



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

A report on
Trelawnyd V.A. School

London Road
Rhyl
Trelawnyd
Flintshire
LL18 6DL

Date of inspection: May 2023

by

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

About Trelawnyd V.A. School

Name of provider	Trelawnyd V.A. School
Local authority	Flintshire County Council
Language of the provider	English
Type of school	Primary
Religious character	Church in Wales Voluntary Aided
Number of pupils on roll	84
Pupils of statutory school age	77
Number in nursery classes	7
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.0%)	12.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 16.1%)	3.5%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	4.8%
Date of headteacher appointment	01/09/2018
Date of previous Estyn inspection (if applicable)	12/01/2015
Start date of inspection	09/05/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Trelawnyd Church in Wales School is a happy, caring and inclusive school where pupils work and play together confidently. Staff have worked hard to create a calm and nurturing ethos, which contributes to effective learning. Pupils say that they feel safe, secure, and happy in school. They form strong relationships with adults and one another and show respect and courtesy for all members of the school community. This leads to strong engagement in the life of the school and in their own learning. As a result, most pupils make good progress as they move through the school and achieve well.

Nearly all have positive attitudes to school, behave well and enjoy their learning. This is because their teachers plan interesting activities for them, which makes learning exciting and fun. Classrooms and outdoor spaces are productive, active learning environments where pupils enjoy plenty of opportunities to work collaboratively in pairs and small groups. Teachers listen carefully to what pupils want to learn and weave their ideas into well-planned sequences of lessons that build systematically on pupils' knowledge and understanding. They provide pupils with purposeful opportunities to practise their literacy and digital skills well through rich tasks and learning experiences. However, the provision to develop pupils' numeracy skills across the curriculum is less well developed. In addition, pupils' ability to recognise what they are doing well and what they need to do to improve their work is limited.

The headteacher and governors provide efficient and supportive leadership. Staff work well together and as a team they share responsibilities sensibly. The school is good at identifying the areas of its work that are most effective and those aspects that need to be improved. This enables leaders to set clear ambitions for the direction of the school.

Recommendations

- R1 Provide opportunities for pupils to make decisions about how they organise and present their work and to decide for themselves how they respond to learning tasks
- R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively
- R3 Improve provision to support pupils' application of their numeracy skills across the curriculum and in real-life situations

What happens next

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

Main evaluation

Learning

Most pupils make good progress in their learning during their time at the school. Pupils with additional learning needs (ALN) and those with English as an additional language (EAL) progress well from their individual starting points and achieve well against their personal targets.

Most pupils listen attentively, speak clearly and express their ideas sensibly. Younger pupils discuss their work with adults and their peers enthusiastically, such as when they discuss their work on the planets. As they move through school, most pupils become increasingly articulate. By Year 6 many discuss their work confidently explaining what and how they are learning, for example when discussing the impact of natural disasters.

From an early age, many pupils develop a love of books. They recognise familiar words and join in with familiar stories. By the end of year 2 many pupils have developed good phonic skills and they read with developing expression and fluency and are beginning to make suggestions about what might happen next. By Year 6 most pupils read a range of appropriate texts independently. Many select the main points from texts and identify how information and evidence are used to support them. They apply their reading skills effectively to support their learning in different learning areas, for example when undertaking research into the work of a famous Japanese artist.

From an early age many pupils show enthusiasm for writing and by the time they leave reception, many pupils form letters, write their name and simple sentences. By Year 2 many pupils write at length, for example when writing an imaginative story about a little alien and his dog. By Year 6, many write perceptively for a wide range of purposes across the curriculum with limited errors in spelling or punctuation. They choose words carefully to enhance their writing for the reader, for example when writing about the experience of a child in the village during the Second World War.

Many younger pupils develop their Welsh language skills well and respond to commands and greetings successfully. Pupils in the nursery and reception class develop their language skills well, for example when retelling the story of Noah's Ark. By Year 2, many pupils use basic phrases confidently, such as when they express their feelings and discuss the weather. As pupils progress through the school, many demonstrate a good grasp of previously learned vocabulary and sentence patterns in discussions with teachers and each other, for example when talking about themselves, their hobbies and their families. They are keen to conduct simple conversations and greetings with visitors. Many pupils are beginning to use their Welsh language skills well in other lessons, for example during physical education sessions and their Welsh oracy skills improve as a result.

Many pupils develop their mathematical skills well. From an early age, pupils build a useful range of mathematical skills and enjoy maths challenges, undertaking counting games and matching activities enthusiastically. By Year 2, many have a secure grasp of number facts to 100. They recognise shapes, use money in their play and are developing confidence in telling the time. As they progress through the

school, most pupils work well with the four rules of number and use their developing numeracy skills well to solve problems, By Year 6, many pupils use a wide range of methods competently to calculate in their heads. They describe their thinking and reasoning clearly when explaining how they reached their conclusions. Generally, however, pupils across the school do not use their numeracy skills at a similar level in other areas of the curriculum.

From an early age, pupils apply their digital skills well in a range of creative contexts to support their wider learning. By Year 2, many use tablet computers confidently to practice their literacy and numeracy skills and to record their learning, for example when learning about bees. By Year 6, many pupils use their digital skills well to support independent research, for example when learning about the Celts. They use a broad range of applications and programmes including databases, for example, to investigate the relationship between birds' body weight and wingspan.

Pupils enjoy using their creative and artistic skills. Younger pupils use a variety of media including construction materials creatively and demonstrate good fine motor skills when creating models of constellations. Older pupils develop their creative skills well. They display a sound knowledge of stylistic features, for example when using typical colours and patterns to emulate the Great Wave of Kanagawa. By Year 6, most pupils use their problem-solving skills creatively, for example when using junk material to build sea defences to safeguard the village of Fairbourne. Many pupils participate enthusiastically and energetically in a wide range of physical activity. This has a positive effect on their confidence, their ability to work together, and their fitness and well-being.

Well-being and attitudes to learning

Nearly all pupils enjoy coming to school and are confident in the school environment. They say that they feel safe there and free from issues of bullying. They feel well supported by staff, know where to turn if they need support and are confident that staff will listen and deal appropriately with any concerns. They have a strong sense of pride and belonging within their school and community.

Nearly all pupils behave well in lessons and move around the school sensibly. They are polite and courteous to each other and visitors. Most pupils collaborate well and show respect and care for the ideas of others when working in pairs and groups. They play co-operatively and take turns and support each other well, for example through the 'buddy system' when playing games and socialising at break times.

Nearly all pupils show positive attitudes to their learning. They talk enthusiastically about their work and engage purposefully with the class topics. From an early age, pupils settle in lessons quickly, concentrate well and avoid distractions as they complete their tasks. By Year 6, many pupils are ambitious, confident, and independent learners. They persevere well with tasks and activities and seek alternative solutions when a first attempt fails. Many pupils show an increasing ability to plan together and to express an opinion about what they are learning. They listen carefully to what their friends and teachers say and respond to their ideas considerately. This results in pupils displaying high levels of interest and engagement in their work. When given the opportunity, many carry out tasks with limited support. However, in a few classes on occasion, pupils are over-reliant on adult direction and

do not make enough decisions about how they organise and present their work. This limits the opportunities for pupils to think for themselves.

Many pupils make good use of opportunities to develop their leadership skills through a range of roles and pupil voice committees, for example the school council, the Digi squad and the Criw Cymraeg. While undertaking these roles, many pupils present themselves with confidence and can explain where their work has made a difference to school life. They understand that they are representing the views of other pupils in the school community and take this role seriously. They feel that they have a positive influence on school life, for example when creating pupil friendly policies linked to safeguarding and ALN.

Nearly all pupils demonstrate positive attitudes when participating in community events such as visiting the local residential home, litter picking around the locality or competing in local eisteddfodau. They are proud of their efforts in support of local and national charities. Most pupils have a clear understanding of the need for rules and the concept of fairness and equality. They demonstrate a good understanding of cultural diversity, for example when learning about different religions. They have a clear understanding of the impact of natural disasters and some of the ethical issues facing the world, such as the need to protect the rainforest. These initiatives have a positive effect on their awareness of the needs of others in their community and the wider world and help pupils to develop as ethical and responsible citizens.

Most pupils understand the importance of looking after their own well-being. They make informed healthy food choices and grow their own vegetables which they then share with their community. They talk knowledgeably about healthy food choices for snacks and the need to drink water regularly. They respond positively when taking part in a range of reflective, well-being activities using the school's safe spaces such as the spirituality tree.

Most pupils appreciate the importance of taking regular exercise, involving themselves actively in a range of activities during the school day. At breaktimes, many pupils choose to engage purposely in activities led by their peers reinforcing friendships outside of pupils' own classes. They engage enthusiastically in afterschool activities including comic club, aerobics club and yoga club.

Teaching and learning experiences

Staff develop close working relationships with pupils, which foster a positive and supportive environment for learning. They know their pupils well, encourage them to participate and their efforts while they are working and interacting with their peers frequently. This has a positive effect on pupils' progress and well-being.

The school has a clear, shared vision for learning that reflects the principles and culture of the Curriculum for Wales. Staff are working well to develop a curriculum that meets the needs of all pupils. The school's vision reflects the context of the school and staff plan effectively for pupils to learn about their local area. Teachers plan interesting cross-curricular topics that are relevant to pupils' interests and engage them well. They are beginning to develop a shared understanding of progression across the curriculum. Teachers ensure that pupils contribute their ideas and suggestions in the planning process, which provides pupils with a sense of ownership in their learning.

Teachers use real life experiences and stories well to provide pupils with engaging learning opportunities to develop their skills across the curriculum. For example, younger pupils use the story 'Pumpkin Soup', as a stimulus to write a list of ingredients and instructions and make their soup. Staff provide regular opportunities for pupils to benefit from working in the school's extensive and stimulating outdoor environment, including the forest school. This contributes significantly to the well-being of pupils of all ages and provides valuable opportunities for them to enhance their skills, for example, younger pupils learn how to use tools safely. A notable example is the innovative use of the 'Junk Yard' where teachers set pupils practical and challenging tasks. These opportunities enhance pupils' communication well and develops their problem-solving skills effectively. These valuable opportunities successfully improve pupils' motivation, concentration, and resilience.

Teachers provide valuable opportunities for pupils to learn about the language, culture, and heritage of Wales as well as opportunities to learn about their locality, for example through exploring the legends linking Boudica with the nearby Gop Hill. Welsh is promoted well visually across the school. Many staff model the language well and promote the advantages of learning Welsh effectively. This has a positive impact on pupils' Welsh oral skills.

Teachers identify valuable opportunities for pupils to build on their previous learning and acquire the necessary skills to learn effectively. They provide interesting whole school 'Immersion Weeks' where pupils work well together in mixed ages and apply skills in a range of authentic contexts. For example, during Healthy Schools week, each class set up hydration stations to investigate how much water they were drinking. Teachers promote a positive culture of reading and provide regular opportunities for pupils to read silently for pleasure. They use guided reading groups sessions well to enhance pupils' reading skills and encourage pupils to use tablet computers effectively to support the development of their literacy and mathematical skills. This ensures that pupils build on these skills progressively as they move through the school. However, teachers do not plan sufficient opportunities for pupils to apply their numeracy skills at an appropriate level across the curriculum.

Staff utilise well-established links with the church, community, and local area successfully to enrich the curriculum, for example through the allotment project which provides authentic links with members of the community. They provide a beneficial range of visits to the local area and further afield and encourage pupils to participate in school activities such a sport, music and art clubs outside of lessons. They provide annual residential visits, for example to an outdoor centre. These opportunities have a positive impact on pupils' confidence, their ability to work together, and their fitness and well-being.

Teachers have good subject knowledge and use a variety of effective teaching methods to stimulate and encourage pupils to learn. They have high expectations of pupils and manage pupils' behaviour well, ensuring that most are engaged and remain on task during lessons. Support staff work alongside teachers skilfully and contribute effectively to pupils' learning. In most classes, teachers use questioning techniques well to move pupils' learning on and support understanding according to the needs of pupils, ensuring that most pupils are appropriately challenged. In a few classes, where teaching is less effective, teachers tend to guide activities too much, which limits opportunities for pupils to decide for themselves how they organise and present their own work.

Staff use assessments well to track pupil progress in key areas such as literacy and numeracy. They use this information effectively to inform planning and identify pupils in need of additional support or intervention. In lessons, teachers provide clear instructions that support pupils to know what they need to do to be successful. They share and adapt success criteria effectively, for example when identifying the key features of different types of writing. However, overall, the quality of feedback is variable and, as a result, pupils do not always know clearly enough what they need to do to improve.

Care, support and guidance

Staff work hard to ensure that the school provides a calm, caring and nurturing environment where pupils feel safe, happy and ready to learn. This is underpinned by Christian values and leads to a highly inclusive school culture where the needs of nearly all pupils are prioritised. Staff know their pupils, their backgrounds and the local community very well. The positive relationships that exist between pupils and adults provides a strong foundation for a sense of belonging that is greatly valued by pupils, staff and parents.

The school has an inclusive ethos and offers effective provision to support pupils with ALN. Staff monitor pupils' progress effectively and have worked well to introduce the national reform as set out in the ALNET act. Arrangements for identifying and responding to the needs of specific pupils are rigorous. Staff work well in partnership with pupils and their families to create personalised plans, which highlight what is important to and for them. As a result, teachers have a clear understanding of pupils' needs and use this knowledge effectively to support them. Support staff provide quality support programmes to develop pupils' emotional well-being, and their literacy and numeracy skills. Teachers involve pupils, parents, and the views of outside agencies to plan interventions and evaluate the impact of this work. This ensures that pupils gain confidence and show renewed enthusiasm towards learning as they work towards their personal targets.

Teachers provide valuable opportunities for pupils to learn about the language, culture, and heritage of Wales for example through their work on Welsh myths and local legends. This ensures that nearly all pupils have a developing awareness of Welsh traditions and an appreciation for its language. The school provides positive opportunities for pupils to visit the locality including the church, residential home and local farm. This strengthens pupils' understanding of their community. Staff provide pupils with the purposeful opportunity to make a positive difference to the lives of citizens within Wales and the wider world. For example, through their support to local and national charities.

The school's environment and collective worship promote pupils' moral, ethical and spiritual development successfully. Staff provide regular planned opportunities for pupils to find out about the characteristics of different religions and to reflect on fundamental questions and on their own beliefs or values. They provide pupils with beneficial opportunities for personal reflection, for example through well-being sessions and visits to the spirituality tree. Staff provide pupils with purposeful experiences to raise their awareness of their rights and encourage them to consider the needs of others. They encourage them to engage purposefully in community events such as Fair-Trade Coffee mornings. These initiatives ensure that nearly all

pupils have a clear understanding of fairness, equality and inclusion within their daily lives.

Leaders build strong relationships with parents. Parents appreciate how approachable leaders and staff are and value the regular communication they receive about school events on social media. There are regular and worthwhile opportunities for parents to share in and support their child's learning journey, for example through regular digital communication. Parents are encouraged into school to develop their capacity to support their own children, for example, by gaining a better understanding the concepts of learning through play. Imaginative 'Show and Tell' events enable pupils to share learning experiences to parents and families. Recent examples have taken the form of a cinema and popcorn event for families of younger pupils and a Celtic Museum experience for families of older pupils.

The school has appropriate arrangements to promote healthy eating and drinking. Teachers provide pupils with worthwhile opportunities to learn about making healthy lifestyle choices. Staff provide many pupils with worthwhile opportunities to engage in extra-curricular activities such as yoga, sports and comic book club. Other activities such as youth club on a Friday are run by parents within the community. This has a positive impact on pupils' fitness and well-being.

The school's safeguarding culture is robust, and all staff understand their roles and responsibilities in contributing to pupils' safety and well-being. There is effective provision to support pupils to keep themselves safe when working online. The school has sound strategies in place to promote good pupil attendance including daily monitoring, regular communication with parents and follow up work supported by the local authority. The school's arrangements for keeping pupils safe meet requirements and give no cause for concern.

Leadership and management

The headteacher provides effective leadership and a clear strategic direction for the school. She has a clear vision based on the school's motto 'Working Together in God's family'. She conveys this vision successfully to staff, pupils, governors and parents. Together, they model effectively the values and aspiration that the school community encourages, such as respect, ambition and collaboration. This contributes positively to a strong team ethic and mutual respect between pupils and adults working at the school.

Staff are dedicated, hardworking and collaborate well to ensure that pupil well-being is at the heart of their work. They have created a positive safeguarding culture, where pupils and staff feel safe and valued. They show a strong commitment to promoting continuous and sustainable improvements. Leaders and staff have a thorough understanding of the needs of the pupils and local community and work passionately and with commitment to meet these needs. Together they create a stimulating and vibrant learning community. At its core is a thoughtful and inclusive culture that ensures that all pupils feel a secure sense of belonging and develop the confidence and skills to engage positively with all learning experiences.

The headteacher ensures beneficial opportunities for staff to develop professionally. For example, a teacher's participation in sabbatical course to develop his Welsh language skills is having a positive impact on improving pupils' Welsh oral skills. The headteacher ensures that staff are provided with purposeful opportunities to share

knowledge and skills gained on courses during staff meetings. This has a positive impact on the provision and standards across the school. For example, the highly effective, whole school approach to well-being has enabled all staff to develop a greater understanding of relationships. This has a positive impact on pupil behaviour and in unlocking each child's potential. Leaders create opportunities for teachers to grow into leadership roles and for support staff to progress their careers. As a result, the school is developing positively as a learning organisation.

Among leaders and staff, there is strong awareness and commitment to address local and national priorities. They are aspirational for pupils' futures and pursue opportunities to influence pupils' lives positively, for example to make the Curriculum for Wales a reality for all pupils through their passion, their wider research and innovation. They successfully share knowledge, ideas and skills with colleagues from the local cluster of schools to gain a greater insight into what they can do to improve, for example, pupils' literacy and digital skills.

Leaders know the school well. They gather and analyse a wide range of first-hand evidence to evaluate the progress of school initiatives and the quality of teaching and pupils' learning. Information is used effectively to construct the school development plan. There is an effective monitoring cycle of activities mapped across the academic year. Activities are robust and inform leaders of the school's strengths and areas for improvement well. For example, they have correctly identified the need to extend opportunities for pupils to apply their numeracy skills across the curriculum and to improve assessment for learning procedures.

Members of the governing body are highly supportive of their school. They discharge their duties well over a range of committees and bring expertise to their roles. They receive regular updates from the headteacher regarding progress towards identified areas in the school development plan, pupil progress and staff training. These clear lines of communication ensure that governors clearly understand the areas for improvement and are able to challenge and support the school effectively.

School leaders and governors manage their school budget well and make prudent decisions that benefit all pupils, for example by developing a technology area for Year 2 which will also provide wraparound provision for nursery pupils. The school monitors and allocates the pupil development grant and other additional funding carefully, ensuring valuable support for vulnerable pupils and to provide them with experiences that they might not otherwise have.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer 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/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) 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 undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- 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' well-being, 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)

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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