



*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**

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

**Date of inspection: June 2013**

**by**

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



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

Trinant Primary School is in the village of Trinant, near Crumlin in the county borough of Caerphilly. It is a predominantly rural area with a mixture of owner-occupied and rented homes. Most pupils come from the village itself and the surrounding area, but a small number travel to the school from outside the catchment area.

Children enter the nursery class at the beginning of the term following their third birthday. Currently, there are 126 full-time pupils and 19 part-time nursery children on roll. They are taught in six mixed-age classes.

The school describes the area it serves as disadvantaged, both economically and socially. Thirty-nine per cent of the pupils are entitled to free school meals, which is significantly higher than the county and national averages.

Approximately 27% of pupils have additional learning needs, which is higher than the local authority and national averages. Three pupils have a statement of additional learning needs.

Almost all pupils speak English at home. There are very few pupils who are learning English as an additional language.

The school's last inspection was in 2007. The headteacher was appointed in November 2011.

The individual school budget per pupil for Trinant Primary School in 2012-2013 means that the budget is £3,271 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,640 and the minimum is £2,620. Trinant Primary School is 25th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- most pupils make appropriate progress and many achieve high standards in literacy and communication skills;
- pupils' attainment at the end of the Foundation Phase compares very well with that of pupils in similar schools;
- standards of pupils' wellbeing are good;
- there is a good range of learning experiences that meets the needs of all pupils;
- teaching is effective throughout the school; and
- levels of care, support and guidance are very good.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides effective leadership and promotes a clear vision for the school;
- the very strong sense of teamwork enables all staff to contribute positively;
- leaders use the outcomes of robust self-evaluation procedures to judge the school's strengths and areas for improvement accurately;
- improvement priorities are managed efficiently through comprehensive development plans; and
- the school has a good track record of bringing about improvements.

## **Recommendations**

- R1 Raise standards in mathematics and the application of pupils' numeracy skills in key stage 2
- R2 Improve the attainment of boys in reading and writing
- R3 Improve pupils' fluency when speaking Welsh
- R4 Increase pupils' involvement in reviewing their own progress and setting their own targets in key stage 2

### **What happens next?**

The school will draw an action plan showing how it is going to address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils start school with skills in line with those expected of pupils of a similar age in personal and social development and in speaking and listening, but with poorly developed literacy skills. This is reflected in the low baseline scores obtained on entry. By the end of Year 6, the majority of pupils have made good progress and achieve the targets set for them.

In the Foundation Phase, most pupils are good listeners. They take turns well and speak clearly and confidently. Nearly all pupils in the Foundation Phase make good progress in learning letters and sounds. By the end of Year 2, many pupils read well, using blends of sounds. They use pictures and context appropriately to help them understand what they read. Most pupils in the Foundation Phase make good progress in learning to write, forming their letters correctly and spelling regular words accurately. At the end of the Foundation Phase, pupils' attainment is comparable to that of pupils in the highest 25% of similar schools.

In key stage 2, pupils' speaking and listening skills are good. Most discuss their work sensibly with their partners and listen carefully to others' contributions.

Most pupils in upper key stage 2 read competently, using their knowledge of letter-sound relationships. They read with appropriate understanding. However, a majority do not read with good expression, and few are able to use research skills, such as skimming and scanning.

Most pupils build progressively on their writing skills as they move through key stage 2. The written work in most pupils' books in key stage 2 is good. They learn the conventions of grammar and the characteristics of various forms of writing, which they apply well in other areas of the curriculum. Most write very neatly and take pride in their work. By the end of the key stage, many pupils' creative writing is good, for example their emotive poems about the Second World War. Many pupils in key stage 2 use their writing skills effectively in topic work such as science and history.

In key stage 2, pupils use skills in numeracy to construct tables and graphs when investigating forces. However, they rarely use calculations outside their mathematics lessons. In addition, many pupils' ability to work independently and to solve problems is not well developed.

Most pupils with additional learning needs make progress in line with their age and ability.

Pupils in the Foundation Phase learn a good range of Welsh vocabulary, which they practise regularly with their teachers and as 'Helpwyr Heddiw'. However, while pupils in key stage 2 extend their vocabulary and learn a variety of sentence patterns, the

majority are unable to combine them with any fluency and cannot converse confidently enough. They use little Welsh around the school.

In the Foundation Phase in 2012, most pupils achieved the expected outcome 5 in language, literacy and communication and mathematical development skills. Their attainment placed the school at the top of its family of schools. In personal and social development, wellbeing and cultural diversity, pupils' attainment was broadly in line with the average for the family. When compared with similar schools, as determined by the percentage of pupils who are entitled to free school meals, attainment placed the school in the upper 25% in language and communication and in mathematical development. At the higher than expected outcome 6, most pupils' attainment in language and literacy was in line with the average for the family of schools. Compared to similar schools, attainment in language placed the school in the lower 50%, with mathematical development and personal and social development placing it in the upper 50%. Pupils' attainment in mathematical development and personal and social skills at outcome 6 were close to the family and national averages.

Over the past four years, attainment at the end of key stage 2 has fluctuated considerably, but has frequently placed the school in the upper 50% of similar schools. In 2012, pupils' attainment in English at the expected level 4 placed the school in the highest 25% of similar schools. In mathematics, attainment at level 4 is broadly in line with the family of schools average, but placed the school in the lower 50% of similar schools. Pupils' attainment in science was consistently good, and placed the school in the upper 50% of similar schools. In almost all instances, girls achieve more highly than boys.

### **Wellbeing: Good**

Most pupils are well motivated, display a positive attitude to their work and are actively engaged in their learning. Almost all pupils collaborate effectively, sharing resources and taking turns well. They use equipment responsibly and carefully.

Pupils are polite and courteous to visitors and to each other, and their behaviour is very good. Older pupils are very caring towards the younger ones. There have been no exclusions in the last three years. Attendance levels are consistently in either the top 25% or 50% when compared with those of similar schools. Most pupils are punctual.

Nearly all pupils understand the need to eat healthily and often make good choices at breakfast club and lunch time. Most are physically active and enjoy the varied activities offered during and after school. They feel safe and confident in school.

The school council works enthusiastically to support the school. It runs efficiently, has conscientious elected officers and manages a small annual budget carefully. The school council meets staff and governors, who listen regularly to their suggestions. The council played a leading role in introducing a wristband system, which has increased the uptake of healthy lunches. It has brought about positive changes to the school environment and the local area, such as improvements to the outdoor learning area.

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

The school provides a good range of learning experiences that meet the needs of all pupils and satisfy the requirements of the Foundation Phase and National Curriculum. Many visitors enrich the curriculum further, and the school arranges many visits to places of interest in the locality and further afield. There is a wide range of extra-curricular activities, such as cookery and gymnastics, which pupils attend well.

Provision for building on pupils' skills as they move from class to class is good. Teachers track and monitor pupil progress and use a variety of effective intervention strategies to develop pupils' basic skills and to extend the more able and talented. The provision of tablet computers is helping to develop pupils' skills in information and communication technology (ICT) well.

The school promotes a positive attitude towards sustainability through a number of recycling activities throughout the school. The enthusiastic eco club is active within school and in their local community, and pupils demonstrate a good knowledge of the principles of conserving energy. Pupils have a good awareness of their place in the wider world through links with Lesotho and their studies of India and St Lucia. They raise funds, which they donate to overseas charities.

Provision for teaching the Welsh language relies on the use of well-organised schemes of work. There are many opportunities for pupils to learn about Welsh customs and heritage.

### **Teaching: Good**

Teachers manage their classes effectively and ensure that pupils behave well. They plan carefully to ensure that lessons have clear objectives that build on pupils' previous learning, and use a good range of teaching methods that engage pupils. Teachers and teaching assistants build positive working relationships with pupils and have high expectations of them. In most classes where teaching is most effective, lessons have good pace and make imaginative use of interactive whiteboards. Many teachers use questioning skilfully to promote pupils' understanding and to develop their thinking skills.

Teachers mark pupils' work regularly and provide good feedback that praises their efforts and, in many cases, suggests ways to improve. Teachers assess and track pupils' progress regularly as they move through the school, enabling teachers to arrange additional support for any whose progress causes concern. Staff use assessments well to inform future planning. The involvement of pupils in assessing their own progress is limited. Although teachers ensure that pupils know what is expected of them during each lesson, they do not give pupils enough responsibility for evaluating their progress or setting their own targets for improvement. Teachers keep parents fully informed of their children's progress.



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

Staff care for pupils in a very supportive and happy community. The school's approach to promoting pupils' health and wellbeing is thorough and effective. The school encourages pupils to eat healthy snacks and lunches, and it provides them with many opportunities to be physically active. Specialist visitors teach pupils about road safety and the hazards of substance misuse. Learning experiences promote pupils' personal, spiritual, moral, social and cultural development effectively.

Support for pupils and families is a strong feature of the school's provision. The school enlists a wide range of external agencies to provide support systems to help families develop social and literacy skills. There is good involvement of support staff in counselling and supporting pupils with social and emotional issues.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. Staff use a range of literacy and numeracy programmes that boost targeted pupils appropriately. These interventions are successfully increasing the ability of pupils to access the school curriculum.

### **Learning environment: Good**

The school has a very positive ethos, which encourages the whole school community to treat each other fairly and with respect. Nearly all pupils know the positive values that the school promotes, such as teamwork and perseverance, and refer to them during collective worship. Classrooms are spacious and well maintained. Displays and topic work in the classrooms and corridors contribute effectively to pupils' learning. For example, they bring the topic of the Second World War successfully to life for the pupils. The outdoor learning environment is a vibrant and stimulating area to develop the learning of younger pupils. There are enough resources of good quality to meet the needs of pupils.

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

The headteacher has a clear vision for the future development of the school, and provides effective and thoughtful leadership. She employs an inclusive approach that encourages all staff to make a valuable contribution.

The recently-appointed deputy headteacher works well with the headteacher and is helping to introduce new ideas and practices across the school, such as the increased application of ICT. All teachers have a delegated subject responsibility and undertake their roles conscientiously and work together effectively.

Detailed reports prepared by the headteacher ensure that the governors are well informed. The governing body provides appropriate challenge and helps to determine the school's strategic direction. It acts as a supportive yet critical friend of

the school. It ensures that the school meets all statutory requirements. A few governors visit the school regularly and help to monitor provision. There is support for new governors, with mentors helping them settle into their role.

The school has made good progress in responding to national and local priorities, focusing on raising standards in literacy and numeracy and ensuring the wellbeing and welfare of pupils.

### **Improving quality: Good**

There is an established culture of self-evaluation in the school. Leaders use a broad range of first-hand evidence that includes rigorous analysis of pupils' performance, observations of teaching, scrutiny of pupils' work and gathering the views of teachers, pupils, governors and parents. The self-evaluation report is comprehensive, conveys an honest and accurate picture of the school's current situation, and comes to a clear judgement on pupils' standards of attainment. It influences school development planning directly.

The school development plan prioritises areas for improvement and clearly defines the actions the school will take in addressing its targets. The priorities in the school development plan focus clearly on raising standards in literacy and numeracy and pupils' wellbeing. It is a useful tool for bringing about improvement. All staff take part in regular reviews of progress towards the targets.

The school is a leading member in several professional learning communities. These share good practice in financial literacy and provision for pupils with special educational needs.

### **Partnership working: Good**

The school benefits from a wide range of useful partnerships. Parents are generally supportive and appreciate the efforts the school makes to keep them informed. The friends of the school association raises a small amount of additional funds that have benefitted the pupils by subsidising the costs of educational visits and visitors to the school.

Good links with local businesses have increased opportunities for pupils, such as through baking bread, raising awareness of recycling and learning about electricity. The school takes advantage of visits from the fire service, the school nurse and police officers, who promote pupils' safety and wellbeing.

There are strong links with neighbouring primary schools and the local secondary school. Teachers from these schools meet frequently to share good practice. Good use is made of shared resources and expertise.

The school has worked effectively with other schools to standardise and moderate assessments in English, mathematics, science and Welsh. The school shares its expertise in teaching numeracy effectively across the cluster of local primary schools.

**Resource management: Good**

The school has sufficient appropriately qualified staff. All staff have clear job descriptions and fully understand their roles and responsibilities. They are deployed effectively to meet the needs of pupils, especially those with social and emotional needs. These arrangements are a strength of the school. Teachers' planning, preparation and assessment time is appropriately allocated. Staff make good use of the accommodation and the resources available.

Performance management procedures meet statutory requirements. All staff are familiar with the process and all teachers and teaching assistants have common targets that focus on school priorities. Much recent training has taken place at a whole-school level in order to develop the consistency of approaches and provision across the school.

The school manages its budget efficiently and good financial controls are in place. As a result of the good outcomes achieved by pupils and the strengths in the quality of provision overall, the school gives good value for money.

## Appendix 1

### Commentary on performance data

Over the past four years, the number of pupils in each year group has varied significantly from year to year. Teachers' assessments at the end of the Foundation Phase and key stage 2 should be considered carefully due the small numbers of pupils in some years, which affects the school's overall performance in comparison with national benchmarks.

Most pupils enter school with skills that are in line with those expected of pupils of a similar age in personal and social development and oracy, but below in reading and writing.

By the end of the Foundation Phase, standards at the expected outcome 5 in language, literacy and communication, and mathematical development are among the highest in the school's family, and place the school within the highest performing 25% of similar schools (those with similar percentages of pupils that are entitled to free school meals). In personal and social development, wellbeing and cultural diversity, pupils achieve broadly in line with the average for the family, and place the school in the upper 50% of similar schools. At the higher than expected outcome 6, pupils achieve less well than the family average in language, literacy and communication, but significantly above the average for the family and similar schools in mathematical development and personal and social development. Although boys perform better than girls in mathematical development at the higher outcome 6, girls achieve better than boys in all other measures.

At the end of key stage 2, performance in English, mathematics and science has fluctuated during the past four years. In 2012, pupils' performance at the expected level 4 in English placed the school in the highest 25% of similar schools, but in other years attainment placed the school in the lower 50%. Most pupils' attainment in reading was higher than for writing. There is no clear trend in pupils' attainment in oracy, reading or writing over time.

Attainment at level 4 in mathematics is consistently in line with the family average, and in comparison to similar schools, attainment regularly places the school in the upper 50%. However, in 2012, attainment placed the school in the lower 50%, when compared to similar schools. In science, attainment has often placed the school in the upper 50% and in 2012 it was in the highest 25% of similar schools. At the higher than expected level 5, the school's performance is consistently below the average for other similar schools in English, mathematics and science. In all subjects, as in most schools in the family, girls achieve more highly than boys. The difference between the attainment of boys and girls is even greater at the higher than expected level 5.

## Appendix 2

### Stakeholder satisfaction report

Fifty-four parents or carers completed the questionnaire.

All parents believe that teaching is good, that staff expect their children to work hard, and that their children are encouraged to be healthy. All agree that their children are safe in school.

Nearly all say that:

- they are satisfied with the school and think that it is well run;
- staff treat all children fairly and with respect;
- their children like school and were helped to settle in when they started at the school;
- their children are making good progress and homework builds on what children learn in school;
- pupils behave well and are helped to become more mature and take on responsibility;
- their children receive appropriate additional support in relation to any particular individual needs;
- they are well informed about their children's progress and feel comfortable about approaching the school with questions or problems. They understand the school's procedure for dealing with complaints;
- there is a good range of activities including trips or visits; and
- children are well prepared for moving on to the next school.

The opinions of parents are in line with those in other primary schools in Wales.

### Responses to learner questionnaires

Eighty-one pupils completed the learner questionnaires. Overall, pupils expressed a high level of satisfaction with the school. In most cases, their responses are broadly in line with those of pupils in other primary schools in Wales.

All pupils think that:

- teachers and other adults in the school help them to learn and make progress.

Nearly all say that:

- they feel safe in school and know whom to speak to when they are worried or upset;
- the school teaches them how to keep healthy and provides lots of chances to get regular exercise;
- they are doing well in school and know what to do and whom to ask if they find work hard; and

- the school has enough books, equipment and computers.

Most think that:

- homework helps them to understand and improve their work in school; and
- the school deals well with bullying.

Many say that nearly all children behave well at playtime and lunchtime.

## **Appendix 3**

### **The inspection team**

Christopher Dolby	Reporting Inspector
Terry Williams	Team Inspector
Dierdre Emberson	Lay Inspector
Jonathan Bussy	Peer Inspector
Sian James	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.



The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.