that derives from these procedures skilfully to identify pupils who need additional support. Provision for pupils with additional learning needs is effective. Teachers use a suitable variety of methods to provide appropriate interventions for them. A good example of this is the successful intervention to develop a group of pupils' reading skills. Pupils' individual education plans include clear targets, which are implemented effectively by teachers and assistants to ensure that most pupils make sound progress against their targets. Parents receive good information about their children's progress and are included fully in reviewing their progress.

Arrangements for responding to pupils' emotional needs are successful and have a positive effect on them. The additional learning needs co-ordinator arranges purposeful support for pupils to discuss their feeling at difficult times, and to raise their self-confidence.

The school has appropriate arrangements to promote healthy eating and drinking. This has a positive effect on pupils' understanding of issues relating to their health and wellbeing. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school establishes an appropriate relationship with many parents. By using newsletters, social media and the school's website, teachers provide them with suitable information about the school's life and work. Many appreciate this contact and information. The friends of the school contribute significant funding, for example by purchasing ICT resources that enable the school to prepare for the arrival of the digital competence framework. However, the current communication methods are not effective in developing all parents' ability to support their children well or raise any issues that may affect their learning and wellbeing.

Leadership and management: Good

The headteacher and members of the management team provide a clear strategic direction for the school's work. They have high expectations and a robust vision that is based on ensuring a range of rich learning experiences for pupils in a homely, supportive, Welsh environment. Staff are dedicated and work together skilfully, and fulfil their responsibilities conscientiously and effectively. They show a strong commitment to promoting continuous and sustainable improvements by holding regular discussions and planning jointly. Staff meetings focus firmly on priorities for improvement, with a clear focus on raising pupils' standards and wellbeing across the school. Leaders ensure that there are frequent opportunities for staff to track and discuss pupils' progress, evaluate provision and contribute towards setting improvement targets. This sets a clear focus for the work of all staff and contributes well to ensuring continuous improvement. As a result, staff show a strong commitment to developing and promoting improvements by implementing a number of purposeful strategies, such as regular and useful opportunities for pupils to influence what they learn and improving the feedback they are given on their work.

Arrangements for managing staff performance are sound and link directly with the school's priorities and individual teachers' needs. Leaders provide good opportunities for staff to improve their practice and raise pupils' standards. This, for example, has led to improving pupils' writing skills. Leaders ensure that there are rich opportunities for staff to take part in working groups and visit other schools to observe good practice. For example, this has a positive effect on the quality of feedback given to pupils on their work. There is a close and valuable relationship with schools in the catchment area, for example when moderating pupils' work. This ensures that teachers have a good awareness of levelling pupils' work and that there is consistency in the school's assessments. Staff address recent developments in education enthusiastically, for example when preparing for the introduction of the digital competence framework.

On the whole, the school's self-evaluation procedures are effective and are based firmly on broad evidence of pupils' achievement. Leaders have rigorous knowledge of standards of teaching and learning, and evaluate the school's performance in detail. By scrutinising plans and pupils' work, and through lesson observations, they form a fair and accurate judgement of the school's current standards and identify aspects that need to be developed further. Leaders make good use of the findings of

the self-evaluation process to make decisions and set a purposeful strategic direction for the school's work. A good example of this is the way in which the school has introduced strategies to improve pupils' mental numeracy skills and the quality of pupils' extended writing across the curriculum. However, the school does not seek parents' views regularly enough. This limits leaders' ability to interpret the offer from the parents' perspective, and hinders parents in making comments and suggestions on how to improve issues that are important to them.

Governors have a sound understanding on the school's performance. They are responsible for various aspects of curricular areas and priorities for improvement. By working with the school's leaders, observing lessons and conducting relevant learning walks, they play an active role in the school's self-evaluation and monitoring procedures. The governing body promotes the pupils' voice successfully, for example by inviting members of the 'parliament' to present their reports on their contribution and aspirations to the full body. This enables governors to challenge the school and hold it to account for its performance effectively.

Leaders manage resources effectively. Decisions on expenditure link clearly with the school's strategic priorities. The budget is used effectively to respond to specific needs, for example by providing purposeful resources to prepare for the digital competence framework. The school makes good use of the pupil development grant to ensure the wellbeing and raise the standards of the very few pupils who are eligible for free school meals.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses 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.wales

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

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

© Crown Copyright 2018: 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: 26/11/2018