



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

A report on

**Ysgol Gymraeg Treganna
Sanatorium Road
Canton
CF11 8DG**

Date of inspection: April 2019

by

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

About Ysgol Gymraeg Treganna

Ysgol Gymraeg Treganna is a designated Welsh-medium school that is situated in the west of the city of Cardiff. There are 680 pupils between 3 and 11 years old on roll, including 96 nursery age pupils. Pupils are divided into 20 classes, including two nursery classes.

Over a three-year-period, around 5% of pupils have been eligible for free school meals. This is much lower than the national percentage of 18%. A few of the school's pupils are looked after by the local authority. Around 53% of pupils come from Welsh-speaking homes, and 8% are from ethnic minority backgrounds. Very few speak English as an additional language. The school has identified 10% of its pupils as having additional learning needs, which is much lower than the national percentage of 21%. Very few pupils have a statement of special educational needs.

The headteacher was appointed to the post in September 1997 and the school was last inspected in January 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

The school is a caring and inclusive community that promotes pupils' Welshness and personal, emotional and social development very successfully. Provision is rich, based on pupils' ideas and provides effective opportunities for them to develop their creative skills, in addition to the ability to solve 'real life' problems regularly. Those pupils who are members of the various children's committees and councils show maturity far beyond expectations when undertaking their responsibilities.

During their time at the school, most pupils make sound progress and achieve well. They work successfully with their peers, and treat them with respect and courtesy. Most pupils are confident and able learners who behave very well in lessons. The quality of care, support and guidance that is provided by staff is exceptionally good and has a very positive effect on pupils' standards and wellbeing.

The headteacher and his team of leaders provide clear guidance for the school's work, and share their vision successfully with others. Members of the senior management team make a valuable contribution to this by leading learning communities within the school and specific aspects of their work.

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

Recommendations

R1 Share good practice in teaching across the foundation phase

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to the effect of the pupil's voice on the school's life and work, to be disseminated on Estyn's website.

Main findings

Standards: Good

On entry to the school, many pupils have skills that at least correspond with what is expected for their age. During their time at the school, most pupils, including those with additional learning needs, make strong progress from their starting points. They apply their thinking skills and problem-solving skills successfully across a range of areas of learning through a variety of purposeful learning experiences.

Nearly all pupils have very good speaking and listening skills. Pupils in the nursery class develop oral skills soon after they start in the class. Across the foundation phase, most pupils listen well and speak confidently, and use extended vocabulary when explaining their tasks clearly and with increasing maturity, for example when discussing their story about Jack and the Beanstalk. In key stage 2, most pupils speak enthusiastically and with very good accuracy in Welsh. They respond maturely in pair work, small groups and in whole-class discussions, for example when scrutinising the different characteristics of Welsh artists and asking questions about the picture's composition.

Most pupils' reading skills are developing successfully across the school. By the end of the foundation phase, most pupils read fluently and correctly, and break down unfamiliar words effectively. Most pupils in key stage 2 read confidently. They pay careful attention to punctuation and change their tone of voice in order to create effect when reading different characters in a novel. They gather information from different sources and use this information to enrich their work or when responding to specific tasks. Most older pupils use techniques, such as skimming, effectively in order to find key information in the text. Across the school, many pupils show genuine pleasure in their reading and enjoy discussing the content and their favourite authors.

Most pupils' early writing skills are developing successfully in the foundation phase. Many of the youngest pupils begin to form letters and correspond sounds with letters at an early stage. In Year 2, many write independently for different purposes across the curriculum successfully. Most pupils in key stage 2 write with increasing confidence by using increasingly complex syntax confidently and punctuating correctly. More able pupils use similes and adjectives successfully to enrich their work. Good examples of this include a Victorian diary in English and an article for the Treialon Treganna newspaper in Welsh.

Across the foundation phase, most pupils have a sound understanding of mathematical concepts. They apply their skills successfully to solve problems in a variety of contexts. For example, they give change up to 50p in the 'garden centre' and 'florist', count the correct number of seeds on Jack's beanstalk and count in fives when solving money problems. In key stage 2, most pupils make sound progress in their number skills and build successfully on their previous learning. Most discuss different ways of calculating long multiplication and long division problems successfully. By Year 6, they apply their numeracy strategies effectively when solving tasks based on extreme temperatures in different locations, and when designing an Anderson shelter for the outdoor area.

Most pupils' information and communication technology (ICT) skills are developing well across the school. Across the foundation phase, most pupils show good skills when using ICT equipment to support their learning. For example, they use tablet computers to record their peers performing the story of Jack and the Beanstalk and communicate with other schools through video conferencing to discuss pupils' favourite pop groups. In key stage 2, most pupils build soundly on their skills and use them successfully across the curriculum. Most use spreadsheets and formulae to organise data effectively, and create multimedia presentations and short films to present their work, for example to describe how to plant seeds or how to attract tourists to Wales. By the end of the stage, many apply their skills successfully by using a range of apps and software to create effective presentations, for example to create a taster film in Year 5 to inform about the 'Perfect People Party'.

Most pupils develop their creativity very successfully from the outset. For example, pupils in the nursery class develop their early artistic skills by building colourful fruit from small building blocks when responding to the story of the Very Hungry Caterpillar. Most pupils take part in successful creative projects confidently and enjoy opportunities to be creative, for example as pupils in the reception class create and act out new characters as part of the 'Y Ditectif Doli' (The Dolly Detective) creative project.

Wellbeing and attitudes to learning: Excellent

The pupil's voice is a particular strength in all aspects of the school's life and work. Members of the various children's committees and councils show maturity far beyond expectations when undertaking their responsibilities. They take great pride in what they achieve to improve the environment and support the wellbeing of others, for example by reducing the use of plastic as part of the "Drastic on Plastic" campaign. Digital leaders also present sessions for pupils, parents and the elderly in the community on how to use various programs and apps very successfully. These pupils have also taken advantage of the opportunity to visit an insurance company to discover how the industry uses ICT in the workplace. As a result, they are aware of the importance of their role as digital leaders as they support their peers and adults to foster effective ICT skills.

Across the school, pupils' contribution to deciding on their tasks is a very strong feature of provision. This ensures that they have positive attitudes to learning. By holding 'Discovery Days' every term, pupils show an increasing ability to plan jointly and express an opinion about what they learn. This ensures that they apply themselves very successfully, and show pride and enjoyment in their work. A very good example of this is the recent planning by pupils on the theme "Our World", in which they organised an international day to celebrate the customs, art and traditions of other countries.

Nearly all pupils have an excellent awareness and understanding of the advantages of a healthy lifestyle. Foundation phase pupils are very aware that eating fresh fruit and drinking water regularly keep the body healthy. Members of the gardening and cooking group meet on a weekly basis to grow a wide range of fruit and vegetables, and organise a 'pop-up cafe' for parents in order to encourage them to cook healthy meals. In addition to understanding the importance of eating healthily, older pupils have a sound understanding that regular exercise has a positive effect on their

fitness, health and physical wellbeing. A notable example of this is pupils' willingness to contribute enthusiastically to the various sports clubs regularly.

Across the range of age and ability, nearly all pupils show resilience and perseverance when taking risks and experimenting with new learning strategies and procedures. A good example of this is the way in which Year 5 pupils worked very successfully when planning to survive a disaster as part of the 'End of the World' project. Most pupils are confident and able learners. They use their thinking skills successfully to solve problems and persevere very confidently with their activities. They make wise and sensible choices about the level of their tasks, and recognise the importance of selecting challenges that are suitable for them. Most pupils develop as ethical, knowledgeable and confident citizens by taking part in the wide range of experiences that are provided for them. As a result, older pupils have very good knowledge of current affairs, such as the recent fires in the Notre Dame cathedral and on the mountains in Blaenau Ffestiniog.

Nearly all pupils enjoy the school's life and work, and feel happy and safe in a highly caring and inclusive ethos. Nearly all pupils are keen to attend school and show exceptional willingness, enthusiasm and perseverance towards their work. Pupils' attendance rates over the last three years have compared very well with those of similar schools. Most pupils understand the importance of regular attendance and state confidently the positive effect of this on their learning.

Nearly all pupils voice their concerns confidently. They use the "bocs becs" (worry box) and feeling "emojis" effectively in order to share their worries with the adults who care for them. Pupils in the foundation phase settle quickly following the excitement of break time, for example by taking part in calming activities, such as "cŵl wedi cinio" mindfulness sessions. Pupils are very aware of how to take advantage of the school's innovative provision to promote their own wellbeing, for example by visiting the "tipi tawel", which is a safe haven for them when they feel low or need time to think.

Nearly all pupils across the school behave very well. They relate to each other completely naturally and easily, and treat their peers who experience social and emotional challenges with respect and empathy. Nearly all pupils are extremely polite and welcoming, and treat each other, staff and visitors with respect. Within their learning communities, older pupils treat younger pupils with particular care. Most pupils respond very positively to the behaviour code and various reward systems.

Teaching and learning experiences: Good

Most teachers plan stimulating and exciting learning experiences for pupils, which meet their interests and needs effectively. They are very willing to experiment and take risks when planning wide-ranging, exciting and up-to-date provision that is based on the curriculum for Wales. By including pupils' ideas in the planning process, teachers provide them with beneficial learning opportunities, which stimulate and motivate them to take responsibility for their own learning maturely. Interesting learning experiences, such as creative art projects, provide exciting challenge and stimulation. This also ensures that pupils are given beneficial opportunities to develop a wide range of skills by solving real-life problems, in addition to promoting

their independence and self-confidence successfully. A good example of this is the 'Ditectif Doli' project in the reception class, which has had a very positive effect on pupils' creative and oral skills.

Overall, many foundation phase teachers show a good awareness of the principles of this phase and stimulate pupils to discover and learn independently from the outset. They plan an effective balance of activities under the guidance of staff, in addition to interesting opportunities for pupils to work independently in the indoor and outdoor learning areas. However, this is inconsistent across the classes, and the learning areas and continuous provision are not always established firmly enough.

Most staff have high expectations of pupils and all have a successful working relationship with them. They have good, up-to-date subject knowledge and use this information skilfully to plan interesting lessons and rich learning experiences. Most staff also ensure that the learning environment is stimulating and makes a valuable contribution to successful learning. They vary their teaching methods effectively in order to make learning fun and interesting for pupils, for example by mixing food and squeezing it through a stocking to demonstrate the digestive system. Most teachers ensure that lessons and learning sessions have an effective pace, and encourage pupils to work together to complete tasks and solve real-life problems. This has a positive effect on pupils' commitment and dedication to their work, and also nurtures their independent learning skills successfully. Most teachers and learning assistants identify their pupils' needs well. They tailor class activities purposefully to meet the needs of pupils of all abilities. They also encourage pupils to work independently, in pairs or as part of a group, to develop their thinking and problem-solving skills successfully in a range of different situations.

Nearly all staff model language of a good standard successfully and take good advantage of valuable opportunities to improve pupils' oral skills. This has a very beneficial effect on their standards of oracy. They use effective questioning to reinforce and expand pupils' understanding further.

Oral feedback from teachers and assistant is effective and provides useful comments in the classroom, which enable pupils to improve their work. On the whole, teachers' written feedback is appropriate and ensures that pupils know how well they are doing and how to improve. Most pupils have a sound understanding of the marking policy and use it to check their work successfully.

The school has comprehensive schemes of work, which ensure consistency and continuity in the skills and learning experiences that are presented from year to year. Valuable opportunities are provided for pupils to develop and use their literacy, numeracy and ICT skills across the curriculum. The principles of the new curriculum for Wales have been implemented, and tasks and challenges of a high standard are provided for pupils. This contributes effectively towards developing their independent learning skills and curiosity successfully.

The school provides a rich curriculum for pupils, which places a strong emphasis on Welsh history and culture. It uses visitors very effectively to support the curriculum successfully and to reinforce pupils' pride in their Welshness and their awareness of their culture and famous Welsh people from the past and present. For example, the former Welsh ladies' football captain was invited to the school to discuss the importance of perseverance and resilience. Pupils compete successfully in a wide

variety of national activities, such as Urdd competitions and other performances. This is a strong feature of the school's life and work, and helps to increase pupils' confidence and broaden their horizons effectively.

Care, support and guidance: Excellent

The quality of care, support and guidance that is provided by the school is exceptionally good and has a very positive effect on pupils' standards and wellbeing. The school provides a safe, caring and highly inclusive environment for all pupils. The working relationship between staff and pupils is very positive. This is at the heart of the school's highly caring and inclusive community. Teachers and assistants know the pupils exceptionally well, respond to their learning needs at a very early stage, and provide high quality support to care for their mental, physical and emotional wellbeing. Daily registration sessions are very effective and ensure that pupils feel safe, that they are appreciated and that they are ready to learn.

The school has very comprehensive and effective systems to track and monitor pupils' progress, wellbeing and behaviour. As a result, staff plan and provide effective support to address the needs of individuals and specific groups of pupils very successfully. Assistants work particularly well under the guidance of teachers and the additional learning needs co-ordinator to implement a wide range of purposeful intervention programmes of a very high standard. All pupils with additional learning needs have a clear individual education plan, which includes specific, measurable and challenging targets. Staff work effectively with a wide range of local and national support agencies to plan provision for these pupils. This has a very positive effect on their progress and wellbeing. Well-organised nurture groups provide highly effective and sensitive sessions for vulnerable pupils to discuss their feelings at difficult times.

Provision to develop pupils' creative and cultural skills is a great strength across the school. There is an excellent tradition of competing in local and national Urdd eisteddfodau, performing for the local community and taking part in concerts for a number of years. Valuable use is made of visitors to expand pupils' artistic and technical experiences, for example as they work with a local university and a construction company to name streets on a nearby housing estate, with the names based on the area's history. These opportunities enrich pupils' experiences highly effectively, lead to high standards in their creative skills, raise their self-confidence and enrich their awareness of their Welsh heritage very successfully.

The school promotes pupils' spiritual and moral development successfully by providing stimulating collective worship assemblies. Staff ensure that pupils develop a sound understanding of the school's values. This can be seen clearly in the gentle way in which the school provides valuable guidance to pupils in order to foster good behaviour. Pupils' friendly behaviour towards each other is testament to the success of this caring support.

The school provides a number of opportunities for pupils to play an active part in making decisions and undertaking leadership roles. It places a great emphasis on developing learners who are responsible and conscientious citizens, who take responsibility for their own learning, develop awareness of other people's needs and raise money for charity regularly.

The school has a valuable relationship with parents. It provides a very good range of opportunities for parents to find out about the work that their children do at school. By attending curricular evenings and individual meetings with teachers, they are given valuable opportunities to discuss their children's progress and development targets. A weekly newsletter shows all of the school's activities very successfully. Staff organise useful sessions for parents to work alongside their children on activities such as celebration days for different cultures. Autism workshops are also held very successfully to teach parents about the different ways that they can support their children at home.

The school has robust arrangements to promote eating and drinking healthily, in addition to ensuring that pupils understand how to stay safe. The school grounds are used effectively and a wide range of visits are organised to promote fitness. People are also invited to visit the school to encourage pupils to take part in regular exercise activities.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher has a clear vision for the school, which is based firmly on developing pupils' wellbeing and maintaining and raising standards. Management structures have been embedded firmly, and hardworking members of the leadership team work together effectively in order to ensure consistency in provision across the school. The school is organised into three learning communities, which ensures that pupils get to know their peers well and gain experience of being in a manageable community within the school. All staff share the vision of maintaining the pastoral values of 'the small school in the big city' very successfully.

Under the robust leadership of the headteacher, deputy headteacher and members of the leadership team, staff have a good awareness of the school's standards and performance. Leaders of the learning communities fulfil their roles highly conscientiously and work together effectively to ensure consistency in pupils' experiences across the school. They scrutinise pupils' progress in detail and ensure that the school's priorities for improvement are given continuous attention.

The governors are a hardworking body and they have detailed and up-to-date knowledge of pupils' achievement and wellbeing. They meet regularly in meetings of the full body and sub-committees, and contribute successfully towards setting a development pathway for the school. Members of the body meet regularly with the school's leaders and take part in various activities in order to scrutinise performance. They work purposefully with the school's office manager and members of the leadership team in order to manage the budget and scrutinise expenditure to ensure good value for money. Members of the body play an effective role as critical friends, while also maintaining and supporting the school in its work.

Self-evaluation procedures have been embedded firmly in the school over time. Leaders have coped extremely successfully with the significant increase in numbers over recent years. Leaders seek the views of all of the school's stakeholders regularly and share the results of these procedures with the school community.

Leaders and all staff play a central part in scrutinising pupils' progress and aspects of provision and wellbeing. They take part in a rich range of scrutiny activities, which identify strengths and aspects that need to be developed further. The priorities in the school development plan link directly to the findings of self-evaluation procedures. Priorities are divided into purposeful activities, which are evaluated carefully in line with specific milestones. Appropriate funding is allocated to address the priorities, and progress is evaluated in line with detailed success criteria.

Members of the management team lead their fellow teachers and staff in monitoring and development teams, which scrutinise the development of the different priorities in the school development plan in detail. They evaluate progress and recommend adapting priorities during the year, where necessary. These groups promote a dynamic system of ensuring continuous improvement.

Leaders ensure that a wide and effective range of development activities is available to all of the school's staff. They have partnerships with schools, both locally and regionally, in order to share good practice. A rich range of training is provided to assistants in order to strengthen the school's capacity to provide different interventions to support pupils of all abilities. The leadership team facilitates opportunities for staff to share expertise and good practice internally, both within departments and across the different years' classes. For example, they have scrutinised numerical reasoning activities across the school to raise their awareness in this area. Staff use individuals' expertise in order to enrich pupils' experiences successfully.

The school has a large, pleasant building, which provides a delightful setting for pupils. It is well-maintained and used by members of the community regularly. The range of very good, practical resources across the school promotes pupils' independence in the foundation stage and key stage 2 successfully. Managers scrutinise budget expenditure in detail, and grants, including the pupil development grant, are allocated and used effectively.

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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