



*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

## **Report on**

**Ysgol Gynradd Esceifiog  
Gaerwen  
Anglesey  
LL60 6DD**

**Date of inspection: June 2014**

**by**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 27/08/2014**

## Context

Ysgol Esceifiog is in the village of Gaerwen on Anglesey, and serves the village and the surrounding rural area.

The school provides education for pupils aged between three and 11 years. Children are admitted to the school on a full-time basis in the September following their fourth birthday and on a part-time basis in the September following their third birthday. Pupils are divided into five classes. In line with the local authority's policy, Welsh is the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, and the aim is to ensure that pupils are fully bilingual by the time they transfer to the secondary school at 11 years of age.

During the inspection, there were 107 full-time pupils on roll. Eighty three per cent of pupils come from homes in which Welsh is the main language of communication. Very few pupils are from an ethnic minority background. About 20% of pupils are eligible for free school meals which is close to the county percentage and the percentage for Wales. Twenty-six per cent of pupils are on the school's additional learning needs register, which is higher than the national figure. Very few pupils have a statement of special educational needs.

The headteacher has been in post since January 2011. The school was last inspected in June 2008.

The individual school budget per pupil for Ysgol Gynradd Esceifiog in 2013-2014 is £4,450. The maximum amount per pupil in primary schools in Anglesey is £9,156 and the minimum is £2,901. Ysgol Gynradd Esceifiog is in 23rd position of the 48 primary schools in Anglesey in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- nearly all pupils are enthusiastic, listen attentively and contribute well in learning sessions;
- most pupils make good progress and develop into confident learners;
- nearly all pupils feel safe and receive very good care and support from the school;
- most pupils' behaviour at all times is very good; and
- the school's teachers are committed and the teaching is good.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher has a clear vision and high expectations for the school. He succeeds very well in conveying that vision to the school, pupils, parents and governors;
- staff understand their role and responsibilities well and co-operate very effectively as a team and have a positive effect on pupils' standards;
- teachers have a clear understanding of the school's strengths and areas to be developed;
- the school development plan is a clear document that guides the school's work well; and
- the governing body are effective and act as critical friends.

## Recommendations

R1 Improve key stage 2 pupils' use of their extended writing skills across the curriculum in both languages

R2 Develop provision for more able pupils

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Pupils make consistent and strong progress during their time at the school. From a very early age, they contribute increasingly maturely and enthusiastically to classroom activities. They have high expectations of themselves and co-operate very well in group work sessions.

Pupils' standards of oral Welsh and English show very strong progress during their time at the school. By the end of the Foundation Phase, most pupils have general and subject vocabulary that is increasingly rich, and pupils of all ages discuss their work very effectively. They do this at length in small groups and in front of the class. They are very aware of the different needs associated with conversing informally and presenting in a more formal manner.

Nearly all Foundation Phase pupils develop as effective readers in Welsh and English, in line with their age and ability. They are able to differentiate between various types of books, and are able to express an opinion about their content, and about their favourite authors. They are able to acquire information effectively from books and electronic sources to support their learning.

Standards of writing in Welsh in the Foundation Phase are generally good, and many pupils spell most words correctly, and punctuate their work successfully. By the end of the phase, they are able to use the past tense and conjugate verbs confidently in pieces of work across areas of learning. They also punctuate correctly, and are able to correct their own work, and the work of others, effectively.

In key stage 2, pupils write in Welsh and English correctly in a wide range of forms. They vary their writing effectively in both languages, and their knowledge of the characteristics and rules of language is robust. However, they do not always use their extended writing effectively across a range of subjects.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. These pupils show a sound grasp of number facts and use this information skilfully to solve number problems in their activities. They handle different measurements with good accuracy using mathematical vocabulary correctly to discuss their work. They collect and present information in the form of graphs with confidence.

In key stage 2, most pupils have a firm grasp of an appropriate range of numeracy skills. They use appropriate methods to carry out their measuring, shape and data handling tasks with good accuracy. They collect information in a variety of ways and present their conclusions accurately in the form of simple graphs. Most pupils use their numeracy skills appropriately in investigative work to support their work in activities such as science and history.

Information and communication technology (ICT) skills are developing well across the school. Pupils use their thinking skills well and, by the end of the Foundation Phase, nearly all of them become independent learners.

Pupils who have additional learning needs make good progress against their targets. More able pupils do not always achieve as well as they could.

In the Foundation Phase, over the last two years, in comparison with similar schools, the school's performance at the expected outcome 5 in literacy skills and mathematical development placed it in the upper 50%. Pupils' performance at outcome 6 has placed the school in the upper 50% of similar schools for literacy skills and in the top 25% for mathematical development over the two years. Over a period of two years, overall, girls have performed better than boys and the gap is significant in comparison with the national gap.

In key stage 2, performance at the expected level 4 has varied a little over the last four years, moving the school from the top 25% to the bottom 25% of similar schools in Welsh, English and mathematics. Pupils' performance in 2012 was much lower in comparison with their performance over other years. During the same period, pupils' performance at level 5 has varied, moving the school from the top 25% to the bottom 25% of similar schools, and pupils' performance was much lower in English, mathematics and science in 2012.

Over a period of five years, in general, girls have tended to perform better at level 5 in Welsh and English, and the boys have performed better in mathematics and science.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and know to whom to turn for advice or to discuss any concerns that they have. Most pupils have a good understanding of the importance of eating healthily and keeping fit. Many take advantage of opportunities to take part in after-school clubs that contribute well towards their wellbeing and raising their confidence.

Nearly all pupils behave well in lessons and at other times during the day. They also respond courteously to each other and to adults.

Pupils respond positively to the responsibilities that staff give them. They are extremely proud of their school and take advantage of appropriate opportunities to express an opinion through their contribution to the activities of the school council. They contribute extensively to the school's charitable work by raising money and taking part in social events in the community. This develops their social skills and life skills effectively.

In comparison with other similar schools on the basis of the proportion of pupils eligible for free school meals, pupils' attendance has placed the school in the top 25% over time. Nearly all pupils arrive at school punctually.

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

The school provides a comprehensive range of learning experiences that respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education. The wide variety of school visits enriches the learning experience for pupils. Parents and local residents are frequent visitors to the school, and they widen learning opportunities.

Teachers' plans ensure that lessons are stimulating and that there is continuity in pupils' learning. A prominent place in planning is given to developing pupils' communication, number, ICT and thinking skills. However, pupils do not always have enough opportunities to use their extended writing skills across the curriculum.

Teachers are developing the use of the Literacy and Numeracy Framework suitably and co-operate effectively with schools in the catchment area in order to plan jointly.

Pupils' understanding of the culture of Wales is promoted through a good variety of activities in class and extra-curricular activities. For example, pupils have opportunities to take part in the Urdd's various activities.

Provision for sustainable development and global citizenship is good and permeates a number of areas of the curriculum. Recycling and saving energy are a natural part of school life. There is effective provision to enable pupils to learn about global citizenship in activities such as 'fair trade' week and links with foreign countries.

### **Teaching: Good**

In all classes, teachers establish a very good relationship with pupils and arrange activities that encourage effective learning. Teaching assistants make a valuable contribution to the learning and wellbeing of individuals and groups of pupils who receive support from them. Teachers and support staff manage pupils' behaviour skilfully.

In general, teachers plan and prepare activities well to meet the needs of pupils of all abilities. They build purposefully on previous lessons and share clear learning objectives with pupils successfully. However, they do not always stretch more able and talented pupils fully.

The quality of teachers' feedback to pupils during lessons is good. Teachers mark pupils' work thoroughly. They make clear comments about what pupils do well and give effective guidance on how pupils can improve specific aspects of their work. Teachers mark pupils' work according to success criteria that have been shared with pupils. This process has been established well and helps pupils to assess their own work successfully. Teachers use an electronic programme effectively to track pupils' progress.

End-of-year reports inform parents clearly about their child's progress and achievement. The quality of reports is good and meets statutory requirements.



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

The school is an inclusive and caring community in which adults and pupils show care and respect for each other and others very well. The school promotes pupils' spiritual, moral, social and cultural development successfully. The school's collective worship sessions and personal and social education programme contribute positively to these areas.

The school makes appropriate arrangements to promote healthy eating and drinking. The variety of regular extra-curricular activities, such as football practices, offer valuable experiences to promote all pupils' wellbeing and fitness. The gardening club, which is led by parents and teachers, teaches pupils effectively about growing and looking after food and how to prepare it, and emphasising hygiene and safety.

There are thorough and effective arrangements for identifying and supporting pupils who have additional learning needs, and the designated co-ordinator gives clear guidance to the school's teachers and governors. Through early intervention, the school provides effective support to pupils who need additional support with their work. Individual teaching plans set clear and appropriate targets, which are reviewed regularly. They have a positive effect on pupils' outcomes.

There are particularly effective links between the school and a variety of external agencies, such as the police and the health service and, as a result, the quality of care and support for pupils is very good.

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

### **Learning environment: Good**

The school's ethos reflects a welcoming, caring, happy and inclusive atmosphere. A strong feature is the family ethos that encourages pupils to take care and responsibility for their fellow pupils and, through this, fosters an attitude of respect and self-confidence. Pupils are encouraged to understand other people from a variety of backgrounds and they are prepared well for the next stages in their education.

Suitable policies, plans and procedures are in place. The school promotes positive attitudes towards equality and social diversity through different procedures, such as collecting for charities such as Children in Need.

Purposeful use is made of the school's grounds and building for play and learning. The outdoor area for the Foundation Phase is used creatively to promote learning. The outdoor area has been developed effectively over recent years, following some recommendations from the school council. For example, a nature area has been created to grow plants and to attract the area's wild birds.

There are colourful classrooms with rich resources for the purposes of the curriculum. There are polished displays of a high standard across the school, which

stimulate learning. They show good examples of pupils' work and successes. The site and building are kept clean and in good condition.

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

The headteacher has a clear vision and high expectations for the school. He succeeds well in conveying that vision to staff, pupils, parents and governors. The purposeful leadership of the headteacher, deputy headteacher and staff ensure that all aspects of school life have a positive influence on standards and pupils' wellbeing.

The school is an organised community and has clear structures and policies. Teachers who co-ordinate areas of learning across the school operate successfully. They co-operate effectively and show a willingness to address matters that will ensure improvement in provision. By analysing a wide range of performance data, teachers have a clear understanding of the school's strengths and areas to be developed.

The school addresses national and local priorities well. The principles of the Foundation Phase are implemented successfully and assessment for learning strategies are a natural part of the lessons throughout the school.

Governors are supportive of the school's work, meet regularly and are aware of their responsibilities. They receive regular information through the headteacher's reports. They have a detailed understanding of pupils' achievements and the way in which they compare with the performance of other similar schools. All this enables them to challenge the school and hold it to account for its performance.

### **Improving quality: Good**

Self-evaluation is robust and a core part of the school's work. The school has continuous, clear and purposeful processes to monitor and evaluate pupils' standards and outcomes, in addition to provision. The school's leaders, teaching staff and governors contribute effectively to the process.

Leaders observe lessons regularly and produce useful reports with clear recommendations to improve aspects of teaching. A good feature is the time that is allocated to hold a professional conversation immediately after observation. Similarly, leaders scrutinise pupils' work carefully in order to improve standards and assessment.

The self-evaluation report is a useful and comprehensive document that focuses clearly on raising pupils' standards and improving provision. It includes a useful analysis of performance data and reviews all aspects of the life and work of the school. As a result, the school has been effective in terms of ensuring improvement over recent years, and the effect on standards and wellbeing is obvious.

The school development plan is a detailed document that includes a reasonable number of appropriate priorities. School leaders have defined suitable steps for

these priorities, and responsibilities and financial implications are clear. The process of reviewing the previous plan is consistent and focuses well on measuring progress against success criteria.

### **Partnership working: Good**

The school works effectively with a range of partners in the interests of pupils' wellbeing and development. There is a very robust partnership with parents and the school benefits from the financial contributions and the commitment to improving ICT resources and developing the school garden.

There are particularly good links between the school and a variety of local sports clubs, and pupils learn about the importance of keeping fit by taking part in activities such as surfing, mountaineering, cycling and golf.

There is a positive partnership between the school and the local community and pupils' contribution to community activities enriches their learning experiences further.

Transfer arrangements from the nursery group to the school are good and ensure that pupils settle in confidently. There is a comprehensive transition plan for pupils for when they move on to the secondary school.

The school co-operates appropriately with schools in the catchment area through activities to standardise and moderate teachers' assessments. They share good practice by planning jointly to develop pupils' literacy and numeracy skills. This co-operation has helped teachers to develop their understanding of the processes and expectations at the end of the Foundation Phase and key stage 2.

### **Resource management: Good**

Teachers have suitable qualifications and experience. Teaching assistants have appropriate roles and they contribute extensively to pupils' learning, especially those who have additional learning needs.

The school has established successful networks of professional practice in the school and with schools and other partners. For example, there is particularly good work at present with a special school to focus on extended writing. All members of staff attend whole-school training sessions and external courses regularly, in line with their professional and personal development targets and the school's priorities.

The headteacher leads performance management appropriately and ensures that arrangements meet statutory requirements. The school fulfils all the requirements of the national work load agreement.

The school manages its buildings, resources and budget effectively. The headteacher and the governing body base their financial decisions appropriately on the school's needs.

In light of the successful outcomes that pupils achieve and the quality of provision in general, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase in 2013, pupils' achievements in the Foundation Phase indicator and at the expected outcome in language skills, mathematical development and personal and social skills were higher than the average for the family of schools. The proportion of pupils who achieved higher than the expected outcome was higher than the average for the family in every area.

In the Foundation Phase, over the last two years in comparison with similar schools, the school's performance at the expected outcome 5 in literacy skills and mathematical development has placed it in the upper 50%. Pupils' performance at outcome 6 has placed the school in the upper 50% of similar schools for literacy skills and in the top 25% for mathematical development over the two years.

Over a period of two years, in general, girls have performed better than boys and the gap is significant in comparison with the national gap.

In key stage 2 in 2013, the percentage of pupils who achieved the expected level in Welsh, English, mathematics and science was higher than the average for the family of schools. In 2013, the percentage who achieved at level 5 was higher than the average for the family in the four subjects.

Over a period of five years, in general, girls have tended to perform better at level 5 in Welsh and English, and boys have performed better in mathematics and science.

In key stage 2, performance at the expected level 4 has varied slightly over the past four years in comparison with that of similar schools in Welsh, English and mathematics, moving the school from the top 25% to the bottom 25%. Pupils' performance in 2012 was much lower in comparison with their performance over the other years. During the same period, pupils' performance at level 5 has varied, moving the school from the top 25% to the bottom 25% of similar schools, and pupils' performance was much lower in English, mathematics and science in 2012.

On the whole, pupils who are eligible for free school meals perform as well as the remainder of the cohort.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	38	38 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	38	38 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	38	38 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	38	38 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	38	38 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	38	35 92%	3 8%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	38	38 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	38	38 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	38	35 92%	3 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	38	38 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	38	38 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	38	38 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

### Appendix 3

#### The inspection team

David Evans	Reporting Inspector
Rhian Jones	Team Inspector
Huw Roberts	Lay Inspector
Judith Owen	Peer Inspector
Rhys Roberts	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11



## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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