



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

A report on

**Ysgol Tregarth
Ffrwd Galed
Tregarth
Bangor
Gwynedd
LL57 4PG**

Date of inspection: January 2020

by

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

About Ysgol Tregarth

Ysgol Tregarth is situated in the village of Tregarth, which is a few miles from the city of Bangor in Gwynedd local authority. There are 104 pupils between 3 and 11 years old on roll, including 13 part-time nursery age pupils.

Over a three-year-period, 11.5% of pupils have been eligible for free school meals. This is lower than the national percentage of 19%. Around 57% come from Welsh-speaking homes, and very few are from ethnic minority backgrounds. The school has identified around 35% of its pupils as having additional learning needs, which is higher than the national percentage of 21%. Very few pupils currently have a statement of special educational needs.

The current headteacher was appointed to the post in April 2017, and the school was last inspected in November 2013.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

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 headteacher provides supportive and robust leadership in setting a clear strategic direction for developing the school. She has very high expectations and a vision that is based on providing education of the highest quality. This ensures that all pupils attain to the best of their ability in a happy, familial and inclusive ethos. An excellent feature of the school is the familial and caring ethos, which creates a close-knit community in which pupils and staff care for each other naturally. As a result, pupils feel happy and safe at school, and reflect the school's motto, 'Hapus yn ein Dysgu/Happy in our Learning', very successfully.

Pupils' standards of behaviour and self-discipline in lessons and around the school are excellent. Nearly all pupils are very caring towards each other, and give mature and careful consideration to the needs of others when interacting and supporting each other in lessons and at break times.

The quality of teachers' planning is comprehensive and includes detailed references to skills frameworks, rich tasks and tasks that promote the pupil's voice. During their time at the school, most pupils gain effective Welsh communication skills and make very good progress from their starting points. Pupils with additional learning needs achieve soundly against their personal targets. Most pupils develop their information and communication technology (ICT) skills very successfully for different purposes.

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

Recommendations

R1 Ensure that pupils use the Welsh language consistently, both inside and outside the classroom

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 effective approaches to develop all staff to become lifelong learners.

Main findings

Standards: Excellent

During their time at the school, most pupils gain effective Welsh communication skills and make very good progress from their starting points. Pupils with additional learning needs achieve soundly against their personal targets.

Many pupils develop their oral skills effectively. They speak Welsh confidently and are able to explain their work sensibly, such as describing what they have learned following direct contact with people at Ysgol y Gaiman in Patagonia. Most pupils in key stage 2 have mature English oral skills. For example, they discuss the reasons why tourists visit Snowdonia National Park intelligently. However, a minority of pupils have a tendency to use English as the medium of conversation both inside and outside of their lessons.

Nearly all pupils listen attentively to adults and their peers, which contributes very well towards their understanding of new concepts. For example, many pupils in the foundation phase listen sensibly to instructions on how to measure and cut shapes to make a rocket. Many pupils in key stage 2 are able to converse fluently in Welsh when sharing their ideas in a range of contexts.

Many develop sound early reading skills at the bottom of the foundation phase. They build unfamiliar words correctly, by using useful phonic strategies. As they move through the phase, many read various texts with increasing intelligence in Welsh. They discuss the content of their books sensibly, such as explaining events in books by Enid Blyton and Jill Murphy. Many in key stage 2 read meaningfully and pronounce clearly in both languages. They differentiate well between fictional and factual books, and identify characters' attributes correctly. As a result, they practise their higher order reading skills to extend their knowledge and understanding of different sources effectively. A good example of this is their research into disasters and the wonders of the world.

By the end of the foundation phase, many pupils make good progress in their writing skills. When developing their early writing skills, most pupils in the reception class form letters correctly. By Year 2, many present their work neatly and use imperative verbs correctly, for example when writing instructions. In key stage 2, many write methodically in both languages, and present ideas and knowledge of their choosing effectively. Pupils apply their literacy skills soundly in various areas, including when recording science experiments and creating digital presentations. By the end of key stage 2, many use rich adjectives and adverbs when writing a self-portrayal, compose an original story by using a story board to plan effectively, and write a letter to a child in Patagonia. Most pupils' English literacy skills develop well by the end of the key stage, which includes writing a newspaper article about fires destroying the Amazonian rainforest, and a detailed portrayal of David Attenborough.

Most pupils in the early years develop a good understanding of the day's routine and times. They discuss and compare daytime and night-time activities. By the end of the foundation phase, most have a sound understanding of number strategies, and use them confidently when undertaking their activities in the classroom. They have a

sound understanding of money, and use it effectively to solve simple problems, for example to discover the cost of making a fruit salad. Most pupils apply their numeracy skills successfully in other areas of learning, for example when measuring how far a car travels along different materials in a scientific experiment.

In key stage 2, most pupils recognise the value of digits within numbers up to a million, and decimals up to three decimal places, and multiply and divide numbers by 10 and 100 successfully. Most apply their numeracy skills across other areas of learning successfully. For example, they use their number skills to discover the time and cost of flying to countries around the world, and use co-ordinates to locate features on a map. They work systematically when using their number skills to solve problems, for example when paying and calculating change, when comparing prices in different supermarkets, and when calculating the cost of a visit to the cinema.

Most pupils develop their information and communication technology (ICT) skills very successfully for different purposes. Older pupils in the foundation phase use a program to control devices by giving them instructions to create an animation of the story "Beth nesaf" (What next), and create a database of the features of the planets in the solar system. By the end of key stage 2, they apply their ICT skills to a very high standard across the curriculum, for example when presenting information about countries as part of the theme on the Rugby World Cup, and create an imaginative presentation on one of the wonders of the world. Nearly all pupils' database and spreadsheet skills are developing effectively. For example, pupils in key stage 2 record and analyse the results of an experiment on insulators and thermal conductors confidently. Older pupils in key stage 2 are able to use a control program to move a programmable ball around a map of Wales, by considering direction angles, distance and travel time. Most pupils' ability to plan jointly and share ideas digitally at the beginning of a theme is very effective in key stage 2. This aspect is a strength across the school. Pupils across the school have a sound understanding of the importance of e-safety.

Wellbeing and attitudes to learning: Excellent

A very strong feature of the school is the respect and courtesy with which pupils treat each other, adults and visitors. Standards of behaviour and self-discipline in lessons and around the school are excellent. Nearly all pupils are very caring towards each other, and give mature and careful consideration to the needs of others when interacting and supporting each other in lessons and at break times.

Nearly all pupils feel happy and safe at the school, which reflects the school motto, 'Hapus yn ein Dysgu/Happy in our Learning', very effectively. They are aware of who to approach if they have any concerns, and are confident that staff listen to them genuinely at all times.

Most pupils have excellent attitudes to learning. They discuss their work confidently, and show a genuine interest and a high level of motivation and pride in their learning. Most respond very well to the school's strategies to raise their confidence and resilience as learners. As a result, most are ambitious, able, confident and independent learners who work together in harmony and stay diligently on task over extended periods. As they move through the school, most pupils develop a sound understanding of how to improve their work by using a range of strategies, which include referring regularly to their individual targets when completing their tasks. This contributes very effectively towards success in their learning.

Most pupils are disciplined and mature when working individually, in pairs and in groups. They show excellent maturity when discussing and responding to each other's work, by using sensitive and constructive language. Nearly all are ready to learn at the beginning of lessons, listen attentively to presentations and change smoothly from one activity to another. They show a high level of independence and ownership of their learning, for example when responding to a musical signal to tidy up at the end of the lesson, and when getting their fruit in an orderly manner and without be prompted.

Working relationships between pupils, and between pupils and adults, are an excellent feature of the school, which contributes very significantly towards the effective learning environment across all classes. As a result, pupils show an increasing ability to plan jointly, express an opinion and contribute productively towards what they learn. By contributing towards planning the class themes, such as 'Castles and Dragons' in the foundation phase and 'What a wonderful world' in key stage 2, nearly all pupils are motivated to learn highly successfully.

Nearly all pupils show great pride and enthusiasm towards their school and the local area. They show a thorough recognition and awareness of relevant places and issues, such as Snowdonia National Park, which is home to the rare Snowdon Lily, and the work of the Mountain Rescue Team. They discuss intelligently the experiences that they have had through visits to Beaumaris Castle, Cwm Idwal, and canoeing and paddleboarding on the Menai Strait.

Nearly all pupils understand the importance of eating and drinking healthily and taking part in regular exercise activities. They understand the importance of mental and emotional health, and respond exceptionally well to developing strategies to promote their resilience, for example in order to continue to overcome challenging situations and be willing to take risks in their learning. They understand the dangers that can arise in their day-to-day lives and know what steps to take, when necessary. Nearly all pupils, in line with their age, understand the importance of online safety and outline the dangers that can arise as a result of unsuitable use of the internet. Pupils who are digital leaders play a key role in supporting this.

Most pupils have a sound awareness of fairness and the importance of equal opportunities. They are caring and sensitive to the needs and aspirations of other pupils who are similar to or different from themselves. Most are knowledgeable about the features of economically developing countries and the importance of world peace, which begins with personal peace. They have a sound understanding of the importance of sustainability and are able to explain environmental issues. Good example of this are their knowledge of recycling waste and global warming, and their effect on countries, by referring to current affairs in the news, such as the fires in Australia.

Most pupils undertake their roles as members of a wide range of school councils very conscientiously. They value these opportunities and discuss their leadership roles confidently, by giving sensible reasons for decisions that affect others within the school community. A very good example of this is the work of the eco committee to promote the role of pupils within the project to keep chickens on the school grounds, and the Spiritual Committee's campaign to support Bangor Cathedral's food bank.

Teaching and learning experiences: Excellent

There is a very effective working relationship between all adults and pupils at the school. It is based on respect, which fosters a successful learning environment. Nearly all adults are high quality linguistic role models. Teachers and assistants manage pupils' behaviour very effectively, and treat all pupils equally and with respect. Assistants also support pupils who need educational and wellbeing support highly effectively across the school. Displays throughout the school are very stimulating, and combine a celebration of pupils' work and support for their independent learning. An example of this is the walls that promote the four purposes of the new curriculum for Wales, and the principles of a growth mindset for pupils of all ages.

Assessment for learning strategies have been embedded very well in the school. All teachers use a wide variety of interesting learning strategies in order to maintain pupils' interest. They also vary their questioning methods skilfully, as required. All teachers share and explain aims and success criteria clearly. Opportunities for pupils to improve specific pieces of their work, in addition to purposeful opportunities for self-assessment and peer assessment, are very effective across the school. All teachers give constructive and purposeful feedback on pupils' work. Language and mathematics targets for pupils to help them to improve their work are effective and are reviewed regularly. Teachers provide useful frameworks to support pupils' writing skills, including simple verb forms and, as a result, many pupils' standards of writing are good or better.

The quality of teachers' planning is comprehensive and consistent across the stages of learning, and includes detailed references to skills frameworks, rich tasks, and tasks that promote the pupil's voice. Planning also considers the outcomes of groups of pupils in order to ensure that there is an appropriate level of challenge or support for many tasks and independent challenges. Curricular plans are produced with a specific emphasis on the ideas of pupils and parents, and are based on the values of the local area. Examples of this are the theme 'Chwedlau'r Ddraig' (Dragon Tales), which is an opportunity for pupils to study the history of castles in north Wales and learn about the history of the tradition of 'Y Fari Lwyd'. Activities are exciting and encompass all areas of learning successfully. Teachers provide purposeful opportunities for pupils in the foundation phase to work on challenges independently. This has added to pupils' positive and enthusiastic attitudes to learning, which has a positive influence on nearly all pupils' behaviour in lessons. The outdoor area is used effectively in the foundation phase, for example in activities to find aliens from space and measure their height.

The principles of the foundation phase have been embedded very successfully, and purposeful opportunities for pupils to discuss their learning are excellent. The principle of including the voices of pupils and parents in choosing challenges that are suitable for pupils' age and ability is also developing well across the school.

Teachers provide a very good range of stimulating activities outside school. These enrich the curriculum by providing first-hand experiences within the context of the local area, interesting visits to local castles, a nearby farm and Snowdon, which ensure that pupils have a broad knowledge of what they need to learn within the curricular themes.

Teachers provide regular opportunities for pupils to apply their numeracy skills across other areas of learning. For example, Year 4 pupils apply their numeracy skills to discover the time and cost of flying to different countries around the world. Provision for information and communication technology (ICT) across the school is excellent. Teachers plan very effectively for pupils to develop their ICT skills and elements of the digital competence framework effectively. As a result, most show very sound skills. For example, Year 3 and 4 pupils create an algorithm to take the pizza delivery man to the correct houses, and use the internet to find locations that are taking part in the Rugby World Cup.

Care, support and guidance: Excellent

An excellent feature of the school is its familial and caring ethos, which create a close-knit community in which pupils and staff care naturally for each other.

The school provides very effective personal and social education, which is based on nurturing values such as respect, courtesy and commitment. It places a central emphasis on promoting positive relationships, and pupils treat each other and adults with a high level of courtesy. Strategies such as the pupil wellbeing committee and the 'friendship stop' contribute very effectively towards ensuring an inclusive and equal community. As a result, pupils behave well consistently and apply themselves very conscientiously to their activities.

Teachers know the pupils exceptionally well and tailor learning activities to meet all pupils' needs very effectively. There are extremely organised and rigorous procedures to track pupils' progress and wellbeing. Teachers use the information that derives from these procedures to plan learning steps for pupils very purposefully, and provide appropriate interventions for those who need additional support. All pupils have sensible individual learning targets. Pupils with additional learning needs have an individual education plan, which is produced in consultation with the pupil and parents. Staff monitor the progress of pupils who receive interventions very conscientiously, and adapt support where appropriate. The school works effectively with external agencies to support these pupils. As a result, the school ensures that nearly all pupils make good progress against their targets.

There is a strong emphasis on promoting pupils' physical, mental and emotional health. Good arrangements have been established to promote eating and drinking healthily. Pupils are encouraged to drink water regularly and eat fruit during break time. They have a good understanding of the importance of a balanced diet. The school places an emphasis on promoting physical health through physical education lessons and a wide range of sports activities. An opportunity to participate in a bicycle training programme, which is led by a member of the school's staff, is proving increasingly popular among pupils. The school gives effective attention to protecting pupils' mental and emotional wellbeing, and implements the principles of promoting pupils' resilience. These strategies have been embedded across the classes and have a very positive influence on pupils' mindset and confidence in their learning. As a result of a range of successful strategies, pupils develop a very good understanding of issues that relate to their health and wellbeing.

The school provides meaningfully and purposefully to develop pupils' spiritual, moral, social and cultural attitudes. There are effective opportunities for pupils to reflect on values, such as respecting diversity, tolerance and friendship. Pupils are also given an opportunity to learn about ethical issues, such as protecting the environment and fair trade, and how they can play a part in protecting the world. These activities prepare them very effectively to become responsible citizens of the future.

Promoting the use of the Welsh language and pride towards the Welsh language and culture are given continuous attention in the school's provision. The school makes the most of its local area, and its wealth of learning opportunities, enthusiastically. Very good examples of this are visits to local places of historical interest, such as the slate museum in Llanberis, and Penrhyn and Beaumaris castles. Pupils take advantage of a wide range of rich experiences, which are an effective means of promoting their understanding of their Welshness and their identity, for example through activities such as celebrating Owain Glyndŵr day, and visiting a recording studio to record a song with a famous artist.

The school has already taken decisive steps to revise the curriculum in order to reflect the requirements of the new curriculum for Wales, by placing a very prominent emphasis on promoting pupils' creative skills in an imaginative and effective manner. Classes take advantage of the expertise of poets, artists and musicians to hold workshops and undertake projects that enrich pupils' learning experiences. For example, designing and creating graffiti boards for the school playground, based on the school's values and the principles of promoting resilience. Pupils are given regular opportunities to perform by singing, dancing and playing instruments in assemblies and concerts, such as the Harvest festival and St David's Day, and to attend performances by professional musicians.

The school's open-door policy is appreciated greatly by parents. This includes inviting parents to suggest ideas for themes and learning activities in the classes. The school communicates effectively with parents, which includes efficient use of social media. Curricular evenings are organised for parents, which are a beneficial means of increasing their understanding of what they can do to support their children's learning. As a result, the school has a supportive and productive relationship with parents.

The school is a wholly central part of the local community and maintains this close link through various activities, for example by taking part in concerts and services to celebrate special occasions, such as Easter and Christmas. The school takes full advantage of the input of members of the community and partners, for example the local mountain rescue team, the Diocese of Bangor, and Bangor University to develop various projects. These links enrich provision and extend pupils' learning experiences excellently.

The school provides very valuable opportunities for pupils to express their views about their lessons and about the school's life and work through a wide range of councils.

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

Leadership and management: Excellent

The headteacher provides supportive and robust leadership in setting a clear strategic direction for developing the school. She has very high expectations and a vision that is based on providing education of the highest possible quality to ensure that all pupils attain to the best of their ability in a happy, familial and inclusive environment. The headteacher conveys this vision very successfully to staff, pupils, parents and governors. As a result, everyone has a clear understanding of their responsibilities and very high expectations of themselves, each other and of pupils' standards of achievement and wellbeing.

An excellent feature of the school's work is the way in which the headteacher distributes responsibilities highly effectively and purposefully among staff. This is a core part of its strategy and is an effective means of developing staff, promoting successful co-operation and sharing good practice. Staff roles and responsibilities are defined clearly and there are clear communication procedures between all members of staff. This promotes high quality teamwork. All teachers respond very enthusiastically when developing areas and aspects of learning in order to raise pupils' standards. A highly effective example of this is the way in which all teachers implement mindfulness strategies. This ensures that nearly all pupils have the essential skills that they need to enable them to learn effectively and show a willingness to try new experiences. As a result, pupils' attitudes to learning are excellent.

One of the strongest features of the school's leadership is the excellent opportunities that are provided for staff to develop professionally. The headteacher takes pride in, and encourages, the development of all members of staff. This has led to a strong learning community where staff learn and develop together very effectively. As a result, the willingness of the headteacher and all members of staff to fulfil national and local priorities is an excellent feature of the school's work. A good example of this is the way in which teachers work together effectively to offer provision that reflects the principles of the new curriculum for Wales. This has a positive effect on nearly all pupils' enthusiasm towards their learning, and their ability to persevere and work independently.

Successful co-operation with local schools adds very purposefully to staff's professional learning and strengthens provision further. A highly effective example of this is teachers' commitment in introducing agreed assessment for learning strategies across the school. This ensures that teachers develop their ability to provide pupils with effective feedback on their work, and offer advice on what they need to do in order to improve.

The school has a robust culture of reviewing its performance and planning for improvement. These arrangements are at the heart of the school's life and work, and promote a vision of targeting and challenging pupils in order for them to achieve to the best of their ability. These procedures are based on gathering a wide range of direct evidence, which includes the views of all members of staff, governors and parents. Staff have very strong ownership of the process of ensuring improvement, evaluate progress carefully and present rigorous reviews regularly. This ensures that the school continues to improve consistently. A very good example of this is the recent improvement in the development of pupils' ICT skills.

The governing body is very supportive of the school's work. Through effective co-operation with staff and discussing examples of pupils' work, governors have a good understanding of the school's strengths and areas for improvement. They use this information thoroughly to make decisions when setting a strategic direction for the school's work. This enables them to hold the school to account and help to set a clear strategic direction to develop the school as a very effective learning community.

Leaders manage resources effectively in order to provide varied and rich learning experiences for their pupils. They allocate funding appropriately to support the school's priorities and monitor expenditure carefully. The school benefits greatly from financial contributions from the parent-teacher association. This funding is used effectively to support the work of the school councils, for example to purchase graffiti boards to enrich the playground, which is one of the school council's priorities.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- visit the specialist resource base within the school to see pupils' learning (where appropriate)
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

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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