



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

A report on

**Ysgol Treferthyr
Criccieth
Gwynedd
LL52 0DS**

Date of inspection: April 2018

by

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

About Ysgol Trefetherthyr

Ysgol Trefetherthyr is situated in the seaside town of Criccieth in Gwynedd. Welsh is the main medium of the school's life and work. There are 113 pupils between 3 and 11 years old on roll, including 14 part-time nursery age pupils. They are divided into five mixed-age classes.

Around 12% of pupils are eligible for free school meals. This is lower than the national percentage of 19%. Around half of pupils speak Welsh at home. Very few pupils are from ethnic minority backgrounds. The school has identified 26% of its pupils as having additional learning needs, which is higher than the national percentage of 21%. Very few pupils have a statement of special educational needs.

The headteacher was appointed to the post in April 2009. The school was last inspected in December 2010. Since then, there has been a significant change in staffing, including the appointment of a deputy headteacher in September 2017.

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 staff create a happy, caring and inclusive ethos at the school, which nurtures a supportive and active learning environment. As a result, pupils behave well and have positive attitudes towards learning. They treat their peers, staff and visitors with respect.

Teachers plan practical, stimulating and rich learning experiences, which meet pupils' needs effectively. As a result, most pupils make sound progress and achieve well. The school has a strong Welsh ethos and provision encourages pupils to make full use of the Welsh language in all aspects of school life. As a result, many pupils develop as competent and confident bilingual learners.

The school benefits from robust leadership, which ensures a clear strategic direction for the school. All staff are dedicated and enthusiastic, and they work together closely as a team to ensure that pupils develop to their full potential and take pride in their school and their community. Governors have a sound understanding of the school and use their knowledge purposefully to challenge the school and hold it to account for its performance.

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

Recommendations

- R1 Improve pupils' information and communication technology skills
- R2 Ensure regular opportunities for pupils to develop their numeracy skills across the curriculum
- R3 Ensure that pupils are more aware of what they need to do to improve their own work

What happens next

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

Main findings

Standards: Good

On entry to the school, many pupils' basic skills correspond to what is expected for their age, except in Welsh, where the language is new to around half of pupils.

During their time at the school, most pupils, including those with additional learning needs, make sound progress in their learning and achieve well.

Most pupils' oral skills are developing well in the foundation phase. They listen attentively and communicate orally in Welsh with increasing confidence. They speak clearly when expressing an opinion, share their ideas intelligently in pairs and make sensible decisions jointly. By Year 2, most use the Welsh language confidently in their activities and at other times during the day. Most pupils in key stage 2 communicate clearly in both languages and contribute purposefully to class discussions, for example when discussing showing the red card to racism. Many show pride towards the Welsh language and choose to use it to socialise during playtime as well as in their lessons.

Most pupils in the foundation phase make good progress in learning to read. They enjoy reading aloud and use appropriate strategies when reading unfamiliar words. By the end of the phase, most read correctly and fluently. They discuss the content of text meaningfully and refer to events and characters in the books that they read. In key stage 2, most pupils read correctly and confidently in Welsh and English. They express an opinion on books and describe the main characters and sequence of events in the stories meaningfully. They practice their higher order reading skills regularly and maturely to gather information from different sources, including reference books and the internet, for example when learning about the life of children in India.

Many pupils in the foundation phase develop their early writing skills progressively in Welsh. They vary their sentences and punctuate confidently when writing in different forms, for example when re-telling the story of Snow White. By Year 2, many write at length, for example when writing a portrayal of Llywelyn Ein Llyw Olaf (Llywelyn the Last). They use adjectives, 'wow' words and idioms confidently to enrich their work. By the end of key stage 2, many pupils present their ideas effectively and show a firm grasp of spelling patterns, paragraphing and punctuation in both languages. Many write successfully in a range of forms across the curriculum, for example when presenting the perspectives of different people during the miners' strike. Many pupils' standards of handwriting and presentation of work are neat.

In the foundation phase, most pupils make good progress in their mathematical development. Most handle money correctly and develop a good understanding of measurement, for example when weighing ingredients to bake bread, such as in the story of the Little Red Hen. In key stage 2, most pupils' standards in mathematics lessons are sound. At the top of the school, many use a wide range of methods confidently to calculate in their heads and on paper to solve problems, for example in relation to their trip to Cardiff. When conducting scientific experiments, they measure correctly, for example when investigating how the area of a shadow changes over time. However, pupils across the school do not apply their numeracy skills regularly enough in other areas of the curriculum.

Most pupils make satisfactory progress in their ICT skills. Many pupils in the foundation phase develop an appropriate range of ICT skills and use them purposefully, for example when recording their work in the outdoor area on an electronic tablet. They make good use of their word processing skills to create a pamphlet to encourage people to holiday in Wales. They enter a series of instructions correctly in order to move a toy along a specific path. Overall, pupils' ICT skills across the remainder of the school build suitably on this foundation. Most pupils in key stage 2 use the internet successfully to research and create purposeful multimedia presentations, for example when learning about the first landing on the moon. However, very few develop a good understanding of how to handle data or create spreadsheets to model real-life situations.

Wellbeing and attitudes to learning: Good

Most pupils enjoy school. They behave well in lessons, when moving around the school and during leisure time. They are polite towards each other, staff and visitors and show pride when talking about their school. Most pupils have good social and life skills, and most are caring towards each other during break times and lunchtime.

Most pupils show positive attitudes towards their work. They are active and enthusiastic learners who work together in harmony and stay on task diligently for extended periods. Most show good levels of motivation, interest and pride in their work. This contributes successfully to the ethos of effective learning within the school and has a positive effect on many pupils' standards. However, pupils' skills in improving and guiding their own learning is only just beginning to develop.

Pupils are very willing to take on roles and responsibilities, for example as ambassadors to ensure that they are aware of their rights as children. Members of the Welsh language charter council promote the language purposefully, for example by ensuring valuable opportunities for other pupils to enjoy contemporary Welsh music at lunchtime. This contributes effectively to ensuring that pupils take pride in their Welshness and choose to use the language at informal times.

Pupils contribute extensively to the community. A good example of this is their enthusiastic contribution towards local concerts and the Criccieth festival. Pupils take pride in the opportunity to support various charities, such as the local lifeboat and contributing to a food bank during the harvest service at the church. This has a positive effect on their understanding of other people's needs, in addition to developing a sense of pride in their community.

Most pupils understand the importance of eating and drinking healthily, and they have a good awareness of the effect this has on the body. Pupils feel completely safe at school and are happy to discuss problems with members of staff, and are confident that they listen to them. Most have a sound understanding of how to stay safe when using the internet. Nearly all pupils are aware of the importance of attending school regularly.

Teaching and learning experiences: Good

The quality of teaching is good. Teachers provide interesting and stimulating learning opportunities for pupils. Staff establish a supportive working relationship,

which is evident in all classes. This fosters a successful learning environment. All members of staff are sound language models and encourage pupils to use the Welsh language during formal and informal activities, which contributes successfully to their oral skills. As a result, many older pupils have sound translanguaging skills and they develop as competent and confident bilingual learners.

Teachers provide a range of valuable experiences that reflect the nature and context of the school successfully. A strong feature of provision is the valuable opportunities for pupils to learn about the local area, for example when learning about the influence of Welsh princes on the area and studying the coast's maritime tradition. The school organises visitors to the school to enrich their experiences, including local musicians. As a result, pupils take pride in their heritage and Welshness.

Teachers have a sound understanding of the requirements of the curriculum. They use this information to plan practical, stimulating and rich experiences, which engage pupils' interest successfully and develop them as confident and creative individuals. They plan activities thoroughly for pupils of different abilities and ensure an appropriate level of challenge that engages pupils' interest and enthusiasm. They use a range of methods skilfully and link their lessons effectively to previous learning. They explain new concepts clearly and ensure that sessions have a good pace. They set clear lesson objectives and include pupils in the process of creating and agreeing success criteria. As a result, many pupils play an increasing role in their learning. During lessons, teachers provide pupils with valuable feedback on how to improve their work. However, they do not use formative assessment to improve pupils' work consistently enough across the school. Opportunities for pupils in key stage 2 to respond to teachers' comments on their written work, and improve their own work, are uneven.

The principles of the foundation phase have been embedded successfully. There is a clear emphasis on nurturing pupils' independence and developing their skills by providing practical and stimulating experiences. Teachers plan together skilfully in order to ensure development and progression in pupils' literacy skills and mathematical development effectively. Staff make sensible and flexible use of the school's resources, including the outdoor areas, in order to develop pupils' skills successfully. Across the school, planning is systematic and helps teachers to plan tasks that build well on pupils' previous learning.

The school plans effectively to develop pupils' literacy and numeracy skills within language and mathematics sessions. There are purposeful opportunities to develop language skills in other areas across the curriculum. However, opportunities to develop pupils' numeracy and ICT skills across the curriculum have not been developed effectively in order for pupils to apply their skills regularly.

Care, support and guidance: Good

Staff create a happy, caring and inclusive ethos, where everyone is respected and valued. The school has a welcoming and familial ethos, which ensures that pupils and staff care for each other naturally. The school places a prominent emphasis on respect and courtesy. This is reflected in nearly all pupils' positive behaviour. The school celebrates individuals' personal successes regularly and pupils are praised on the 'Bwrdd Brolio' (Boasting Board). This has a positive effect on pupils' confidence and wellbeing.

The school promotes pupils' spiritual, moral, social and cultural development effectively. Valuable collective worship periods ensure opportunities for pupils to reflect and consider other people's views, in addition to celebrating the differences between people, rather than fostering hatred. The school provides valuable cross-curricular opportunities for pupils to develop their understanding of human rights. As a result, most pupils develop as moral and knowledgeable individuals.

Provision to develop pupils' creative skills is effective. Visitors are used extensively to broaden pupils' creative experiences, for example local artists promote their understanding of different art styles, such as using natural materials from the seaside to create a picture. There are numerous opportunities for pupils to perform, take part in concerts and compete in Eisteddfodau. This contributes successfully towards nurturing their self-confidence and their ability to work as a team successfully. However, there are few opportunities for pupils to take part in sports and physical activities.

Teachers use effective systems to track pupils' progress during their time at the school. They use this information well to measure pupils' progress and plan the next steps in their learning. Provision for pupils with additional learning needs is effective. Teachers use a variety of suitable methods to identify and provide appropriate intervention for them. A good example of this is the successful intervention to develop the mental mathematics skills of a group of specific pupils. Pupils' individual education plans are detailed, include clear targets and are implemented effectively by teachers and assistants, who ensure that most pupils make good progress against their targets. Parents receive good information about their children's progress and are included fully in reviewing progress.

The school has strong links with a number of specialist agencies, which ensure high quality support and guidance for pupils and their parents. As a result, individuals receive beneficial care and guidance. The school has robust systems to promote good behaviour and to encourage regular attendance.

The school establishes productive relationships with parents. Appropriate communication methods ensure that parents are able to raise any issues that may have an effect on their child's learning and wellbeing in a timely manner. The school takes pride in its strong links with the local community. These various links strengthen the pupils' sense of belonging to the community and develop their knowledge and understanding of their local area. Good examples of this are the visit by staff from the local restaurant to hold cooking sessions and pupils' contribution towards raising money for first aid equipment for the memorial hall.

The school has appropriate arrangements to promote healthy eating and drinking among pupils. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher's effective leadership sets a clear strategic direction for developing the school and promotes a close, inclusive community. She has high expectations and a sound vision, which is based on ensuring a range of rich learning experiences for pupils in a happy and supportive environment. She conveys this vision clearly to

all staff, governors and pupils. The school has recently appointed several new members of staff and they have succeeded in creating a positive ethos of working successfully as a team in a short period of time. The school has a positive relationship with parents by promoting an open door and co-operative culture that succeeds in ensuring beneficial support.

All members of staff are very aware of their roles and responsibilities and they develop them effectively and conscientiously. Dedicated and enthusiastic teachers show a strong commitment to promoting continuous and sustained improvements by coming together to discuss regularly and plan jointly. This has a positive effect on ensuring continuity and progression in skills, and creating broad, stimulating experiences for all pupils. It also helps successfully to reduce teachers' workloads.

The headteacher has robust performance management procedures for teachers and assistants, which are based fully on the school's priorities. She promotes staff's professional development successfully, which has a positive effect on individuals and class work. Learning assistants are used effectively across the school to support individual pupils and to implement a range of successful intervention programmes. This support helps pupils to engage well with their learning and contributes effectively towards improving their literacy and numeracy skills and their wellbeing. The headteacher promotes the staff's professional development very effectively by encouraging co-operation with other schools, sharing information internally following visits or training, and developing aspects of the curriculum through successful networks with nearby schools. Staff also visit a number of schools to observe examples of good practice. A good example of this is the numerous visits that were made before developing and re-structuring provision in Years 2 and 3, which bridges the foundation phase and key stage 2.

The school's self-evaluation processes are effective and are based firmly on broad evidence, such as work scrutiny, lessons observations and the valuable contribution of the governing body. The school has regular and comprehensive monitoring arrangements that lead purposefully to identifying the next steps towards improvement, in addition to the effect of current procedures. The self-evaluation report provides an honest and balanced picture of the school's strengths and aspects that need further attention. There is a clear link between the findings of the self-evaluation process and the priorities in the school development plan.

Governors have a sound understanding of the school's performance. They are responsible for various aspects of curricular areas and priorities for improvement. By working with the school's leaders, observing lessons and conducting relevant learning walks, they play an active part in the school's self-evaluation and monitoring processes. They use this information effectively to make decisions and set a purposeful strategic direction for the school's work. An example of this is the way in which governors challenge positively by making suggestions about the number of achievable and realistic targets in the school development plan. The governing body promotes the pupil's voice successfully. An example of this is including members of the school council in the recent staffing appointments, and supporting their work as pupils created and presented a pamphlet on bullying to all of the school's pupils.

The headteacher, governors and administrative officer manage the school's budget skilfully. They make efficient funding decisions in order to respond to the school's

needs. Financial planning based on the annual budget is detailed and effective, and is monitored carefully. The budget for implementing the school's improvement priorities has been earmarked clearly and is used effectively to respond to specific needs, for example by providing purposeful resources to improve specific pupils' mental mathematics skills. The school uses a range of grants purposefully, including the pupil development grant, to raise standards of literacy and mathematics and to develop pupils' wellbeing successfully.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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Publication date: 20/06/2018