

**A report on**

**Tremains Primary School  
Channel View  
Brackla  
Bridgend  
CF31 2NL**

**Date of inspection: 22 - 24 March 2011**

**by**

**Mr P Mathias**

**Reporting Inspector, under contract to Estyn**

**for**

**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

Tremains Primary School is a new school formed in September 2009 from the amalgamation of Tremains Infant and Tremains Junior Schools which shared a large sloping site in the Brackla area of Bridgend, which is the Local Authority (LA). The buildings are some distance apart.

The school provides education for children between the ages of three and eleven years. There are 491 pupils on roll including 10 pupils between the ages of five and seven who attend an observation class for pupils who have moderate learning difficulties. In addition there is a nursery for 65 children of whom 12 attend on a part-time basis and the remainder full-time. Nearly all pupils come from the local residential area which is neither economically advantaged nor disadvantaged. Approximately 16% of pupils are considered eligible for free school meals which is below the LA and national averages. Nearly all have English as a first language and no pupil has support in English as an additional language (EAL). No pupil speaks Welsh as the language of the home. Currently 17% of pupils are considered to have additional learning needs (ALN) which is below local and national averages.

A new deputy headteacher and new assistant headteacher were appointed in the previous school year.

During the inspection two teachers were absent due to maternity leave or ill-health. Their places were taken by supply teachers.

The individual school budget for Tremains Primary School is £2,940 which compares with a maximum of £4,826 and a minimum of £2,758 for primary schools in Bridgend. The school has the 45<sup>th</sup> highest budget for pupils in the 52 primary schools in Bridgend.

## 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 school is good because:

- standards in classes are high;
- there is consistent good teaching across the school;
- all pupils are well supported;
- the headteacher and senior management team provide effective leadership;
- there is a positive ethos which is shared by staff, pupils and governors; and
- the progress pupils make in their skills for learning.

### Prospects for improvement

Prospects for improvement are good because of:

- the progress made since amalgamation in establishing a cohesive primary school with shared values and objectives;
- the work of the headteacher and senior management team in developing realistic and accurate strategic plans and in putting them into effect; and
- the high expectations all staff have for themselves and for each other to continue to improve the school further.

## Recommendations

In order to improve the school further Tremains Primary School needs to:

- R1 use the information the school assembles to provide greater challenge for the more able and talented pupils and take steps to increase the proportion of pupils achieving Level 3 and Level 5 in the national teacher assessments;
- R2 continue to complete the process of comprehensively reviewing the curriculum to reflect the needs of the full range of abilities within the school; and
- R3 make the best practice in assessing pupils' progress consistent across the school.

### *What happens next?*

The school will produce an action plan which shows how it will address the recommendations.

## Main findings

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

Care should be taken when considering the data available for the school as it only refers to the performance of pupils in 2009/2010. As a result there is no information regarding longer term trends over time.

In the national teacher assessments for seven year olds in 2010 the proportion of pupils reaching at least the expected level, Level 2, was above local and national averages in all three subjects and when the subjects were combined. It was also above most schools in its family. When compared to schools with a similar proportion of free school meals, it performed below average, although the results at the higher level, Level 3, were above.

In the national teacher assessments for eleven year olds in 2009/2010 the proportion of pupils reaching the expected level, Level 4, was below local and national averages in English, mathematics and science and when the results were combined. The proportion of pupils reaching the higher level, Level 5, was also below. The results were below most of the schools in its family and well below most similar schools. Targets agreed with the LA were not met. Nearly all those with ALN however, achieved in line with their abilities.

In the work seen, currently standards are well above those in the 2010 national teacher assessments. The 2010 results reflected the high proportion of pupils in that group who had some degree of ALN. Many of that group of children had spent a limited amount of time within the school.

Nearly all children make good progress on entry to the nursery. Pupils considered eligible for free school meals achieve in line with those expected. Boys and girls performed about the same in KS1. In KS2 on the evidence of the 2010 national teacher assessments only, girls out-performed boys.

By end of KS2 nearly all pupils use communication, numeracy and information communications technology (ICT) skills well across the curriculum. Most pupils are developing successfully as independent learners by the end of KS2, ready for the next phase of their education.

Nearly all pupils listen well. Most pupils speak clearly in class when working with other pupils and adults. Most pupils are developing good reading skills which are appropriate to their ages. By the end of KS2 nearly all pupils explain clearly how reading is important across the curriculum and as a life skill. Most pupils have good writing skills and write well for a variety of reasons.

Most pupils develop good standards in numeracy. By the end of KS2 most apply basic number accurately and confidently in investigations and problem solving in a range of learning contexts.

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Most pupils are developing effective ICT skills. By the end of KS2 most pupils have good skills and nearly all use a range of purposeful animation and other techniques successfully. Nearly all pupils develop their Welsh language skills well.

Nearly all make good progress speaking, reading and writing using the vocabulary and language patterns they have learned.

**Wellbeing: Good**

Nearly all pupils know how they can stay healthy, both through diet and through physical exercise. They feel safe and free from physical and verbal abuse.

Pupils' attendance is good with rates for 2009/10 averaging 93.4%, which is marginally better than the national attendance rate. Most pupils arrive in school on time.

The school council works hard to improve facilities at the school. The councillors seek the views of other pupils and perform their duties responsibly. The school itself also seeks pupils' views so that they are appropriately involved in decision making.

Nearly all pupils have a strong sense of ownership of their school. Many pupils say that they like school and enjoy working with each other and their teachers. All have positive views. Across the school pupils are eager to learn and show respect and tolerance of each other. They are well prepared for the next phase of their education and for life outside school.

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

All pupils have access to a broad and balanced curriculum which offers pupils stimulating opportunities for learning. It meets their needs well. Nearly all schemes of work have been reviewed as part of an on-going process. This ensures that provision of learning experiences is relevant and valuable.

There is particularly well-constructed guidance for the teaching of communication, numeracy and ICT skills which has had a considerable impact on the standards of key skills.

Incidental Welsh is used consistently throughout the school. Daily use of Welsh is promoted well by such teaching strategies as 'Tocyn Iaithe' and 'Hefpr Heddiw'. Staff converse with pupils regularly and one another in Welsh to promote the language. There is a strong Welsh ethos in the school and Y Cwricwlwm Cymreig is integrated successfully into teachers' weekly planning. Teachers provide well contextualised opportunities for pupils to understand their cultural, historical, geographical and local heritage.

The school has carried out an audit of most aspects of sustainable development. This has led to a comprehensive plan to conserve energy, minimise waste and recycle a number of products within the school. Members of the 'Eco Dragons'

speak very knowledgeably about this and many older pupils understand the science behind the need to conserve our rainforests. The school promotes global citizenship well.

### **Teaching: Good**

Good teaching is found consistently across the school and is an important contributor to the overall progress all pupils make. From the Foundation Phase, where all staff have a thorough understanding of how to plan for and teach these children, teachers show good subject knowledge and an ability to make learning enjoyable. They show high expectations of their pupils and encourage them very successfully to behave well and to work enthusiastically.

In nearly all lessons teachers plan systematically and ensure that pupils build on what they already know and can do. However, teachers do not always ensure that those who are more able are sufficiently challenged. Teachers take opportunities well to encourage all pupils to use Welsh regularly and naturally in their lessons. They plan successfully so that their learning support assistants are effectively deployed and fully engaged in helping pupils to learn.

The quality of assessment is adequate. Teachers ensure that pupils are well aware of the learning intentions and provide good oral feedback. They mark work regularly and comment positively on achievement. In the best practice, comments include guidance on how to improve and are linked to pupils' targets for improvement. This approach, however, is not consistent across all classes and all subjects.

The system for tracking and maintaining information on pupils' progress is generally effective in ensuring that nearly all learners make good progress relative to their starting point. Parents are kept well informed about their children's achievements, wellbeing and development. Annual reports to parents meet statutory requirements and are sufficiently detailed.

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

There is good provision for pupils' social, moral and cultural development, with some excellent aspects in provision for social development. Provision for spiritual development is adequate. Learning experiences enhance provision for moral and cultural development and there are good opportunities for pupils of all ages to contribute towards the life of the school.

The school has good policies and arrangements for promoting healthy living. Pupils from a very young age are learning the importance of a good balanced diet and how to stay physically fit.

Provision for sex and relationship education is also good. This is well organised taking into account pupils' ages and levels of maturity. The personal and social education (PSE) programme is well planned and develops pupils' life skills effectively.

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Good behaviour is actively promoted. There is a very strong focus on the importance of regular school attendance and punctuality with consistent strategies being used to promote these.

Provision for pupils with ALN is good. The school has effective procedures and systems for identifying, supporting and monitoring these pupils. All staff liaise and coordinate with external agencies well. Clearly targeted support has resulted in positive benefits to achievement, behaviour and attitudes. The school has an appropriate policy and has procedures for safeguarding.

**Learning environment: Good**

The school is an inclusive community, where all pupils receive equal access to the areas of the school's provision. There is a clear and strong emphasis on recognising, respecting and celebrating diversity. The 'values' education initiative and shared ethos successfully supports pupils' overall good standards and wellbeing.

In general, the school is an attractive learning environment for pupils. There are good resources throughout which are well matched to pupils' needs. Good use is made of the school grounds to enhance pupils' outdoor learning and the school halls and playing fields are used well for extra-curricular activities.

Staffing, accommodation and learning resources are good. Accommodation is generally sufficient for the number of pupils. The split site presents communication difficulties on a day-to-day basis and prevents the holding of whole school assemblies.

The former infant school building is in need of some maintenance, in particular the demountable classrooms and the windows throughout.



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

The school is well led. There is a closely knit and effective senior management team. The headteacher has played a pivotal role in making the new school a success. There has been very good strategic planning to make the school a unified and effective place. These plans have been systematically and sensitively put into effect. As a result staff morale is high and all are very committed to working constructively and effectively together. There is a very pronounced commitment from all staff to share their ideas and to refine their professional skills further. Good systems are in place for those with responsibility to review and evaluate, extend standards and the progress of initiatives.

The school gives careful attention to national and local priorities. The Foundation Phase has been successfully introduced and extended into Y1. There is good provision for the teaching of global citizenship and sustainability. Links with the secondary school to which most pupils transfer are strong and impact well on the curriculum of both schools. Provision for pupils to increase their knowledge and confidence in using Welsh is good and effective.

The governing body is well informed and well led. It has a broad range of expertise which is put to good effect. The governing body gives the school a clear sense of direction. It understands its role as a critical yet supportive friend of the professional leadership and properly holds it to account. Subject links with the teaching staff are in place and are beginning to impact positively on governors' understanding of the standards being achieved.

**Improving quality: Good**

Self-evaluation procedures are good. The school make good use of a range of evidence, including monitoring activities and extensive data analysis to evaluate how well it is doing. It regularly seeks the views of pupils, parents and governors to ensure their involvement in the process of self-evaluation.

The school makes effective use of information about the school improvement plan's (SIP) strengths and weaknesses in order to make progress. There is a clear focus on raising standards.

Staff have good opportunities for professional development. An established professional learning community in the school enables all staff to share ideas, knowledge and expertise. They also learn from and contribute to meetings with other schools.

**Partnership working: Good**

The school has effective partnership activities which bring many benefits to pupils' standards and wellbeing. The school takes an active role in developing joint working partnerships and staff use strategic partnerships successfully to build the school's capacity for continuous improvement.

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There are strong partnerships with parents and carers, which lead to nearly all parents being satisfied with the school. Staff work very closely with the LA children's services and other agencies to ensure suitable learning experiences impact positively on pupils' standards and wellbeing. This is a particularly notable feature. Links with the secondary school to which most pupils transfer are also strong and impact well on the curriculum of both schools, although, partnerships with pre-school settings and the family of schools is at an early stage of development.

**Resource management: Good**

The school has appropriate levels of well qualified staff and resources. They are carefully monitored to ensure that they are successful in supporting learning. All staff are effectively deployed. The school meets the requirements for workforce remodelling to meet the statutory requirements of the national agreement on 'Raising Standards and Tackling Workload' and the use of planning, preparation and assessment time. Spending is closely linked to the school's improvement priorities.

The use of shared resources through effective partnerships contributes well to pupils' standards and wellbeing. Overall, progress and outcomes in pupils' learning are good and bearing in mind pupils' starting points and the progress that they make, the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

A very small proportion of parents completed the questionnaire. Of these, all believed that their children liked school and the quality of teaching was good.

Nearly all thought that their children were helped to settle into school and made good progress at school. They felt that their children behaved well and children had high expectations of them.

Most thought that their children were encouraged to be healthy, were safe in school, received good support and were helped to be mature. They felt that their children were well prepared for the next phase of their education and the school was well run.

Many were satisfied with the school and felt that homework was appropriate and helpful. They felt that staff treated their children fairly and with respect. Many said they were well informed about their children's progress and were comfortable about approaching the school. They understood the procedures for dealing with complaints. Many thought that the school provided a good range of activities including trips and visits.

#### Responses to learner questionnaires

A very small sample of pupils completed the questionnaire and the team talked to younger pupils.

All pupils who responded felt that the school dealt effectively with any bullying. They knew who to talk to when upset. All felt that teachers and other adults in the school helped them to learn and to make progress.

Nearly all pupils felt safe in school and were taught how to stay healthy. They had lots of chances to get regular exercise. Nearly all felt that they were doing well in school and knew what to do if they found the work hard. They said that they had enough books and other resources for learning, including computers. A majority thought homework was helpful. Around half had some concerns regarding behaviour and all felt that nearly everyone behaved well at playtime and lunchtime. About half thought other children behaved well and did not interfere with the work they were doing.

## Appendix 2

### The inspection team

Mr P Mathias	Reporting Inspector
Mrs B Jones	Team Inspector
Mr M Thomas	Team Inspector
Mrs R Boardman	Lay Inspector
Mrs E Mayo	Peer Inspector
Mrs J Williams	School Nominee

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### Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

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