



*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 Trefriw  
Ffordd Llanrwst  
Trefriw  
Llanrwst  
Conwy  
LL27 0RX**

**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 date: 05/08/2014**

## Context

The school is situated in the middle of the village of Trefriw in Conwy. In the main, the school serves the children in the village, in addition to some pupils from the Llanrhychwyn area. A significant number of pupils come from homes in which English is the main spoken language. Approximately 8% of pupils come from homes in which Welsh is the main language.

During the inspection, there were 35 children on roll and approximately 29% were on the additional learning needs register. This is similar to the national average. No pupils had a statement of special educational needs. The school admits children on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.

Currently, 8% of pupils are entitled to free school meals. This figure is lower than the figure for Conwy and significantly lower than the figure for Wales.

The school's previous inspection was conducted in June 2008. The current headteacher was appointed in 2003.

The individual school budget per pupil for Ysgol Trefriw in 2013-2014 is £5,724. The maximum per pupil in primary schools in Conwy is £14,575 and the minimum is £3,230. Ysgol Trefriw is in 12th place of the 58 primary schools in Conwy 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 make sound progress in their learning during their time at the school;
- nearly all pupils participate enthusiastically in their work and are eager to learn;
- the school plans suitable and stimulating learning experiences, which engage pupils' interest across the school;
- classroom management is consistently good throughout the school and staff create a friendly and caring ethos; and
- the school is an inclusive community that gives good support to all pupils.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision based on maintaining the school's standards;
- the school co-ordinates the school's priorities, staff's professional development and performance management targets effectively;
- the school's self-evaluation arrangements are based on an appropriate range of evidence;
- the school has established a number of robust partnerships with external agencies and the local authority; and
- the school co-operates effectively with two primary schools in the catchment area in a professional network.

## **Recommendations**

- R1 Improve pupils' skills in writing at length in both languages
- R2 Reduce the use of worksheets that over-direct pupils' work
- R3 Ensure that teachers' responsibilities are clear and match the content of their job descriptions
- R4 Develop the governing body's role to operate effectively as a critical friend
- R5 Ensure that the priorities in improvement plans are monitored effectively

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

## Main findings

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

Good

#### Standards: Good

During their time at the school, nearly all pupils make sound progress in their learning.

Across the school, pupils make good progress in their Welsh literacy skills. Nearly all pupils use the Welsh language fluently and effectively in the classroom. They listen carefully to presentations and instructions from adults.

In the Foundation Phase, the majority of pupils use good vocabulary in their spoken language. They express their feelings and recall previous learning effectively. Most pupils read their own work and their reading books to a standard that is appropriate for their age and ability. Most develop their ability to form letters and are beginning to punctuate sentences. By the end of the Foundation Phase, nearly all pupils can write sensible sentences for different purposes, and show a grasp of basic punctuation. The most able pupils are able to write in a polished way, using a wider range of punctuation and vocabulary.

Nearly all pupils in key stage 2 discuss their work confidently, and most are able to express their opinion maturely. Nearly all pupils read aloud meaningfully in Welsh and English. Many read at home for pleasure and discuss their favourite books and authors in detail. Most are able to write appropriately for a wide range of purposes in both languages. They punctuate reasonably correctly and arrange their work in paragraphs. In general, standards of presentation and handwriting are appropriate. However, pupils' skills in writing at length in Welsh and English have not developed enough.

In the Foundation Phase, most pupils develop their numeracy skills successfully in activities across the areas of learning. Many pupils add and subtract correctly using tens and units, halve or double numbers and solve simple problems. The majority strengthen their understanding of measurement, money and time and develop an understanding of shape effectively.

In key stage 2, standards in numeracy activities across a range of subjects are good. Most pupils use a good variety of strategies to solve number problems of increasing challenge. Many pupils use their understanding of place value to multiply and divide whole numbers and decimals, and read scales on maps and simple graphs. Across key stage 2, many pupils use numeracy skills that they have learnt in mathematics lessons in other subjects, particularly in science and geography.

Pupils with additional learning needs make good progress; however, pupils of higher ability do not always achieve as well as they could.

As there is a small number of pupils at the school, it is not possible to compare the achievement of pupils who are eligible for free school meals with the remainder of the pupils meaningfully, nor to compare boys' achievement with that of girls.

Performance in 2013 was better than in 2012 across all areas of learning. In comparison with similar schools in terms of the level of eligibility for free school meals, the school was in the bottom 25% for the Foundation Phase indicator and Welsh, and in the top 25% for mathematical development.

Performance in the higher outcome in 2013 varied, placing the school in the upper 50% for mathematical development and the bottom 25% for language, literacy and communication in Welsh. This performance was better than in 2012.

In key stage 2 in 2012 and 2013, all pupils achieved the core subject indicator, and achieved level 4 or above in each individual subject. Except in Welsh, there has been a similar performance over the last four years. Over this period, the school's performance has been consistently higher than the family average and, in general, has placed the school in the top 25% of similar schools in terms of the level of eligibility for free school meals.

In 2013, performance at the higher level varied. The school was in the upper 50% for the core subject indicator and Welsh, but the lower 50% for mathematics and science. Over time, performance at the higher level has varied with no obvious trend.

### **Wellbeing: Good**

Pupils are happy at the school and are aware of the importance of eating healthily and taking regular physical exercise. All pupils feel safe and know whom to approach to discuss any concerns they may have.

Pupils' attendance levels have placed the school in the lower 50% over the four years up to 2013 in comparison with other schools with a similar level of eligibility for free schools meals. However, attendance has improved significantly over the past year. Pupils' punctuality is good.

Nearly all pupils behave well in lessons and around the school. They participate enthusiastically in their work and are keen to learn. Nearly all pupils concentrate well while working on a task.

Many pupils shoulder responsibilities conscientiously within the school community. The majority of pupils are active in the community and contribute fairly regularly to a variety of beneficial activities in the local area. All pupils are very welcoming and treat peers and adults with respect. They are very caring towards each other.

The school council contributes effectively to improving aspects of the school's provision. However, pupils do not always take enough responsibility for their own learning.

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

The school plans appropriate and stimulating learning experiences, which engage pupils' interest across the school. Teachers work together purposefully to plan suitable work programmes. The school has also benefited from planning and creating resources jointly with two nearby schools. The school's provision meets the requirements of the National Curriculum and is in line with the principles of the Foundation Phase. The school provides beneficial opportunities to enrich pupils' learning through a variety of extra-curricular activities which include local visits.

Through a variety of purposeful themes, teachers ensure that provision for literacy, numeracy and ICT skills develops effectively throughout the school.

The school plans effective opportunities to develop pupils' knowledge of global citizenship issues through purposeful elements of classes' theme work. There is a good range of opportunities to raise pupils' awareness of the importance of sustainable development, including recycling and saving energy.

Provision for developing pupils' Welsh skills is effective. They are given comprehensive opportunities to learn about the culture of their local area and Wales.

**Teaching: Good**

In general, teachers provide suitable learning experiences that meet all pupils' needs. Teaching in most lessons ensures that pupils are well motivated and show an interest in their learning.

Teachers use a good range of teaching methods that are suitable for the content of lessons. However, across the school, the significant use of worksheets and over-direction by teachers limit some aspects of pupils' learning. Teachers plan teaching assistants' work effectively, and the contribution of assistants strengthens pupils' learning. Classroom management is consistently good throughout the school and staff create a friendly and caring ethos.

Teachers give supportive feedback orally during lessons and use praise regularly to encourage less confident pupils. Recently, the school has reviewed its procedures for marking and presenting feedback to pupils thoroughly. Pupils' work is marked regularly and effectively. In general, comments in pupils' books help them to know what they need to do to improve their work. However, currently there are not enough opportunities for pupils to develop and improve the first draft of their work where appropriate. Teachers use a suitable range of strategies to support pupils' learning. These include regular use of success criteria. However, these are not always appropriate, and pupils only contribute to producing them in a minority of instances.

The school has effective arrangements for evaluating pupils' learning and tracking their progress.



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

The school is an inclusive community that gives good support to all pupils at the school. The benefits of a healthy lifestyle are promoted effectively across the curriculum and enriched in extra-curricular activities. Effective procedures are in place to support pupils' wellbeing. The school has appropriate arrangements for promoting healthy eating and drinking.

The schools works well with external agencies to identify and meet pupils' learning needs. Regular links with the community police officer strengthen the support for personal and social education effectively. Pupils benefit from support from specialist services such as educational psychology and speech and language therapy.

Staff plan a range of interesting activities to promote pupils' spiritual, moral and social development effectively.

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

Staff provide effective support for pupils with additional learning needs, and ensure that they have full access to all aspects of the school's curriculum. Learning assistants within classes provide valuable support, and the school plans effective intervention strategies to meet the specific needs of each pupil. Suitable individual learning plans are in place and arrangements for joint reviews with parents are appropriate. However, pupils do not take an active enough part in the process of producing targets and reviewing progress against them. Planning and provision in classes reflect the content of individual education plans in full.

### **Learning environment: Good**

The school's ethos is caring and inclusive and promotes equal opportunities and the ability to value diversity. The curriculum is accessible to all pupils, and the staff's supportive and friendly attitude ensures very good behaviour throughout the school. The school's personal and social education programme and individual classes' circle time provide suitable opportunities to promote these areas.

Good use is made of the space inside the building. Displays of pupils' best work on classroom and corridor walls give them an opportunity to take pride in their achievements and promote stimulating and rich learning. The outdoor areas have been planned effectively within the confines of the site and enrich pupils' learning experiences. The school buildings are maintained to an appropriate standard. The school has enough resources of suitable quality and pupils make effective use of them.

<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 headteacher has a clear vision based on maintaining the school's standards. She succeeds in conveying the vision to staff, pupils, parents and governors. The

school's leaders analyse the school's performance data in detail and respond to underachievement by planning strategically for improvement.

Staff's job descriptions are up-to-date and, in general, identify their role and responsibilities suitably. Subject co-ordinators take an increasing role in monitoring the quality of provision and standards of pupils' work. However, the subject co-ordinators' roles have not been developed in full, particularly in monitoring standards of teaching, and monitoring progress against the priorities in the development plan.

The school co-ordinates the school's priorities, staff's professional development and performance management targets effectively.

The school responds successfully to a number of national priorities. The Literacy and Numeracy Framework is given appropriate attention in the school's work, and the school implements the Foundation Phase effectively. The governing body is enthusiastic and is beginning to take a more strategic role in the school's life and work. Governors monitor the school's budget appropriately and take an active role in making decisions about expenditure. By visiting the school, monitoring teaching and scrutinising books, their understanding of the school's standards is developing appropriately. Governors receive regular reports from the headteacher on pupils' attainment and the school's performance. Their understanding of how the school is performing in comparison with the schools in the family and similar schools is developing appropriately. However, their ability to challenge the school and act as critical friends has not developed in full.

### **Improving quality: Adequate**

The school's self-evaluation arrangements are based appropriately on detailed analyses of data, information that derives from monitoring lessons, and scrutinising pupils' work. However, monitoring reports are not evaluative enough. As a result, the self-evaluation document is too descriptive in places, and does not give a clear enough picture of the specific aspects that need improvement. Teachers have an appropriate awareness of performance data and of pupils' progress. Self-evaluation arrangements give increasing consideration to the opinions of pupils, governors and parents.

In general, there is a suitable link between the outcomes of the self-evaluation process and the priorities in the school development plan. The plan focuses appropriately on raising standards. It has been costed carefully and the timescale for action and staff's responsibilities are identified clearly. However, the priorities are not specific enough or quantitative enough in places. As a result, the plan is not monitored effectively enough by the school's leaders. This limits the school's ability to evaluate progress meaningfully against the success criteria.

### **Partnership working: Good**

The school works successfully with a range of partnerships.

There is a good relationship between the school and parents, and they are very supportive of the school's work. The school shares information with parents effectively and holds useful meetings for them to discuss their children's work and standards. The school benefits from the Friends of the School's regular activities to buy suitable learning resources that enrich pupils' learning. Recent support has ensured that pupils benefit from educational visits and additional ICT hardware.

There is a good partnership between the school and the local community. The school's pupils visit the nearby chapel to contribute to religious services and the local minister leads regular services at the school. This contributes well to pupils' spiritual development.

The school co-operates effectively with the local primary schools and secondary school to standardise and moderate pupils' assessments jointly at the end of key stage 2. This develops teachers' confidence when levelling pupils' work. The school works well with the local secondary school, and there are effective arrangements to promote pupils' wellbeing as they transfer to the next stage in their education.

The school has established a number of robust partnerships with external agencies and the local authority. An example of this is the effective curricular support that the school received to develop Welsh. This has a positive effect on pupils' standards of literacy.

### **Resource management: Good**

The school is staffed appropriately to ensure that the principles of the Foundation Phase and the National Curriculum are delivered successfully. Very effective use is made of the time and expertise of teaching assistants to support the needs of individual pupils and groups.

The school has appropriate arrangements for performance management, which respond to teachers' professional development needs and the school's priorities. The school responds fully to statutory requirements on teachers' workloads.

The school co-operates successfully with two primary schools in the catchment area. This has led to creating schemes of work and providing resources that ensure consistency and enrich teaching and learning. The school has ensured a good range of resources and they are used effectively to support learning.

The school makes suitable use of the deprivation grant to support specific groups of pupils. The headteacher and governors monitor and manage the budget effectively.

Considering the school's standards and pupils' progress, the school provides good value for money.

## Appendix 1

### Commentary on performance data

As there are only small numbers in each year throughout the school, care needs to be taken when drawing conclusions on the basis of performance data.

In 2013, for the Foundation Phase indicator and the expected outcome in language, literacy and communication in Welsh, the school's performance was lower than the family average. It was higher for mathematical and personal development. Results in 2013 showed an increase on the results in 2012 across all areas of learning.

In comparison with similar schools based on eligibility for free school meals, the school is in the bottom 25% for the Foundation Phase indicator and language, literacy and communication in Welsh, and in the top 25% for mathematical development and science.

In 2013, no pupils attained the higher level in language skills, but all pupils succeeded in doing so in personal and social development. In 2013, in key stage 2, all pupils achieved the core subject indicator and achieved the expected level, namely level 4 or above, in all subjects. Except in Welsh in 2010 and 2011, this has been the case over the last four years.

Over the last four years, performance has been consistently higher than the family average, and has placed the school in the top 25%, almost without exception, of similar schools based on the level of eligibility for free school meals.

Performance at the higher level, namely level 5 or above, has varied. In 2013, the school's performance placed it in the top 25% for Welsh and English, and in the lower 50% for mathematics and science. Over time, performance at the higher level has varied without any clear trend.

Pupil numbers are too small to draw any meaningful conclusions in terms of comparing pupils who are eligible for free school meals with those who are not, and comparing the performance of boys and girls.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Survey (All Pupils)

Denotes the benchmark – this is the 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.	15	15 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	15	15 100%	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.	15	15 100%	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	15	15 100%	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.	15	15 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	15	15 100%	0 0%	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.	15	15 100%	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.	15	15 100%	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.	15	15 100%	0 0%	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.	15	15 100%	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.	15	13 87%	2 13%	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	15	14 93%	1 7%	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

Iwan Roberts	Reporting Inspector
Anwen Griffith	Team Inspector
David Jenkins	Lay Inspector
Gwenno Jones	Peer Inspector
Ann Hughes	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.