



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on  
YGGD Trebannws  
Swansea Road  
Trebannws  
Swansea  
SA8 4BL**

**Date of inspection: March 2011**

**School Number: 6712208**

**Inspection Number: 1556**

**by**

**Mr Nicholas Jones**

**Reporting Inspector under contract to Estyn**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Trebannws Primary School serves the local village and the surrounding area in Cwm Tawe, Neath Port Talbot. Welsh is the main language of the school. There are 133 pupils on roll between 3 and 11 years of age organised into three classes in the Foundation Phase and two classes in the junior department. There is also a learning support centre at the school, for pupils with complex learning needs, which is divided into two classes.

Although only 13% of the pupils come from homes where Welsh is spoken, Welsh is the main language of the school, although English is the language used in the learning support centre. Two per cent of pupils come from an ethnic minority background. There is no significant pupil mobility related to the school.

The area is recognised as neither privileged nor socially or economically disadvantaged and 24% of pupils are entitled to free school meals. This is higher than local and national averages.

Between the learning support centre and the mainstream classes, 28% of pupils are identified as having special educational needs. This is higher than local and national averages. Seventeen pupils have a statement of special educational needs, all placed in the learning support centre.

The headteacher has been in post since January 2007 and around half of the teachers have taken up their posts in the last two years. The school was last inspected in 2005.

The individual school budget per pupil for Trebannws School is £4,934, which compares with a maximum of £7,911 and a minimum of £2,843 for primary schools in Neath Port Talbot. The school has the 10<sup>th</sup> highest budget per pupil out of the 71 primary schools in Neath Port Talbot.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school is adequate because:

- standards and skills of most pupils are lower than the expected levels of attainment;
- most pupils show a consistent understanding of their wellbeing, health and safety;
- planning is not cohesive and does not allow pupils to build systematically on knowledge, understanding and skills as they move through school;
- differentiation is not detailed and there is not enough challenge to move pupils forward to achieve better;
- responses to pupils' work on paper are inconsistent and do not show clearly to pupils the way forward as to how to improve their work;
- of the use of the learning environment;
- of the effective working between the learning support centre and mainstream classes.
- strategic procedures are fairly new and the changes to curriculum planning in order to raise standards are not established; and
- although the process of self evaluation is long established, neither the focus or the targeting have had an appropriate effect on raising pupils' standards.

### Prospects for improvement

The prospects for improvement are adequate because:

- the school has not addressed some of the recommendations from the previous inspection; and
- although the latest strategies are beginning to show improvements, the strategic planning and the self evaluation have not had time to establish in order to move the school forward.

## Recommendations

In order to improve, the school needs to:

- R1 raise pupils` standards and key skills especially higher reading skills and extended writing across the curriculum;
- R2 continue to improve planning in order to challenge pupils consistently and differentiate effectively;
- R3 ensure consistency in the process of responding to pupils` work in order for them to understand how they can improve their work; and
- R4 continue to improve strategic planning to ensure that targets from the self-evaluation lead directly to raising pupils` standards.

### ***What happens next?***

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Adequate</b>
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### **Standards: Adequate**

The basic skills of about half of the pupils when starting school are similar to the expected averages or better. Most pupils reach the outcomes relevant to their age by the end of the Foundation Phase.

Since 2007, when considering pupils` attainment in the two key stages, in the core subjects and when the subjects are combined, it is important to consider that pupils with complex learning needs are part of the raw data. Therefore, when disaggregating data between the mainstream classes and the learning support centre, clearer trends are apparent for pupils` attainments.

When benchmarked against schools with the same kind of free school meal entitlement over the last four years, in key stage 1, the school tends to be in the fourth quarter for all core subjects and when the subjects are combined. In key stage 2, the school tends to fall in the fourth quarter in every subject and when the subjects

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are combined, except for Welsh, where it varies between the second and fourth quarter.

By disaggregating the data of the mainstream pupils only, key stage 1 tends to be in the third or fourth quarter, except for Welsh, which is in the second or first quarter. In key stage 2, the trends are far more inconsistent with every subject and the combination of subjects. They vary between the highest and lowest quarter. Therefore, when considering pupils' results in the mainstream only, on the whole, pupils' performances do not compare well with pupils in similar schools.

Since 2007, the percentage of pupils who attain better than the expected norm over a period of time in key stage 1 is lower than the family, local authority and Wales in every core subject. This is also true in key stage 2, where the results are consistently lower than the family, local authority and Wales. The girls tend to perform better than the boys.

Most pupils make adequate progress and achievement during their time at school in relation to their starting points, apart from pupils in the learning support centre where achievement is good. Pupils with additional learning needs in the mainstream make adequate progress in relation to their ability. This is also true for pupils who receive free school meals.

Most of the pupils have good oral communication skills in English, but they are not so good in Welsh. They listen intently, speak clearly and read with purpose. However, most pupils' higher order reading skills and extended writing skills are not as well developed. They do not respond appropriately to the material that they have read and they do not write extensively and consistently in other subjects across the curriculum. Therefore, most pupils' drafting skills have not developed effectively. The numeracy skills of most pupils are satisfactory and they do not use their mathematical skills purposefully across the curriculum. Nearly all pupils' computer and technology skills are good.

Most pupils across the school develop useful wider skills; their independence as learners and the way they evaluate their own work and that of their peers is beginning to develop. This new process is starting to have a positive impact on their work. However, most pupils' skills in presenting their written work are inconsistent across the curriculum and therefore, the presentation on paper is not consistently neat.

Nearly all pupils' progress with Welsh language skills has strengths that outweigh areas for improvement.

**Wellbeing: Good**

Most pupils are aware of the importance of health and fitness and achieve well in their personal, social and cultural development. Nearly all pupils feel safe in school and know how they can keep healthy by eating sensibly and exercising their bodies in lessons and physical activities.

The majority of pupils are willing learners who enjoy school life. The majority enjoy their lessons and have recently begun to develop strategies to voice sensible

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opinions about what they are learning. Behaviour is good and nearly all pupils are polite and respond respectfully to adults and peers. 'Bugeiliaid Bannws', pupils in key stage 2, show care and respect for younger pupils and to those pupils with special needs.

The attendance rate, at around 92%, is somewhat lower than local and national averages. However, this aspect has improved lately since the school has adopted a new strategy to improve attendance. Nearly all pupils are punctual. Members of the school council and eco committee take an active role in making some decisions about school life. However, the council and committee do not have enough responsibility and influence on the life and daily activities of the school. Their extra-curricular work and commitment to the village and local community is good.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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**Learning experiences: Adequate**

Curriculum planning is beginning to develop effective processes. Lately, there have been significant changes to the planning process; however, the new structure has not had time to influence the raising of pupils' standards. The recent planning changes throughout the school have begun to address more effectively the requirements of the National Curriculum. In the Foundation Phase, the planning for developing the areas of learning are more settled and are more effective. However, generally, there is not enough detail and continuity in the planning and therefore, the curriculum does not challenge or sufficiently engage the majority of pupils. The planning is not cohesive and does not allow pupils to build systematically on knowledge, understanding and skills as they move through school.

The provision for ensuring that pupils acquire literacy, communication and numeracy skills is adequate, as the new systems that have been implemented recently have not had sufficient time to become established. The provision for developing information technology skills is good across the school. The provision for developing independent learning skills and thinking skills is beginning to receive the necessary attention and is becoming more apparent in the daily life of the school and in the pupils' work.

The school ensures that there is effective provision to develop pupils' understanding of global citizenship issues. Nearly all pupils are good at discussing entrepreneurship, the need to care for the environment and the varied and sustainable world in which they live. Collective worship is used appropriately to highlight issues relating to respecting others and personal and social education.

Provision for Welsh language development and the Welsh dimension is developed effectively throughout the school.

### **Teaching: Adequate**

On the whole, strengths in the teaching outweigh areas for improvement. Where the teaching is good, resources are used effectively to support the learning. There is a good working relationship between nearly all adults and pupils in every class. Questioning is good and seeks to extend pupils' knowledge in a positive learning environment. Pupils benefit from the fact that their teachers speak sensitively to them and praise them for the quality of their work. Teachers' oral feedback gives pupils sensible suggestions and encouragement on how to improve their work. The quality of teaching in the learning support centre is consistently good and stimulates pupils to achieve well in relation to their ability.

The pace and introductions of lessons that are not as good are too slow and too long and pupils are not challenged enough. Therefore, most pupils are keen to follow the teacher's direction rather than think for themselves. Although adults listen carefully to pupils' responses, they lead the learning too much and too often. There is an overdependence on worksheets by the teachers that restricts pupils' opportunities to extend their work, knowledge and independence when learning.

The marking of pupils' work is inconsistent, even though there are good aspects evident. The scrutiny of pupils' work shows that marking varies in quality and does not show clearly the way forward for pupils to improve their work. The processes involved in setting useful targets for individual pupils are beginning to establish themselves throughout the school. They are starting to have some constructive impact on pupils' work. However, the differentiation of work for the developmental needs of pupils is not detailed and there is a lack of sufficient challenge to move these pupils forward to achieve better.

All of the teaching staff, including support staff, use behaviour strategies effectively.

Assessment for learning strategies are becoming established in the school's working practices. Success criteria are beginning to receive the necessary attention and are starting to focus pupils on how to develop their work. The system of levelling and moderating work recognises the attainment levels of pupils; however, the information does not always lead to purposeful forward planning.

Reports to parents meet statutory requirements, with appropriate information in place that includes personal targets. On the whole, parents and carers feel that they receive appropriate information about their children's progress at the end of the school year.

### **Care, support and guidance: Good**

The school promotes pupils' spiritual, moral, social and cultural development very successfully. Good information is available about the life of the school for pupils and parents. This includes a useful website, school prospectus and the annual governors' report.

The induction arrangements for new pupils and pupils with special needs are clear and there are good arrangements to transfer older pupils to secondary education. The structured provision for wellbeing and the advantages of healthy living are clearly



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promoted. National initiatives such as inclusion and equality are encouraged and supported very well.

The school has an appropriate policy and has procedures for safeguarding. The school has effective systems and procedures for identifying pupils who need extra support with their work and the provision for pupils who are educated in the learning support centre is very good.

There is planned provision for all pupils with additional learning needs. The support is effectively co-ordinated and there are good links with specialist external agencies.

Parents and carers are well informed and individual education plans are evaluated and updated regularly. The school's procedures for reporting on additional learning needs meet statutory requirements.

### **Learning environment: Good**

The school ensures equal access to the curriculum for all pupils and it is a wholly inclusive environment. Pupils from the learning support centre are regularly included in the daily life and work of the school. This is very good practice and a positive aspect for pupils in the learning support centre and mainstream as they consider and appreciate their varying backgrounds. The curriculum is accessible to all whatever their gender, race or religion and the school meets its statutory requirements well.

The school uses its accommodation and grounds very effectively and they are well maintained. Support staff work effectively under the class teachers' direction to enthusiastically introduce appropriate activities across the school. The quality of resources is good and they are used purposefully to support pupils' learning needs.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The main focus of the strategic planning is improving the school by raising standards further. However, the procedures are new and the changes to planning an appropriate curriculum in order to raise standards are not yet established. Therefore, the strengths in the management structures outweigh areas for improvement.

The headteacher and the rest of the staff work closely together to create a whole school ethos that encourages and values teamwork. This is positive and creates a stronger foundation on which to deal with the raising of pupils' standards and providing a consistent curriculum across the school.

Staff meet regularly to note areas for improvement. They are a new team and lately there have been significant and positive developments in the life and work of the school. Regular meetings and whole training days support the professional development of staff and by now they are being used purposefully to move the school along strategically. Staff have specific responsibilities to develop the school

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as a learning community and they share practices usefully to try to improve their professional practice and pupils' standards.

Performance management systems are established. The school carries out performance management and completes the legal requirement of formally monitoring and evaluating the quality of teaching in every class as part of this process.

The school targets national and local initiatives well. The school has previously won the Basic Skills Quality Mark, the bronze award of the Eco Schools scheme and two leaves of the Healthy Schools scheme. The Foundation Phase is being implemented effectively for every pupil up to seven years of age.

Governors undertake their roles and responsibilities thoroughly and loyally and they have a strong interest in the day-to-day life of the school. They are developing a good understanding of how the school performs by listening to staff and visiting classes occasionally. The chairperson and other members of the governing body attend training and challenge the school well as critical friends. They deal with the school's performance data effectively and understand their obligations as they endeavour to create improvements.

**Improving quality: Adequate**

There are effective aspects relating to the process of planning for improvements. The process of self-evaluation is long established, however, its focus and targets did not have the appropriate effect on raising pupils' standards. Since establishing recently improved systems of systematic self-evaluation on the main needs of the school, the whole staff are more aware of the purpose and effect of effective self-evaluation. By now, managers and leaders are developing a better understanding of the school's strengths and weaknesses and this focuses on raising pupils' standards and developing the classroom provision further.

The school development plan, which stems from the recent self-evaluation, is beginning to have a positive effect on improving the school further. The plan is focused on targeting specific areas and the use of data to track pupils' progress is beginning to challenge the school to raise standards.

Staff have been involved in a range of training and development opportunities. These include working in partnership with other schools and partners that include the wider community, the education service and the local authority. Inconsistent progress has been made since the last inspection in responding to the recommendations relating to raising pupils' standards, self-evaluation and consistent feedback to pupils. By now, the new management team are beginning to address the aspects noted in the previous report.

**Partnership working: Good**

Partnerships with parents, the community and others are good and almost all parents speak highly of the school's 'open door' policy. Partnerships with local businesses are good with a number of them accepting visits from pupils. This has a positive effect on pupils' understanding of the world of work. Transfer arrangements between

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the nursery setting and the school are effective. Transfer arrangements between the school and the secondary school enable older pupils to prepare appropriately for the next stage in their education.

Visits to the community and visitors from the community make positive contributions to enriching pupils' experiences. Pupils' understanding of other cultures is developed well through studies of other countries such as India, China and continents such as America. The school supports appropriate charities and this effectively raises pupils' awareness of the needs of others.

**Resource management: Adequate**

Staffing and financial resources are managed and deployed well. On the whole, teachers have the appropriate knowledge to deliver a broad curriculum. Support staff are deployed well and they work effectively alongside teachers to improve pupils' attainment in the classroom or on duties throughout the day.

Spending is clearly linked to priorities in the school development plan and managers monitor and manage spending well in order to ensure that it remains within budget. However, the strategic planning and the new objectives for school development have not had sufficient time to establish and impact on pupils' standards and the quality of teaching in mainstream classes. Therefore, although the latest strategies are beginning to show improvements, the school provides adequate value for money specifically in terms of pupils' outcomes, and aspects of provision and leadership.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Up to fifty-nine parents completed the questionnaire. Nearly all said that their children liked school, and that they were helped to settle in well when starting school. Most feel that pupils behave well, that the teaching is good, that staff expectations emphasise working hard and that homework builds on what is learnt in school. Most feel that their children are encouraged to be healthy and to take regular exercise and that their children are safe in school. Most report that appropriate additional support is available for their children, that the school encourages children to become more mature and take on responsibilities, that their children are ready to move on to their next school and that there are a good range of activities, trips and visits. Many parents are satisfied with the school in general, that their children make good progress and that staff treat all children fairly and with respect. Many report that there is consistent information available on their children's progress, that they feel comfortable about approaching the school, understand the school's procedure for dealing with complaints and that the school is run well.

#### **Responses to learner questionnaires**

Up to forty-two pupils completed the questionnaire. All pupils feel that they have enough resources and that teachers and other adults help them to learn. Nearly all feel safe in the school, think that the school deals with bullying, think they do well at school and know what to do and who to ask if they find the work hard. Nearly all feel that the school teaches them to keep healthy, provides them with plenty of opportunities to get exercise, know who to talk to if they are worried and that homework helps them with their school work. Many think that other pupils behave well and enable them to get their work done and most think that behaviour is good at playtime and lunchtime.

## Appendix 2

### The inspection team

Mr Nick Jones	Reporting Inspector
Mrs Eleri Honour	Team Inspector
Mr Dylan Jones	Lay Inspector
Mrs Eluned Lewis	Peer Inspector
Mrs Miriam Powles	School Nominee

## Copies of the report

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## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11