



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

A report on

**Trinant Primary School
Conway Road
Pentwyn
Crumlin
NP11 3JN**

Date of inspection: February 2019

by

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

About Trinant Primary School

Trinant Primary is in the village of Trinant, near Crumlin in the county borough of Caerphilly. There are 153 pupils on roll, including 28 part time nursery pupils. Pupils are taught in five mixed age classes.

Over the past three years, around 34% of pupils are eligible for free school meals. This is well above the Wales average of 18%. The school has identified around 30% of its pupils as having additional learning needs, which is well above the Wales average of 21%.

The headteacher took up her post in November 2011. Estyn last inspected the school in June 2013.

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

Pupils at Trinant Primary enjoy coming to school and make very good progress. The development of pupils' information and communication technology (ICT) and literacy skills are particular strengths. Staff provide a highly caring and supportive environment that encourages all pupils to flourish. Standards of behaviour in lessons and around the school are exemplary and there is a strong sense of mutual respect and trust between staff and pupils.

Teachers and teaching assistants know the pupils very well and are highly skilled in delivering imaginative learning experiences that provide them with the skills they need to make progress and to become ambitious, confident individuals. Staff are adept at assessing the specific needs of pupils and delivering lessons and activities that challenge and support them to move on in their learning.

The headteacher, staff and governors have a vision for the school that focuses clearly on its role at the heart of the community and the development of pupil wellbeing. Governors play a particularly strong role in supporting school improvement. Leaders are very effective in sharing the best elements of professional practice within the school and with other schools.

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

Recommendations

R1 Improve pupils' extended writing in the foundation phase

R2 Provide regular opportunities for pupils to learn in the outdoor environment

What happens next

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

Estyn will invite the school to prepare case studies in relation to its work on enriching learning experiences for pupils and the role of the governing body in school improvement, for dissemination on Estyn's website.

Main findings

Standards: Excellent

Many pupils enter the school with literacy, numeracy and social skills below the average for their age. In particular, many begin school with communication skills that are relatively poor. However, most pupils make good, and many make very good progress in developing their skills as they move through the school. Nearly all pupils with additional learning needs make good progress towards their individual goals and targets.

From a low base, most pupils develop strong oracy skills as they move through the school. A majority of pupils in the nursery are keen to share their work and the activities they engage in with adults, such as when purchasing items in the role play shop. However, in many cases they lack the necessary oral skills to do this clearly and a very few communicate through gesture rather than speech. By the time most pupils reach the end of the foundation phase they speak with increasing clarity and a widening vocabulary. They listen carefully to their class teacher and the contributions of others. In key stage 2, pupils build on this progress very successfully. Most pupils in Year 6 talk with confidence to their peers and adults about aspects of their work. Many demonstrate an extensive vocabulary and use technical words related to their studies confidently. For example, they talk about the importance of avoiding plagiarism when researching information from the internet.

Many pupils master quickly the basic skills of reading, and develop a strong knowledge of letter sounds. In Year 2, most pupils show an enthusiasm for books and enjoy sharing their contents with their friends and adults, talking enthusiastically about characters and plot line. They continue to make strong progress with their reading throughout key stage 2. In Year 6, most pupils read with clarity and expression and use inference and deduction well to interpret and explain the texts they read. Their strong reading skills support their learning in other subjects very well. For example, they use lists of technical information about human bones to identify parts of a skeleton as part of their crime scene investigation topic.

From a low starting point, many pupils become highly effective writers. They write accurately and imaginatively within English lessons and in their work across the curriculum. Most pupils develop very capable skills in spelling, punctuation and grammar relative to their age. The quality of their handwriting and presentation is often impressive. Many pupils apply their increasingly wide vocabulary well to add interest to their writing. For example, as part of his story, a Year 4 pupil describes how, 'water will begin to froth and bubble furiously'. In key stage 2, most pupils write at length in a good variety of forms. However, this is less well developed in the foundation phase.

Most pupils demonstrate an enthusiasm for learning the Welsh language. They read, write and speak Welsh to a good level throughout the school. For example, most pupils in Years 3 and 4 produce accurate written recounts of their visit to the cinema. In Years 5 and 6, they use a good range of vocabulary to express their food preferences and extend their sentences to give reasons why. Many use Welsh outside of dedicated lessons to respond to questions from adults. For example, pupils in Year 2 talk with some confidence about where they live, what the weather is like and their favourite activities.

Most pupils develop strong mathematical skills. In Year 1, they explain accurately how their pictogram about the class' favourite Chinese food tells them which items were most and least popular among their peers. In Year 2, most pupils use their understanding of place value very effectively to double numbers to 20 and a few to 100. By Year 6, most pupils become confident, competent and enthusiastic mathematicians. They use a range of strategies, including algorithms, to solve complex problems. For example, they use their knowledge of measure and decimals to calculate whether items of furniture will fit into a given room size and explain their reasoning. Most pupils apply their numeracy skills well in subjects across the curriculum and in practical real life contexts. For example, they calculate profit and loss from rearing the school chickens and selling their eggs.

Most pupils develop very effective ICT skills. Pupils in the foundation phase use hand held devices and laptop computers confidently to support their work in all areas of learning. For example, pupils in Year 2 use the brush and colour picker tools in a paint program to create pictures of castles as part of their topic work. In many cases, pupils use ICT to add interest and imagination to their work. For example, pupils in Year 4 use a virtual reality application that takes viewers to the electronic story book pupils have created when they scan certain pictures in their work books. By Year 6, most pupils develop a very wide range of ICT skills to a high level that they apply well across the curriculum. For example, they use a programmable robot sphere to travel around the school hall to measure its perimeter. A few develop strong skills in coding and use this effectively to create simple programs and control the movements of a drone.

Wellbeing and attitudes to learning: Excellent

On entry to the school many pupils' social and collaborative skills are below those expected for their age. However, as a result of the school's high expectations and its supportive and nurturing environment, nearly all pupils develop very strong attitudes towards learning. Pupils' behaviour is an exemplary feature of the school. For instance, nearly all pupils play constructively with each other and show self-control at break times, in the dining hall and during assemblies, and demonstrate respect to each other and staff consistently.

In nearly all lessons, most pupils show great enthusiasm and resilience in their learning. They persevere to achieve the best they can, even when confronted with difficulties. They respond well to praise, take immense pride in their work and demonstrate this through presentation that is of a consistently high quality. Most settle quickly to tasks and try new strategies with independence, confidently. They share the high expectations of their teachers with regard to their own progress, achievement and behaviour.

Most pupils collaborate and share resources well in pairs or small groups. For example, a group of pupils in the reception class sustain concentration to build an elaborate castle from bricks without adult assistance. Nearly all pupils help their peers and offer praise each other from a young age using phrases, such as 'I think your tower is really tall, I like it.'

Nearly all pupils become independent in their learning as they progress through the school. Foundation phase pupils select tasks and equipment carefully and help in

planning independent activities based on a study of the Chinese New Year, for example. Nearly all pupils in key stage 2 reflect well on what they can already do and what they need to improve. They use this knowledge effectively to evaluate and plan learning at the start of topics such as the First World War.

Most pupils develop as ethical and informed citizens of their local community and the world. For example, they talk at length about the letters they have received from older children in Afghanistan and the similarities and differences that exist between their countries and cultures. Most pupils understand the links between their actions and the effect on other people's lives. For instance, they work with a national organisation to collect and recycle bottle tops to generate funds to pay for polio inoculations in Pakistan.

Many pupils take an active role in a wide range of effective pupil voice groups. For example, digital leaders assist the ICT co-ordinator in delivering training to pupils and staff from schools across the cluster. Nearly all pupils in these roles articulate well what they do and how it affects the learning of other pupils in the school. They are proud of their responsibilities and take pride in presenting to their peers or adults. As a result, many older pupils develop very good leadership skills and high levels of confidence.

Nearly all pupils make healthy choices relating to diet and physical activity. They understand the importance of drinking throughout the day. Most make positive choices to participate in physical activities and fully understand the need to stay safe online. Many pupils attend the school's extensive range of extra-curricular clubs and activities. As a result, they develop very positive attitudes towards physical activities and sport.

The school's stimulating learning experiences and caring ethos ensure that nearly all pupils are keen to attend. As a result, it has sustained high attendance rates for several years. These compare very favourably with levels in similar schools.

Teaching and learning experiences: Excellent

All staff establish very positive working relationships with pupils and develop a strong sense of trust. As a result, nearly all pupils feel cared for and valued, and make good progress in their learning. All staff manage pupil behaviour very successfully. They establish high expectations of pupil conduct and achievement that nearly all pupils respond to very positively.

Teachers have a sound knowledge of their subjects and apply a wide range of effective teaching techniques successfully. They use assessment for learning strategies consistently to engage pupils and develop their collaborative working skills. This is a particular strength of the school. For example, teachers consistently provide frequent opportunities for pupils to respond to questions by talking to a partner before answering. This is highly effective in embedding pupils' understanding of new concepts. In all classes, teachers share the learning intention for lessons with pupils and discuss with them how they may be more successful in their activities. This is frequently very effective in ensuring that pupils produce their best work.

Teachers are effective and consistent in ensuring that they provide pupils with activities and levels of adult support that challenge them to achieve at the appropriate level for their ability. For example, in Years 1 and 2 the teacher matches tasks involving doubling numbers to 10, 20 or 100 to pupils' mathematical ability successfully. Teachers very often use their observation of how well pupils have achieved during the introductory task skilfully to decide whether or not they require further input before moving them on to the next activity. This supports pupil progress during lessons very successfully.

Teachers provide pupils with beneficial feedback on their work regularly. They give pupils frequent opportunities to assess how well they and their peers have achieved. Teachers have embedded these systems very well across the school. As a result, by the end of key stage 2, most pupils are very adept at considering how successful they have been in their learning and what improvements they still need to make.

Teachers plan highly engaging learning experiences for pupils that raise their aspirations and encourage their progress. For example, pupils in Years 1 and 2 respond with great enthusiasm to a letter from a renowned book illustrator asking for their help in creating a character for her new book. Nearly all pupils develop their artistic skills well and widen their creative vocabulary very successfully when designing and drawing dragons in response to her request.

Teachers develop effective schemes of work and overviews to ensure that they cover all aspects of the curriculum and develop pupils' skills systematically and progressively. These reflect the nature of the school's context and makes relevant use of the Welsh heritage and the local area. They adopt a flexible approach to their planning to ensure that they respond to the specific needs of the pupils in their class and incorporate their ideas and interests successfully. For example, pupils in Years 5 and 6 suggest using an online gaming program to create Norman castles in a virtual world. In Year 2, pupils ask why there is red dragon on the Welsh flag and, as a result, they develop their knowledge of Welsh culture through discovering the legend of the red and white dragons.

Teachers plan relevant and exciting opportunities for pupils to develop their literacy and numeracy skills in subjects and areas of learning across the curriculum. The school's arrangements for developing pupils' ICT skills in different contexts are a particular strength.

The school applies the principles of the foundation phase effectively to support pupils' learning. Teachers provide pupils with fortnightly opportunities to plan independent areas of learning for their classroom, such as making lanterns to celebrate the Chinese New Year. Teachers have introduced beneficial systems that allow pupils to choose the order of activities they will engage with over the two week period. Teachers plan suitably for the use of the outdoor area to support pupils' learning, although they have not embedded this fully in their day to day activities.

Care, support and guidance: Excellent

The wellbeing of pupils is central to the school's ethos. All staff recognise the importance of supporting pupils to develop attitudes to learning that ensure they access fully the high quality learning activities the school offers and make good

progress as a result. The school is a highly caring learning environment that enables a feeling of mutual respect between staff and pupils. All staff encourage pupils to develop their spiritual, moral, social and cultural understanding well. These include developing pupils' personal values, such as tolerance, self-belief, respect and perseverance in all areas of the school's work. Staff manage pupils' behaviour in a consistently positive and sensitive way and deal well with more complex behavioural difficulties through the use of highly effective strategies. For instance, pupils engage in social programmes that encourage them to express their feelings creatively and to find ways to address feelings of anger or frustration in an acceptable manner.

Teachers and support staff work effectively to develop positive relationships with parents. For example, the weekly support group for parents and the advice offered to families of pupils with specific emotional needs is effective in improving their lives outside of school. There are many useful opportunities for parents to become involved in their children's learning. This includes a time credit scheme that rewards volunteers with vouchers they can use in the community to pay for a range of services and experiences, such as a family trip to a local adventure play venue.

School leaders, teachers and support staff collect a wide range of assessment data and other information about pupils. They use this very effectively to support their academic progress and wellbeing. The school knows the needs of its pupils very well. When pupils enter school, teachers use baseline assessments skilfully to identify vulnerable learners and those who are working at a higher level. Teachers work well with colleagues in their school and others to moderate their assessments of pupils' progress carefully and systematically. They use this information effectively to track pupils at an individual level. As a result, all staff have an in-depth understanding of the progress that each child is making. They use this knowledge well to ensure that learning experiences meet the needs of all pupils and support their progress effectively.

The school assesses the progress of pupils with additional learning needs regularly and uses this information effectively to plan beneficial interventions for them. For example, staff deliver play programmes to specific pupils that are highly successful in developing their emotional resilience and improving behaviour. Teachers, senior leaders, pupils and parents review individual action plans termly. Staff use the outcomes of these reviews to modify their support for pupils. They focus clearly on the impact of their intervention programmes on outcomes for pupils and modify or replace them when they are no longer effective. They work well with a wide range of agencies, including speech and language therapy services, local authority advisory teachers and educational psychologists, to meet the specific needs of pupils with more complex needs. The additional learning needs coordinator uses her experience and expertise productively to ensure the school identifies pupils in need of additional support at an early stage. As a result of the school's highly effective support, by Year 6, nearly all pupils with additional needs make expected progress or better.

The school has appropriate arrangements for healthy eating and drinking. Staff encourage all pupils to make healthy choices by providing them with fruit and water each day and arranging physical lunchtime and break time activities for them. For example, staff and pupils support the 'daily mile' initiative well. Lunch time staff reward those who make sensible choices about their diet and have healthy

lunchboxes. The provision of a large number of well attended after school clubs is a very positive feature of school life. These result in many pupils developing skills that equip them well for later life, such as developing their confidence and communication skills well when participating in the after school drama club. Older pupils receive good advice regarding sex education, substance misuse and online safety.

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

Leadership and management: Excellent

The headteacher provides very effective leadership. She sets high professional standards for all staff, underpinned by a clear vision that focuses on pupils' wellbeing and the school's development at the heart of its community. This stems from her strong educational values and an ambition for all pupils to thrive and achieve. The headteacher has worked very successfully with staff, parents and governors to ensure that most pupils achieve sustained high standards and make good progress over time. The effect of leadership on standards and wellbeing is an outstanding feature of the school.

Leaders have a wide range of effective leadership skills and a detailed knowledge of the school. They deliver school improvement actions successfully evaluate and enhance the provision continuously to ensure that it leads to the raising of standards. For example, they have led the strengthening of assessment for learning techniques across the school. This has had a very positive effect in ensuring consistently high standards of teaching and maximising pupil progress during lessons and over time. Leaders ensure that staff engage effectively with families and gauge parents' opinions regularly. They do this by providing them with opportunities to attend the pupil and parent cooking club and well targeted support programmes to help parents assist their children at home. As a result, nearly all parents and carers have strong faith in the leadership of the school and its capacity to support their children's progress in school and at home. Teachers lead on specific areas of effective practice throughout the local authority and regional consortium, such as supporting the development of pupils' digital competence with other schools. Support staff contribute to the leadership of the school well and enhance the drive to improve pupils' standards, wellbeing and social skills successfully. For example, they lead initiatives to engage parents more fully in supporting their children's learning and wellbeing.

Members of the governing body are enthusiastic, supportive and take a detailed interest in the work of the school. They are very knowledgeable about the school's strengths and improvement priorities. Their role in self-evaluation is well developed and allows them to contribute effectively to the school's strategic decision-making. For instance, the member of the governing body identified as the 'self-evaluation champion', visits the school each month to work with staff to monitor the progress of the school's improvement priorities. The governing body takes an active role in formulating school improvement actions and is involved directly in working with senior leaders to write aspects of the school development plan.

The school has a clear timetable for monitoring its main activities and uses a wide range of relevant evidence to evaluate its work, such as learning walks and the scrutiny of pupils' work. Leaders make extensive use of this information to amend

strategies and identify approaches to bring about further improvements. Leaders enhance the school's self-evaluation arrangements further by involving governors and staff in a specific whole school evaluation day. This provides stakeholders with an effective opportunity to work collaboratively on evaluating the school's work and planning for improvement.

The provision of a wealth of opportunities for staff to develop professionally is an effective feature of the school's leadership. This reflects the high priority that leaders place on developing the skills of all staff that enables them to raise standards, meet school improvement priorities and address their personal aspirations. Leaders implement robust performance management arrangements and support these successfully with well targeted training opportunities. Leaders are especially effective in identifying individual teachers' expertise and strengths and using these to improve provision and standards throughout the school. For example, senior leaders use the specific skills and interest of individual members of staff to enhance the teaching of ICT and literacy.

A strong feature of leadership is the way it enables teachers to work in small groups to observe, identify and share good practice. Staff have embraced school-to-school working and work effectively with a range of schools to improve and share their own effective practice. For instance, the additional learning needs coordinator supports the work of a local school in developing their provision for pupils with specific needs.

Leaders use resources, including the pupils development grant, very creatively to enhance pupils' life experiences and enriching the curriculum for them, so that they make the best possible progress in literacy and numeracy. The headteacher is particularly effective in accessing grants and using the funds to enhance pupils' learning further, by organising visits to see national theatre productions and arranging for a science and technology group to work with pupils in Years 5 and 6, for example. Expenditure links well with priorities in the school improvement plan. The governing body monitors expenditure carefully and is successful in ensuring that it uses resources well to support highly effective teaching and learning, resulting in consistently strong pupil progress.

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:

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