



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

A report on

**Trelales Primary School
Well Street
Laleston
CF32 0LF**

Date of inspection: January 2018

by

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

About Trelales Primary School

Trelales Primary School is in the village of Laleston on the outskirts Bridgend.

There are currently 217 pupils on roll between the ages of 3 and 11. There are eight classes in the school, including a nursery class with 15 full-time and 10 part-time pupils. The three-year rolling average of pupils eligible for free school meals is 2.8 % which is significantly below the national average of 19%.

The school identifies around 16% of pupils as having additional learning needs. This is well below the national average of 21%. A very few pupils come from homes where Welsh is the first language.

The headteacher took up his post in July, 2014. The school was last inspected in June 2010.

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, nearly all pupils make good progress in line with their abilities. Nearly all pupils are very enthusiastic learners who enjoy coming to school and behave very well. The school provides an effective level of care, support and guidance for pupils. Teachers and learning support officers work well together to support pupils' learning. However, the quality of teaching varies too much across the school. The headteacher has a clear vision for the school and over the past year has introduced suitable improvement strategies, but it is too early to see the effect of actions on pupils' standards and provision. The governors are supportive, but they do not provide enough challenge to leaders in relation to the school's performance.

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

Recommendations

- R1 Strengthen the role of leaders at all levels so that they operate more strategically and focus more sharply on pupils' standards and improving provision
- R2 Develop governors' role in monitoring the quality of provision and pupils' progress to enable them to challenge the school's performance
- R3 Ensure that the planned curriculum meets the needs of all pupils and develops their skills, particularly numeracy across the curriculum.
- R4 Improve the quality of teaching by sharing the best practice in the school more effectively

What happens next

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Good

Most pupils start school with basic skills that are around the expected for their age. During their time at the school, most pupils make strong progress and achieve well by Year 6. Most pupils with additional learning needs achieve well in relation to their personal targets.

Nearly all pupils across the school have high standards of oracy. They express their ideas clearly and enjoy talking about their work and the life of the school to visitors. For example, very young pupils explain with enthusiasm how they are going to rescue Incy Wincy Spider from inside the drain pipe by pouring water down it. As pupils' progress through to key stage 2, most develop mature oracy skills and describe emotions well when discussing William's first meeting with Mr Tom in 'Goodnight Mr Tom. Many pupils listen attentively to staff and to each other. Progress in pupils' Welsh oracy skills is good. By Year 2, most use familiar phrases regularly and respond well to instructions from staff. Many pupils in key stage 2 speak confidently, with expression, and good pronunciation, when describing themselves and their hobbies.

In the foundation phase, most pupils make good progress in reading. They demonstrate a solid grasp of initial sounds from an early age, and apply their phonic knowledge well when reading unfamiliar words. Most older foundation phase pupils read fluently and with expression. In key stage 2, most pupils use an extended range of vocabulary and present their views in an engaging manner when discussing their favourite books. They scan for, and extract information quickly to support their learning when researching information about the positive and negative effects of using the internet. Many pupils' reading skills in Welsh are developing well across the school. They consider what they read, and respond to the text confidently.

Many pupils use the writing skills they learn in English lessons to good effect in other subject areas. Many foundation phase pupils write confidently for a range of purposes. For example, in Year 2 they use imaginative vocabulary when writing a story about a lost penguin, using a story map as a starting point. Many key stage 2 pupils use creative and emotive language very effectively to engage the reader when writing about the experiences of evacuees. Most pupils progress from using basic punctuation in the foundation phase, to crafting their writing carefully at the end of key stage two, organising it in paragraphs and punctuating correctly effectively. Many pupils show a clear understanding of different writing styles, for example, when sharing facts and viewpoints about Romulus and Remus and applying their imagination when creating new Welsh legends. Pupils across the school write purposefully in other areas of the curriculum. For example, in Year 2, they write a factual report on how animals keep warm in icy water and in Year 4, they describe a day in the life of a Victorian child successfully. Many pupils in key stage 2 are developing appropriate writing skills in Welsh.

In mathematics lessons, most pupils achieve well. In the foundation phase, many develop their calculation skills appropriately, and use block graphs and pictograms appropriately to record their investigations on insects. Older foundation phase pupils

use mathematical language correctly when estimating and measuring the length of different jumps, and recording temperatures. Older key stage 2 pupils apply their number and data handling skills effectively. For example, in science, when measuring their heart rate after exercise, they use their information well to input the information into a database. Many pupils create and interpret graphs accurately, identifying the mode, median and mean confidently. However, very few pupils apply their numeracy skills across the curriculum.

Most pupils demonstrate purposeful skills in ICT. In the foundation phase, many pupils use word-processing and simple paint programmes to create pictures and to add text, changing the colours and font size with growing independence. Many older foundation phase pupils use clear instructions to programme an object, and resolve a problem of how Guy Fawkes can enter the Houses of Parliament. Nearly all search for information online competently, and use a range of multi-media skills to present information about World War 2, using a green screen or creating an i-movie independently. They have developed databases and presented their findings, and are beginning to create their own programmes successfully in partnership with a local technology company.

Wellbeing and attitudes to learning: Good

All pupils enjoy coming to school and are confident in the school environment. Across the school nearly all pupils show care for each other, and older pupils take particular care of the younger ones very naturally. Nearly all pupils' behaviour is a strength. Pupils are very courteous to each other, staff and visitors.

Nearly all pupils feel safe at school and know who to approach for advice or support if they are worried about something. To improve less confident pupils' self-esteem, the school council has recently created a tree full of positive statements and members encourage pupils to read them during play times. This is beginning to have a positive effect on developing pupils' confidence to make friends and to join in playground activities. Nearly all pupils work productively in groups and as individuals. Older pupils discuss methods of solving social problems maturely and contribute enthusiastically to circle time sessions in order to resolve issues. Most pupils have a secure understanding of how to keep themselves safe when using the internet. For example, older pupils understand the need to protect their identity and know the dangers of making contact with people online.

Through a variety of charity work, pupils are aware of the needs of others who are less fortunate than themselves locally and abroad. They raise money and contribute towards the local food bank, health charities and charities working in Africa. They learn about the need to recycle, and how to conserve energy through the Eco council weekly awards.

Nearly all pupils have positive attitudes to learning. They show high levels of concentration and many persevere when faced with challenges from an early age. For example, older pupils in the foundation phase collaborate purposefully to solve a weekly problem, such as how to read a letter which is inside an ice cube. Pupils in Year 2 are beginning to make decisions about their own learning effectively. However, most pupils in other classes across the school make limited contributions in how and what they learn.

Many Year 5 and 6 pupils take on additional responsibilities seriously and appreciate the opportunities they receive. A good example are the playground monitors who encourage positive play successfully during break times. The school council represents nearly all pupils maturely. Members use their role effectively to inform school improvements when suggesting ways to enhance the pupils' experiences outside of their lessons. The pupils in the 'Bike It' club have influenced many pupils to cycle or scooter to school. This has strengthened most pupils understanding of the importance of daily exercise and how to reduce pollution.

Most pupils have positive attitudes towards healthy lifestyles. Older pupils run a daily healthy snack shop and nearly all pupils understand the importance of eating a well-balanced diet. Most take part regularly in physical activities during the school day. Most pupils in key stage 2 participate in a range of after-school clubs and compete at local sports events.

Attendance rates over time have improved and have been above 95% for three years. However, the school's attendance remains below the average when compared with similar schools over the last three years. Nearly all pupils are punctual at the start of the school day.

Teaching and learning experiences: Adequate and needs improvement

Across the school, there are effective working relationships between staff and pupils that support learning robustly and ensure good behaviour. Teaching in a few classes is strong, but these strengths are inconsistent across the school. Most teachers know their pupils well and plan lessons appropriately, to include a range of activities and resources that motivate pupils well. In a minority of classes, the stimulus for lessons is exciting and engages pupils' interest and enthusiasm for learning. In these sessions, activities are purposeful, pupils make strong progress with support from their teachers and learning is fun. However, in many classes, lessons do not always move at a suitable pace or allow pupils to take an active enough part in activities. On the whole, the quality of teaching is adequate and needs improvement.

Teachers make appropriate use of suitable formative assessment processes across the school. Teachers provide pupils with regular, effective verbal feedback and are beginning to share useful comments with pupils to help them understand how to improve their work.

The school's planned curriculum provides a wide range of valuable learning experiences for pupils that reinforce and builds suitably on prior knowledge. However, weekly plans do not always reflect these overviews. A very few teachers adapt the activities according to pupil interests. For example, whilst studying a topic on the Antarctic, pupils showed a great interest in the living conditions in base camp. The teacher responded and created a role play area for the pupils. This further developed their understanding of life in the Antarctic successfully. The school is beginning to provide suitable challenge for more able pupils and planned activities are clear in short term plans.

The school has not established the foundation phase principles consistently enough over time. In half the classrooms, there are examples of purposeful and valuable role play areas to stimulate oracy and creative skills successfully, for example, taking the

role of an astronaut in space. In these classes, planned activities led by adults and those designed to develop independent learning are effective. However, continuous access to the outdoor area for all pupils to lead and engage in their own learning is very limited across the phase.

Across the school, purposeful plans are in place to develop pupils' literacy skills. Staff work conscientiously to develop pupils' writing skills. The school is beginning to plan appropriately for the digital competency framework and most teachers provide regular opportunities for pupils to develop their ICT skills successfully. Teachers plan mathematics lessons well. However, the planning and the provision for pupils to reinforce and develop their numeracy skills in other areas of learning is less evident.

Provision to develop pupils' Welsh language skills is successful. Teachers share expertise well in the school and this has developed the confidence and the language skills of other adults. As a result, most teachers and teaching assistants are becoming suitable language role models. They incorporate everyday Welsh in classrooms and around the school successfully. There are sound opportunities for pupils to speak and read Welsh, for example in specific lessons and in 'Helpwr Heddiw' sessions.

The school provides a number of activities to support pupils' learning by inviting visitors to the school or through stimulating opportunities, such as visits to a local technology manufacturing company and to a science centre. The older pupils visit a recreated Celtic village in Pembrokeshire which broadens their understanding of the topic. The residential course to Stackpole develops the pupils' team building skills and an appreciation of different environments.

Care, support and guidance: Good

The school creates a warm and caring ethos for all pupils. Consistent expectations and effective behaviour management ensure high standards of politeness, mutual respect and conduct.

Provision for pupils who need additional support is effective and the school uses a purposeful range of programmes that meet their needs successfully. Learning plans of good quality meet the needs of individual pupils successfully and staff, pupils and parents review these regularly. All staff use a range of assessment procedures to track the progress of all pupils suitably. Leaders and teachers use assessment information appropriately to plan effective support in classes and through withdrawal groups. Well-trained support staff deliver a range of intervention programmes to improve pupils' literacy and numeracy skills, such as a catch-up intervention for reading. The school organises regular sessions to support vulnerable pupils, including those with emotional needs. For example, emotional literacy groups have a positive impact on raising pupils' self-esteem and, as a result, they demonstrate improved levels of confidence and engagement in school life.

There are worthwhile opportunities for pupils to contribute to the work and the life of the school. Well-established pupil voice forums, such as the Bike It, school and eco councillors have useful opportunities to contribute to decisions about school improvements and organising charity events.

The school promotes pupils' spiritual and moral development well by providing a range of opportunities to reflect and share their experiences in classroom activities, daily assemblies and whole school events. Pupils' involvement in donating shoes to refugee children gives them opportunities to understand and appreciate some of the differences and similarities between themselves and their peers.

The school has appropriate arrangements to promote healthy eating and drinking. For example, pupils take a leading role in selling and promoting fruit at playtime. The curriculum provides worthwhile opportunities for pupils to participate in physical activities, such as gymnastics and dance. A suitable range of after-school clubs promotes pupils' fitness well, including football, netball, and basketball. As a result, most pupils have a good understanding of the effect of lifestyle choices on their health. Visitors and different agencies ensures that pupils receive a range of useful information about issues relating to their wellbeing. For example, a police officer visits the school regularly to teach pupils how to keep themselves safe in the wider community.

The school has beneficial links with a school in Botswana, which develops the pupils' understanding of different cultures and promotes diversity and develops fairness successfully. The school plans valuable lessons, such as the impact of war on communities, for pupils to learn about significant events around the world. Staff promote pupils' cultural development well through a broad range of musical and artistic experiences, for example, art workshops, competing in the school Eisteddfod and the school's annual show. In addition, many pupils benefit from music tuition during the school day and education theatres companies motivate pupils by performing at the school.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Adequate and needs improvement

During the past academic year, the headteacher has set a purposeful strategic direction for developing the school. He has a clear vision that is based on raising pupils' standards and wellbeing, and he has shared this clearly with all of the school's stakeholders. Staff and governors are beginning to focus purposefully on relevant priorities and contribute to strategic decisions. The headteacher has created a happy, safe and caring environment for pupils.

The school has recently restructured staff responsibilities. Everyone has a clear job description and knows their role and responsibilities. Senior leaders manage staff's performance effectively to ensure that their personal objectives link well with the school's areas for development and national priorities. Over time, the process has had an appropriate impact on the standards of learning, for example in improving pupils' outcomes in mathematics. The headteacher holds and leadership update meetings every week, but it is not clear who is responsible for carrying out agreed actions and there are no specific time scales in which to work.

The school has an appropriate programme for monitoring and evaluating a range of aspects of its work. On the whole, the self-evaluation report is evaluative and uses a wide range of first-hand evidence, including the outcomes of scrutinising pupils'

books and lesson observations. As a result of establishing termly data meetings, staff have a better understanding of the standards pupils achieve. Recently, senior leaders have identified more accurately the need for a more consistent approach to the feedback given to pupils and to increase opportunities for pupils to write in Welsh. However, over time, monitoring reports lack rigour and do not always focus enough on improving outcomes and provision.

Senior leaders link the outcomes of the self-evaluation report and the main priorities in the school improvement plan appropriately overall. The current plan has suitable strategic targets, appropriate strategies for action, persons responsible and a suitable time scale. However, measurable targets and monitoring arrangements are not always clear, and previous plans have not led to sufficient improvement for this reason.

Members of the governing body have a sound knowledge of their responsibilities and carry these out purposefully. They meet regularly and work efficiently to support the work of the school, monitor finances and agree relevant policies. Governors are beginning to challenge the school in relation to pupil progress and they have a purposeful understanding of pupil outcomes. Despite this, governors do not review whole provision regularly enough in order to evaluate its effect on standards.

The school has begun to respond to local and national priorities purposefully, such as planning to implement the digital competence framework. However, pupils do not develop their numeracy skills regularly enough across the curriculum.

The headteacher ensures that there are suitable opportunities for the professional development of teachers and support staff. There are useful opportunities for most members of staff to attend courses, receive in-house training and to work with other school to view effective practice. These valuable opportunities have led to an improvement in the quality of pupils' writing across the school.

The headteacher and governors manage the budget carefully to ensure its best use, and have agreed plans with the local authority to manage the current budget deficit. The school uses the pupil development grant purposefully to raise the standards of the very few pupils who are eligible for free school meals. As a result, all attain the expected outcome or level.

Resources are generally appropriate to meet pupils' needs and the targets in the improvement plan. The indoor environment supports teaching and learning suitably and planned opportunities develop pupils' social and creative skills well. However, use of the provision in the outdoor environment is limited.

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

© 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: 04/04/2018