



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
Flintshire
CH7 4LN**

Date of inspection: January 2018

by

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

About Ysgol Terrig

Ysgol Gymraeg Terrig is situated in the village of Treuddyn in Flintshire local authority. The school serves the village, in the main, but a number of pupils come from the surrounding area. Welsh is the main medium of the school's life and work and English is introduced in key stage 2.

The school provides education for pupils between 3 and 11 years old. During the inspection, there were 59 pupils on roll. Approximately 13% of pupils come from Welsh-speaking homes and there are no pupils from ethnic minority backgrounds.

Over a period of three years, 10% of pupils have been eligible for free school meals. This is lower than the national percentage of 19%. The school has identified 39% of its pupils as having additional learning needs. This is higher than the national percentage of 21%.

The headteacher was the acting headteacher from January 2012 until the summer term 2014. The headteacher was appointed to the post permanently in September 2014. The school was last inspected in April 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

During their time at the school, most pupils make good progress from their starting points. Nearly all pupils are well behaved and are eager to learn. Teachers provide stimulating activities that develop pupils' skills effectively. The school is a caring and inclusive community that encourages pupils to treat others with a high level of respect and tolerance. At Ysgol Terrig, pupils' wellbeing is at the heart of the school's work. One of the school's strengths is the quality of provision for pupils with additional learning needs. The school benefits from robust leadership with a strong focus on improving standards and ensuring that all pupils achieve well.

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 Improve pupils' information and communication technology (ICT) skills
- R2 Increase pupils' use of the Welsh language in informal situations
- R3 Provide enough opportunities for pupils to work more independently

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, many pupils' basic skills in language and mathematical development are lower than expected. During their time at the school, most pupils, including those with additional learning needs, make good progress.

Across the school, many pupils listen and concentrate well. They are able to recall previous learning and use the information purposefully in their work. Although many pupils are unable to speak Welsh on entry to the school, they acquire the language at a very early stage. Many pupils in the foundation phase communicate suitably in Welsh and use vocabulary that is suitable for their age and ability. This develops further in key stage 2, and many pupils speak confidently in formal situations. However, they are not willing to speak in more informal situations when playing on the playground and outside the classrooms.

In the foundation phase, many pupils read at a level that is appropriate for their age and ability. They read with appropriate expression and use different strategies when reading unfamiliar words. In key stage 2, many pupils read a range of reading materials effectively in English and Welsh. Across the stage, many pupils use their information-gathering skills successfully to find specific information from books. At the top of the school, many discuss the content of text maturely. For example, older pupils read a range of books about the history of mythology and explain the meaning of the stories clearly.

Many pupils in the foundation phase make good progress in their early writing skills. Most pupils in Year 2 write an increasing range of simple sentences, with a majority of common words spelt correctly and purposeful punctuation. By the end of the phase, they use their literacy skills effectively and write sensibly. In key stage 2, many pupils write intelligently in a variety of forms in both languages and convey ideas successfully. On the whole, many punctuate correctly and use wide vocabulary in both languages to enrich their work. Most pupils make regular and effective use of their literacy skills in various areas. For example, as part of their theme work, they create good written work on recycling and mountains in Europe.

Many pupils in the foundation phase develop their numeracy skills successfully in mathematics lessons and when undertaking practical tasks in the learning areas. Older pupils show a sound grasp of number facts and use their knowledge purposefully to solve problems in their activities, for example when calculating the cost of different toys. In key stage 2, many pupils undertake practical activities confidently, for example when keeping a count of train tickets from Nottingham to Birmingham. Many use three-digit number facts and percentages confidently. Pupils apply their numeracy skills purposefully across different elements of the curriculum.

Across the school, most pupils develop their ICT skills appropriately. In the foundation phase, many use software suitably to create pictures and simple pieces of animation. Most pupils in Years 1 and 2 produce appropriate graphs, for example to show the favourite fruits of pupils in their class. Many create a simple factsheet by combining pictures and text, and control an electronic turtle effectively. A majority of

pupils in key stage 2 develop suitable skills by creating simple programmes to control a turtle on the screen. Most produce suitable graphs to show the output of a scientific experiment. However, throughout the school, only a few pupils develop an effective understanding of how to handle data or create spreadsheets. Nearly all pupils have a sound awareness of how to stay safe when using the internet.

Wellbeing and attitudes to learning: Good

Nearly all pupils have good attitudes towards learning. They are enthusiastic and work diligently for extended periods when discussing with each other and when completing tasks. They are polite and forge strong working relationships with members of staff. Most pupils work effectively individually, in groups and as a class, and show willingness and perseverance towards learning. This contributes beneficially towards a strong learning ethos that has a positive effect on pupils' progress and confidence.

Nearly all pupils behave well in lessons and around the school. They are thoughtful and treat visitors and adults with respect. Nearly all pupils are caring towards each other and work together effectively. Older pupils show care and kindness towards younger pupils during break times and lunchtime. Most pupils have a good understanding of the importance of staying safe, and ICT officers fulfil their duties to cascade the rules of online safety effectively.

Pupils take advantage of opportunities to express their opinion about aspects of the school's work. They voice their opinions sensibly on the content of the class theme and suggest suitable ideas for the activities that they would like to learn. At the top of the school, a majority of pupils have a good understanding of their attainment and the next step in their learning.

Members of the school council contribute beneficially towards school life, for example by organising charity coffee mornings and collecting goods for Syrian refugees. This strengthens pupils' understanding and awareness of the needs of others in the community and the wider world. Pupils take pride in talking about the school and feel that the school deals effectively with their concerns.

Most pupils have a good understanding of how to live and eat healthily. The eco committee and members of the school council understand the importance of exercise and the positive effect this has on promoting fitness. Many pupils take advantage of opportunities to take part in physical activities, including the weekly football club.

Teaching and learning experiences: Good

The quality of teaching across the school is good. Teachers use a range of teaching strategies successfully and deliver lively lessons. They present specific learning objectives to pupils and provide suitable activities that suit pupils' interests well. For example, in Years 3 and 4, they use exciting mathematical games to engage pupils' interest. Teachers' schemes of work are purposeful and give good consideration to the requirements of the literacy and numeracy framework. Teachers plan systematic opportunities to ensure that pupils develop their literacy and numeracy skills successfully across the curriculum. For example, across the school, they place a particular emphasis on strengthening pupils' reading skills and conduct specific

sessions each week to promote their understanding of books. They ensure regular opportunities for pupils to reinforce their skills in a range of subjects, particularly in their theme and science books. However, there are few opportunities to develop aspects of pupils' ICT skills across the curriculum, for example spreadsheets and databases.

Teachers question pupils probingly and encourage them to use their skills regularly. Teachers and classroom assistants develop an effective working relationship with pupils, which nurtures their learning successfully. Assistants work closely with teachers to support individuals and specific groups of pupils. Teachers manage their classrooms successfully, promote good behaviour and encourage pupils to concentrate effectively on their tasks. At times, where teaching is not as good, teachers do not provide enough opportunities for pupils to work independently.

Teachers give constructive and regular oral and written feedback to pupils on their efforts in lessons. There are suitable procedures for pupils to evaluate their own work and that of their peers. Teachers ensure valuable opportunities for pupils to improve their skills and the content of work when re-drafting specific aspects.

The school provides an interesting curriculum that engages most pupils' interest successfully. The broad curriculum is based on themes and effective learning experiences. Valuable use is made of visitors and a range of educational visits, such as the visit to a museum in Liverpool when studying the history of the 1960s and the Beatles, to enrich the curriculum and develop pupils' skills.

The principles of the foundation phase are well established. Teachers make successful use of the resources in the building and on the site to enrich pupils' learning experiences. They provide appropriate focus and continuous tasks that include opportunities for pupils to investigate and role-play successfully.

All members of staff are good language models and this helps pupils to develop their oral Welsh skills. However, at times, staff do not ensure that pupils use the Welsh language enough in informal situations. Provision to develop the Welsh element is promoted effectively. Emphasis is placed on pupils learning about local and national culture, for example by competing in Urdd activities and local eisteddfodau. Pupils are given beneficial opportunities to visit places of interest in Wales, such as Chester and the Big Pit, in order to develop their understanding of Welsh history.

Care, support and guidance: Good

The school ensures an inclusive and homely ethos for all pupils and provides them with beneficial care, support and guidance. Pupils feel that the staff support them and listen attentively to their views. As a result, pupils are well behaved, polite and respectful towards each other and visitors. The school provides many suitable opportunities for pupils to take responsibility. For example, the school's e-cadets share information that helps other pupils to develop their understanding of staying safe online. There are rigorous arrangements for managing the site. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school has successful procedures to track pupils' progress rigorously. Staff analyse teachers' assessments and national test outcomes well to measure pupils' progress and in order to plan the next steps in their learning. All pupils with additional learning needs have a useful individual education plan that identifies measurable steps for them, and plans are reviewed regularly. The quality of intervention and support is very purposeful and staff monitor the progress of pupils who receive interventions conscientiously.

Teachers and leaders foster a positive relationship with parents, and parents appreciate the very warm welcome that they receive at the school. There are successful arrangements to ensure that parents play an active part in their children's education. For example, the school organises open evenings and training sessions regularly in order to help parents to support their children effectively. Joint training sessions for parents and their children strengthen the partnership between the home and school further and improve pupils' oracy and reading skills.

The school promotes pupils' health and wellbeing effectively and there are appropriate arrangements for promoting eating and drinking healthily. Teachers provide a range of opportunities to ensure that pupils develop appropriate self-help skills. For example, pupils are given regular opportunities to visit a local farm to learn how to grow vegetables. The school also holds weekly extra-curricular clubs that promote pupils' health and wellbeing successfully. A good example of this is the football club, which provides an opportunity for pupils to develop their personal and social skills well. By doing so, most pupils have a sound understanding of the importance of living and staying healthy.

Provision to develop pupils' spiritual, moral, social and cultural attitudes is valuable. Staff organise rich opportunities for them to reflect in assemblies, which are often based on stories from the Bible. The school invites visitors and members of the community regularly to work with pupils in order to develop their linguistic, artistic and creative skills. Pupils are given numerous opportunities to perform in the community and on national stages in eisteddfodau and concerts. There is a range of successful opportunities for pupils to experiment with a variety of media when studying the work of contemporary Welsh artists and poets. This strengthens pupils' self-confidence and wellbeing well.

Leadership and management: Good

The headteacher provides strong leadership and focuses successfully on raising pupils' standards. All staff support her skilfully to ensure that pupils make good progress. The whole school community works closely as a team for the benefit of all pupils and they ensure that pupils' wellbeing is at the heart of the school community.

The headteacher provides beneficial information to the governing body through reports that always focus on standards of learning and teaching. As a result, governors have a good grasp of the school's standards. They are aware of the school's strengths and areas for improvement. They support the school effectively and challenge leaders purposefully. For example, they ask regularly about standards, the numbers on the learning needs register and the school development plan. The governing body fulfils its statutory role effectively.

Self-evaluation procedures are comprehensive and consider a wide range of first-hand evidence, such as data analysis, lesson observations, learning walks, focussing on pupils' work and listening to staff, parents and governors through questionnaires. Staff use all self-evaluation information well to identify the school's improvement priorities and to review progress against the priorities in the school development plan. The plan includes relevant and measurable actions for improvement, identifies clear milestones for monitoring and identifies the staff and governors that are responsible for each aspect.

Staff have clear and up-to-date job descriptions. Regular staff meetings discuss pupils' standards and wellbeing and focus well on the school's response to priorities for improvement. Procedures for managing staff performance are robust and link clearly with the school's development priorities and the staff's individual professional requirements.

All members of staff share a joint commitment to the headteacher's vision and values. She is a strong and professional role model and has high expectations of pupils, teachers and learning assistants. Good practice within the school is shared effectively and the headteacher herself models language lessons for newly qualified teachers. The school has a specific focus on developing all of the staff's skills, and there is a valuable range of training opportunities and specific courses for them. An effective example of this is the recent beneficial training to implement the new scheme to raise standards in mathematics. The school also works successfully with nearby schools to share good practice. For example, teachers are given opportunities to observe the language scheme in practice in nearby schools.

The school allocates financial resources successfully in line with the priorities in the school development plan. Specific grants are used purposefully to ensure that specific groups of pupils make good progress. Good use is made of the pupil development grant to improve provision to develop the literacy and numeracy skills of pupils who are eligible for free school meals further. As a result, most pupils who are eligible make good progress in their reading skills from their starting points.

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.

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Publication date: 12/03/2018