



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

**Ysgol Capelulo
Ffordd Treforus
Dwygyfylchi
Penmaenmawr
LL34 6RA**

Date of inspection: October 2011

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:

| Judgement | What the judgement means |
|-----------------------|---|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

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

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Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

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Context

Ysgol Capelulo is located in the village of Dwygyfylchi near Penmaenmawr in Conwy. The school serves the village of Dwygyfylchi, although a good number of pupils come from Penmaenmawr and neighbouring areas. It provides education for pupils between the ages of 3 and 11 years of age.

Currently there are 109 pupils on role, 84 being of statutory school age and 25 pupils of reception and nursery age. English is the first language of most pupils and 14 speak Welsh at home. All pupils are taught Welsh as a second language. The school's natural catchment area is neither prosperous nor deprived. No pupils are from minority ethnic backgrounds. Seventeen percent of the pupils are entitled to receive free school meals, which is below the Wales and local authority averages.

Twenty-four percent of pupils have special educational needs and one pupil has a statement of special educational needs. There have been two fixed term exclusions during the last twelve months.

During the week of the inspection, the deputy headteacher was the acting headteacher because the headteacher was away from her post due to ill health. The current headteacher was deputy headteacher during the last inspection in 2005.

The individual school budget per pupil for Ysgol Capelulo in 2011-2012 means that the budget is £3,495 per pupil. The maximum per pupil in the primary schools in Conwy is £13,941 and the minimum is £2,935. Ysgol Capelulo is 44th out of the 61 primary schools in Conwy in terms of its school budget per pupil.

Summary

| | |
|---|-------------|
| The school's current performance | Good |
| The school's prospects for improvement | Good |

Current performance

The current performance of Ysgol Capelulo is good because:

- there is a clear pattern of improvement in most areas;
- nearly all pupils make good progress during their time at school;
- pupils with additional learning needs make very good progress;
- standards in Welsh second language have improved and are now significantly above the family and Wales average;
- the voice of the pupils in decision-making is well developed; and
- pupils are confident, behave well and show a mature attitude towards school life.

Prospects for improvement

The school's prospects for improvement are good because:

- the school has clear aims and a vision which is focused on raising standards and meeting pupils' needs;
- data is used and analysed well to monitor performance;
- all staff work well together to enrich pupils' learning experiences;
- senior leaders, including governors, know their school well and self-evaluation is well embedded; and
- the school addresses national priorities effectively.

Recommendations

In order to further improve, the school needs to:

- R1 improve the provision for the more able and talented pupils to ensure that they achieve their potential;
- R2 include quantifiable targets in the school development plan in order to measure progress more effectively;
- R3 extend the provision of information and communication technology (ICT) skills in upper key stage 2 to include data handling; and
- R4 ensure that all teachers use effective teaching strategies consistently in their lessons.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over recent years, the performance of pupils at key stage 1 and key stage 2 has fluctuated when compared to that of similar schools, and national benchmarks. However the trend since 2009 shows an improvement in most of the core subjects at both key stages. In 2011, the validated teacher assessments show that the school is now performing well above the average and is in the top 25% of similar schools for all three core subjects at key stage 1, and for English and science at key stage 2.

During their time at school nearly all pupils make good progress in learning across all aspects of the curriculum. Many pupils make very good progress, including those with additional learning needs. However, the more able and talented pupils do not always achieve well enough in relation to their abilities. Girls generally perform better than boys in English and science in key stage 1 and in mathematics at key stage 2. The boys do better than the girls at mathematics in key stage 1 and there is no difference in the relative performance of boys and girls in English and science at key stage 2.

In both key stages, many pupils have good standards of reading. Pupils in key stage 1 have a good awareness of phonics. They make good progress and most can read fluently and confidently. Many pupils in key stage 2 read with fluency and expression, giving relevant attention to punctuation. A few are developing higher order reading skills such as summarising and scanning. Also, many older pupils have a good interest in reading and can explain their reading choices.

Pupil progress in writing is similar to that for reading. At key stage 1, nearly all pupils can write independently and in a range of forms such as letters, stories and recounts. However, many pupils do not write sufficiently at length by the end of the key stage. At key stage 2, pupils develop and use a good range of strategies for spelling, such as knowledge of letter patterns and phonics. They also use paragraphs and a range of punctuation marks correctly in their work.

Pupils' oral skills at both key stages are very good. They talk confidently and can explain clearly what they are reading and about their life in school.

Pupils' ICT skills are good in the Foundation Phase but data handling skills at the end of key stage 2 are underdeveloped.

Pupils are making very good progress in Welsh second language. In the Foundation Phase, most pupils respond appropriately to instructions and use simple phrases correctly and with enthusiasm. The use of incidental Welsh and bilingualism is a common feature of oral communication between teachers and pupils. By the end of key stage 1, most pupils use a good range of vocabulary, speak with confidence, and read and write simple sentences in Welsh. In key stage 2, most pupils can use Welsh words confidently in the classroom.

Wellbeing: Good

Nearly all pupils say that they feel safe in the school and know whom to talk to if they have any concerns. All pupils contribute positively to a range of activities, which help them to develop a mature attitude towards health and fitness. All pupils agree that the school teaches them to be healthy. Pupils have a well developed understanding of the importance of eating healthy food.

Pupil attendance in 2010 was 95%, which is above national and local authority averages. Nearly all pupils are punctual. They are enthusiastic and engage actively as individuals and in groups and show care, respect and concern for their peers. Nearly all pupils contribute effectively during lessons.

Pupil behaviour, both in lessons and around the school, is excellent. Most pupils are self-confident and show increasingly mature attitudes as they move through the school. Nearly all pupils agree that teachers in the school help them to learn and to make progress.

The school council and the eco group (Eco Puffins) take their responsibilities seriously and contribute effectively towards improving aspects of school life. For example, they have made important contributions to improving the toilet facilities, the playground and recycling waste. Pupils play an active part in the local community through their work on sustainable development, sporting and cultural activities.

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| Key Question 2: How good is provision? |
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| Good |
|-------------|

Learning experiences: Good

The school provides a wide range of stimulating learning experiences for its pupils. Lessons are planned in detail promoting effective continuity and progression in all areas of the curriculum. The school provides a wide range of clubs and extra-curricular activities which effectively promotes pupils' social development and learning experiences.

Provision for developing pupils' skills is good. Communication, numeracy and ICT have a prominent place within the planning. However, there is insufficient provision in upper key stage 2 for the development of pupils' data handling skills in ICT. Nearly all teachers and other practitioners use a variety of strategies well to motivate pupils and to incorporate key skills into lessons.

Provision and planning for Welsh language development are good and the Welsh dimension is a strong feature in the school. All adults speak Welsh regularly to pupils. In all classes the pupils are developing positive attitudes towards Welsh. As part of the provision for Cwricwlwm Cymreig, older pupils in particular undertake well planned studies of the history and geography of the local area and of Wales.

The school has good provision for education for sustainable development and global citizenship, including making good use of links with the local community and places in other parts of the world such as Italy and Poland. The school has achieved the Eco-Schools' green flag award for the second time as a result of the Eco Council

successfully promoting sustainability through schemes such as recycling, energy saving and waste reduction.

Teaching: Good

Where teaching is good or better, teachers show good subject knowledge and use an effective range of teaching strategies. They plan a range of interesting activities that stimulate the pupils. Strong use of praise and encouragement helps manage pupils' behaviour effectively.

There is effective collaboration between teachers and the classroom assistants throughout the school. Support staff are actively involved in lessons and they make significant contributions to the quality of learning and the standards achieved by pupils. In all classes, the relationship between teachers and pupils is one that encourages respect and courtesy.

On the whole, teachers' expectations are high and, usually, they build on pupils' previous experiences. The teachers deliver stimulating and challenging lessons making imaginative use of resources, including technology to enhance learning. At best, this is effective but, in a few lessons where teaching was not as good, pupils did not make the expected progress. The provision for the most able pupils is inconsistent and it does not always meet their needs.

Teachers involve pupils well in setting their own realistic and achievable targets for improvement. They mark pupils' work regularly and provide helpful feedback, both orally and written, on achievement and ways to improve. Effective use is made of assessment for learning strategies in nearly all lessons. Teachers share the learning aims and success criteria with pupils and revisit them at the end of lessons. As a result, pupils understand how well they are achieving and what they need to do to improve.

Teachers make appropriate use of the school's tracking system to monitor pupils' progress and to inform planning. The school uses data and professional judgement well to identify pupils in need of additional support. Reporting arrangements to parents are good and the end of year reports contain comments on progress and the way forward.

Care, support and guidance: Good

The school is a well-ordered, caring community where everyone feels valued. Assemblies effectively promote pupils' social, moral, spiritual and cultural development. Adults and pupils show mutual respect for each other and pupils feel able to approach staff for advice and guidance. Rules and procedures are embedded throughout the school. The benefits of healthy living are promoted well across the curriculum and in a wide range of extra-curricular activities.

The school works effectively with many specialist services and agencies such as the school nurse, police and local authority services. These provide appropriate information, guidance and support for pupils and staff.

The school has an appropriate policy and has procedures for safeguarding.

Support for pupils with additional learning needs is one of the school's strengths. The school identifies these pupils at a very early stage and provide effective support. Assessments and records are detailed and effective; these inform the regular review of progress towards targets in individual education plans. Pupils, parents, staff and partner professionals are appropriately involved in planning targets for the next steps of learning. Learning assistants use specialist programmes effectively to provide support for pupils. The arrangements to increase levels of challenge for more able and talented pupils are under developed.

Learning environment: Good

The school is a well ordered, inclusive, community providing a caring and welcoming environment for all pupils. Pupils feel safe and secure in the school and they benefit from good levels of individual care and support. There is equal access to the curriculum and a wide range of extra-curricular activities. Pupils have good opportunities to engage positively in diversity and multicultural learning.

The spacious teaching accommodation is sufficient for the number of pupils at the school. There is good early years' provision, which is well resourced. The wide range of displays around the school, celebrate children's work, school activities and events. Resources are of good quality and are well matched to pupils' needs. The school buildings and external areas are clean and well maintained.

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| Key Question 3: How good are leadership and management? | Good |
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Leadership: Good

Senior leaders at Ysgol Capelulo have clear aims that are focused on raising standards and meeting pupils' needs. There is a clear pattern of improvement in standards in many areas. The headteacher has involved both staff and governors in formulating a shared vision for the school based around enriching life through learning. They use data well to monitor performance and they know how well they perform in relation to similar schools.

The newly appointed deputy headteacher has run the school effectively since the beginning of term. The senior management team work well together and they have successfully fostered an ethos of close collaboration and mutual support within the staff. Staff respond well to their roles as curriculum leaders and take their responsibilities seriously. Performance management arrangements further aid school improvement and reflect school priorities.

The governing body is very well informed on the performance of the school and issues that affect it. They are actively involved in the self-evaluation process and have a good understanding of what the school needs to do in order to improve.

The school succeeds in giving due attention to national and local priorities. It has focused appropriately on key national priorities such as the Foundation Phase, assessment for learning and transition both within the school and with the secondary

school. The pupils' voice is given good attention through the school council and eco group, and as a result the decision-making skills of the pupils are well developed.

Improving quality: Good

The school uses a wide range of first-hand evidence well during its three year self-evaluation cycle. This assists them to identify the main strengths and the areas that the school needs to develop in. This evidence includes the performance of pupils, data analysis, classroom observations, scrutiny of pupils' work and discussion with pupils along with analysis of pupil and parent questionnaires. In addition, the school takes good account of recommendations made by the local authority following their monitoring reviews. However, there has not been a rigorous enough monitoring of teaching standards of all staff. As a result, there is some inconsistency in the quality of teaching.

There is an appropriate link between the outcomes of the self-evaluation process and the priorities of the school development plan. The current school development plan focusses on raising standards and improving the provision. However, it does not set out clear, measurable numerical targets in relation to pupils' progress or improvement in standards. As a result, it is difficult for the governing body to hold the school to account and to challenge the school leaders appropriately on the standards achieved by the pupils.

The school has addressed the recommendations in the last inspection report well in nearly all areas. Communication with parents has improved, although a few parents still express concerns regarding this issue. In addition, the school does not teach the pupils in key stage 2 the full range of ICT skills with regard to data handling.

Teachers belong to a number of networks of professional practice both within the school and more widely with other schools in the cluster. These networks have a positive impact on improving provision, for example on developing assessment for learning across the school.

Partnership working: Good

The school works effectively with a range of partners and this helps to enrich and support pupils' learning and wellbeing.

Parents are very supportive of the school and pupils benefit from fundraising events run by the parent teachers association. The school arranged a successful evening sharing current teaching techniques based on thinking skills with parents.

The school works well with staff from the pre-school setting, cluster schools and the local secondary school to plan activities that ensure good transition arrangements and continuity of learning.

The partnerships with the local community offer good opportunities for pupils to develop their knowledge of local history and their communication skills in local events and. Pupils benefit from the collaboration with education students from Bangor University. The school works effectively with a range of local authority officers. For

example, the work with attendance officers is having a positive impact on the welfare and attendance of pupils.

Resource management: Good

The school manages its staffing resources well and use them efficiently to improve learning. There is a high staffing level which, at present, the school is able to sustain. Teachers and support staff cooperate well to deliver the curriculum.

The teachers make effective use of their planning, preparation and assessment time and involve the support staff well in the planning. This has a positive impact on the standard of planning and the standards achieved by the pupils.

The school building is maintained to a high standard and the range and quality of the learning resources is good.

The school effectively links its financial resources to priorities for raising standards and improving provision through the school development plan. The governing body finance sub-committee regularly review the expenditure and liaise with the local authority finance department for advice and guidance. The agreed carry-over of finances at the end of the financial year is now very close to what is accepted. As a result, the school offers good value for money.

Appendix 1

Commentary on performance data

Data analysis

The cohort of pupils in every year group is relatively small and this is carefully considered when analysing data.

In 2011, the school's performance was better than family and Wales averages at all levels in the core subjects. However, the school's performance at both key stages has fluctuated over the last five years. Inspection evidence, collected through lesson observations and scrutiny of pupil work, supports the assessments made in 2011.

At key stage 1, in 2007 and 2009, the school's performance in relation to the expected level in English, mathematics and for pupils at seven years of age (the core subject indicator) was below average for schools in the same family and for Wales. However, science was in the top 25% in 2009. In 2008, the school's performance was above average, although science, this time, was below average. The overall picture clearly shows that, since 2009, good progress has been made in improving standards, particularly in English and mathematics, and the school is now in the top 25% for these subjects, as well as for the core subject indicator.

Although the percentage of pupils achieving above the expected levels at the end of key stage 1 (level 3 or above) has also fluctuated, the results for 2011 show that the school is now performing better than the averages for the family and Wales.

In 2011, the girls performed significantly better than the boys in English and science and the boys did better than the girls in mathematics.

In key stage 2, performance in English and science in 2011 was in the top 25% and significantly better than family and Wales averages. Performance in mathematics also improved when compared to the previous two years. However, it is still in the lower 50% in comparison with the results of similar schools, below the family average, and slightly above the Wales average. The percentage of pupils achieving level 4+ in Welsh second language was 30% in 2010, which is below the averages for the family and Wales. Significant improvement was made in 2011 when 80% of pupils achieved level 4+ and 40% achieved level 5. This is significantly above family and Wales averages. Results in the core subject indicator over the last four years have fluctuated and have been in the lower 50% of those for similar schools for two years. Nevertheless, there has been a steady improvement since 2009, which now places the school in the upper 50% when compared to schools in similar circumstances across Wales.

At key stage 2, there is no significant difference between girls' and boys' achievements in English. However, the girls do perform better than the boys in mathematics and science and significantly more girls than boys achieved L5 in science. The school has performed better than the family and Wales, for the last two years, in the proportion of pupils achieving level 5 in English. The school performed

slightly below family and Wales averages in 2011 in mathematics and significantly better than family and Wales averages for science at level 5. By the end of key stage 2, pupils in receipt of free school meals make at least adequate progress.

There is an upward trend in the percentage of pupils achieving the expected level in reading, writing and mathematics in combination. The school is now performing better than family and Wales averages.

Appendix 2

Stakeholder satisfaction report

Pupil questionnaires

Fifty-five pupils completed the questionnaire. Nearly all pupils feel safe in school and know whom they can talk to if they are worried or upset. Many say that the school deals well with bullying. All pupils agree with the statements in the questionnaire that the school teaches them to be healthy and nearly all say that there are many opportunities for regular exercise. Nearly all pupils think that they are doing well at school and that teachers help them to learn and make progress. Many pupils feel that homework helps them to understand and improve their school work and most feel that they have enough books and equipment to do their work. Although many pupils say that other children behave well in lessons, a few disagree. Many pupils also agree that nearly all children behave well at playtime and lunchtime.

Parent questionnaires

Twenty-eight questionnaires were completed. Parents expressed positive views about the school. Nearly all parents are satisfied with the school and say that their child likes the school. They also feel that their child settled in well and had good support from staff. Most parents feel that their child is making good progress and nearly all agree that the quality of teaching is good at the school. All state that teachers expect their child to always work hard and do his or her best. Most parents feel that staff treat children fairly and with respect and are of the opinion that their child receives appropriate additional support in relation to any particular individual needs. Nearly all parents agree that their child is encouraged to be healthy and to take regular exercise. Many parents say that they are kept well informed about their child's progress and feel comfortable about approaching the school with questions, suggestions, or a problem. However, a minority say that they are not clear about the school's procedures for dealing with complaints. All parents say that the school helps their child to become more mature and take on responsibilities.

Appendix 3

The inspection team

| | |
|----------------|---------------------|
| Ray Owen | Reporting Inspector |
| Maldwyn Pryse | Team Inspector |
| Gwynoro Jones | Lay Inspector |
| Delyth Kirkman | Peer Inspector |
| Dawn Roberts | School Nominee |

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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 |