



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 Cefn Coch
Penrhyndeudraeth
Gwynedd
LL48 6AE**

Date of inspection: February 2012

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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Context

Ysgol Cefn Coch is situated in the village of Penrhyndeudraeth, Gwynedd, and serves the village and the surrounding rural area. At present, the school teaches 183 pupils including 23 part-time pupils of nursery age.

Welsh is the main language medium in the school and its aim is for every pupil to be wholly bilingual by the time they transfer to the secondary sector. Most of the pupils transfer to Ysgol Ardudwy, Harlech, at the end of their period in the school. Seventy-nine per cent of pupils come from homes where Welsh is spoken. Two per cent of pupils are from an ethnic minority background and this percentage is a little lower than the percentage for the local authority.

Twelve per cent of pupils are entitled to free school meals, which is lower than the county and national averages. The school states that the area in which it is situated is neither prosperous nor economically disadvantaged. Thirty per cent of pupils have additional learning needs, a percentage that has increased recently and which is higher than the national figure (21.2%). Five pupils have a statement of special educational needs. No permanent or temporary exclusions were recorded during the year preceding the inspection.

Since the previous inspection, there have been changes to the school management team, with the headteacher having been in post for 18 months and the deputy headteacher on secondment for 36 months.

The individual school budget for Ysgol Cefn Coch in 2011-2012 is £3,039 per pupil. The maximum per pupil in Gwynedd primary schools is £7,732 and the minimum is £2,745. Ysgol Cefn Coch is 81st out of the 102 primary schools in Gwynedd in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The school's current performance is good because:

- the standard of work seen in pupils' books and in lessons is higher than is shown by the data alone;
- pupils' thinking skills have developed well;
- the performance of seven-year-old pupils has shown good progress, the percentage attaining the core subject indicator raising from 83% in 2008 to 93% in 2011;
- the results of seven-year-old pupils show that they perform with the best in the family of schools in terms of reaching the core subject indicator;
- the percentage of seven-year-old pupils who achieve the expected levels in reading, writing and mathematics combined has increased consistently since 2008, and the school has performed above expectations when considering its level of challenge;
- 11-year-old pupils have consistently performed better than the average for the family of schools over the past four years in terms of attaining the core subject indicators; and
- the performance of pupils assessed at the end of key stage 2 in 2011 was better than expected when considering their performance at the end of key stage 1 and shows good progress in their learning whilst at the school.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the new headteacher has focused successfully on pupils' welfare and has succeeded in forming a close community in which pupils feel safe and happy;
- this has ensured good behaviour across the school, raised pupils' self-esteem and ensured high levels of attendance; and
- the school has responded well to national priorities.

However:

- not all of the processes produced by the headteacher have as yet had sufficient time to impact fully on all aspects of the life of the school;
- the self-evaluation report is not sufficiently penetrating and analytical;
- managers have not ensured that all the child safety policies and procedures comply with statutory requirements;
- the role of governors as a critical friend has not been developed fully; and
- there is insufficient progress in three of the main issues identified in the previous inspection.

Recommendations

In order to improve the school needs to:

- R1 continue to raise the standards of writing at the end of key stage 2 and close the gap between boys' and girls' performance;
- R2 ensure that more pupils attain the higher levels;
- R3 ensure that the school's self-evaluation is accurate and much more evaluative and that the school development plan is a more manageable document;
- R4 develop further the monitoring role of the subject co-ordinators;
- R5 strengthen the role of the governing body as a critical friend;
- R6 ensure that the school has appropriate safety procedures; and
- R7 ensure that the governing body responds fully to the statutory requirements.

What happens next?

The school will produce an action plan that will show how the school will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 1, the school's performance in relation to pupils attaining the expected level in Welsh, mathematics and science (the core subject indicator) shows good progress, from 83% in 2008 to 93% in 2011. In key stage 2, there has been a slight decline over the same period. However, the performance of pupils assessed at the end of key stage 2 in 2011 was better than expected when taking into consideration their performance at the end of key stage 1. This suggests good progress in their learning in key stage 2.

Pupils throughout the school concentrate well and can recall what they have learnt previously. They use their skills effectively to gain new knowledge. They work together well and respond appropriately to the tasks given to them. Many of the pupils develop into effective independent learners. Most of the pupils work effectively in pairs to solve problems.

Almost all pupils in the Foundation Phase make good progress in their literacy skills. Most pupils can discuss confidently using a wide vocabulary. Almost all pupils are able to read at a level that is appropriate to their age and ability. The written work of most pupils in Welsh is good, with examples of good extended work in Year 2.

Most pupils in key stage 2 speak very confidently, using correct natural language in class discussions and when speaking to visitors.

By the end of key stage 2, most pupils are able to read meaningfully and with good expression in both languages. They read a range of materials in order to gain knowledge effectively. Most pupils write effectively across the curriculum. However, the most able pupils do not always achieve as well as they should. The English skills of many pupils in key stage 2 are good, but the writing skills are not as good as the oracy and reading skills.

The percentage of seven-year-old pupils who achieve the expected level in reading, writing and mathematics combined has increased consistently since 2008, and the school performs higher than expected when taking the challenge level of the school into consideration. The performance of 11-year-old pupils is close to what is expected but does not show the same progress.

The performance of seven and 11-year-old boys is slightly better than that of girls in terms of attaining the core subject indicator. However, over a four-year period, girls have outperformed boys for most of the time. In 2011, in comparison with its level of challenge, the school performs below expectations in terms of attaining level 3 at seven years of age in every subject and level 5 at 11 years of age in every subject, except Welsh.

For most of the previous four years, the achievement of seven-year-old pupils who are entitled to free school meals was above that of pupils who are not entitled to free school meals. In key stage 2, over four years, no clear pattern has emerged.

Wellbeing: Good

Pupils' standards of wellbeing are good and almost every pupil understands the importance and benefits of eating healthily. Most pupils participate in physical activities and they are aware of the importance of keeping physically fit.

All pupils in the school are polite and well behaved, and show a positive and enthusiastic attitude towards their learning. They work independently and work together well with their peers. One of the school's strengths is the respect that pupils show to each other and to adults. Almost every pupil feels safe in the school. The school has not had cause to exclude any pupils during the past year.

The level of pupil attendance is good. The level of attendance has been in the top 25% during three of the past four years when compared with that of similar schools.

Pupils develop a feeling of responsibility purposefully through the school council and the eco council and they operate effectively. They contribute to decisions to raise funds, for example when choosing to buy benches for the school playground. Through the councils, pupil questionnaires and class discussions, the voice of pupils has a prominent place in the school's procedures.

Pupils' experiences are enriched well by various activities in the community and beyond.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Good

Teachers work together to plan a range of interesting learning experiences in order to develop the skills of all pupils. In the Foundation Phase, teachers ensure that pupils are part of the planning, which leads to teaching themes that appeal to all pupils. A wide range of experiences and visits is arranged, which enrich pupils' experiences.

Teachers target groups of pupils that require additional support successfully and this has a positive effect on raising standards and motivation. Extended tasks are set for pupils but as yet, these have not improved outcomes in terms of achieving the higher levels in comparison with their position within the family of schools. Pupils are given varied and effective opportunities to develop their ability to become independent learners.

The provision and planning for developing the Welsh language are good. A prominent place is given to local culture and the Cwricwlwm Cymreig in the school's plans. This has a positive effect on the school's ethos and is one of its strengths.

There is a good provision for developing pupils' understanding of the need to care for the environment and this aspect is developing appropriately throughout the school.

The eco council encourages pupils to act in a sustainable manner and this work has been recognised as the school has received the Gold Award under the Gwynedd and Anglesey Green School Scheme.

Teaching: Good

In general, teaching is good across the school. Teachers use a range of teaching styles that engender pupils' interest and encourage them to achieve in line with their ability. In those lessons in which the teaching is good, interesting tasks and penetrating questions challenge pupils and there is a purposeful pace and appropriate encouragement for learning independently. In the very few less successful lessons that were observed, the learning aims were not shared sufficiently clearly with the pupils, which restricted their understanding of what they had to achieve and how they were going to achieve it.

A very successful working relationship exists between adults and pupils and this nurtures effective learning. The classroom assistants contribute extremely effectively and the pupils benefit from this support throughout the school. Classroom management is consistently effective and a high level of respect exists between adults and pupils. Every member of staff is a good language model for pupils.

The assessment for learning strategies are developing well throughout the school. However, teachers' written comments on pupils' work are not always of sufficiently good quality to enable pupils to improve their work.

Parents are provided with information about their child's progress and development on a regular basis, but the reports to parents do not record consistently enough the actions needed for further development.

Care, support and guidance: Unsatisfactory

The learning experiences promote pupils' personal and social development effectively. In addition, assemblies contribute well to pupils' spiritual and moral development.

The school has rigorous systems for identifying pupils with special educational needs and they are identified at an early stage. This enables the school to arrange purposeful and effective provision for those pupils. The individual learning plans are appropriate and are reviewed regularly with parents and pupils. The support is co-ordinated very effectively and there are good links with specialist external agencies.

The provider does not have an appropriate policy for safeguarding. The procedures for dealing with safeguarding issues have not been developed fully.

The attention of chair of the governing body and the headteacher was drawn to the fact that the arrangements for matters relating to health and safety on the school site have not been developed fully.

Learning environment: Good

The school has a very homely and friendly ethos, which creates a wholly inclusive community. Every child has equal access to every aspect of the work of the school. Equality and respect for diversity are promoted effectively through personal and social education and wellbeing programmes.

Good and consistent strategies exist in order to ensure good behaviour.

The classrooms provide a suitable learning environment. Stimulating displays are seen throughout the school with a variety of suitable, good quality resources to support learning and teaching.

The buildings and the grounds are well maintained.

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

The headteacher has created a happy atmosphere in which the contribution and potential of every pupil is appreciated. Creating a relationship in which pupils feel comfortable discussing matters with adults is a strength within the school. This positive ethos has ensured good behaviour throughout the school, raised pupils' self-esteem and ensured high levels of attendance.

The responsibilities of the senior management team have not been recorded in the job descriptions.

The governing body is very supportive of the school and has established a number of subcommittees to manage the school better. Members receive regular reports from the headteacher and they are aware of some areas in the school curriculum that need to be developed. However, their understanding of how the school is performing in comparison with the school's level of challenge within the family of schools has not been developed sufficiently and, as a result, they are unable to hold the school to account for the standards or to challenge it as a critical friend. Some members of the governing body visit the school but not as yet to examine specific subjects and to work with subject co-ordinators. They have not ensured that a policy and procedures for safeguarding children are in place, nor have they ensured that the school complies with the statutory requirements.

The school gives due attention to national and local priorities. The Foundation Phase is developing successfully and the skills framework is a basis for planning effectively in classes. The school is part of a professional community within the family of schools to develop standards of literacy, and this has had a positive effect on standards of reading. The pupil's voice is given a prominent place in the school.

Improving quality: Adequate

A new self-evaluation system over three years has been presented recently to the governing body but, to date, these processes have not been developed sufficiently.

Teachers are now producing more detailed reports and the majority identify strengths and areas for development. However, the end of key stage data is not considered alongside the reports, nor are pupils' books examined in order to gain a clear picture of standards.

The school's self-evaluation report is descriptive rather than an analytical evaluation. The report does not include sufficiently detailed data analysis and, as a result, it does not record adequately those areas that require development. More importantly, the basis of the judgements made is not sufficiently robust and accurate; for example, it was noted that the safeguarding arrangements were good although there were important shortcomings in this area.

There are some links between the self-evaluation report and the priorities of the school development plan that was received. It identifies the actions to be taken, success criteria, a timetable for the academic year, responsibilities, outcomes, costs and how progress will be monitored. The content of this plan is not sufficiently specific, nor does it propose, on a sufficiently consistent basis, quantitative targets that will be easily measured in terms of progress in standards. This restricts the role of the governing body as a critical friend and its ability to hold the school to account. Although there is a review of the previous plan, these comments are also not sufficiently evaluative (in terms of showing measureable progress in sufficient detail for governors to measure it).

In addition to the development plan received, there is an action plan for school improvement, which responds to an analysis of Ffynnon data. This plan targets and identifies correctly those elements that need to be strengthened within the school and includes quantitative targets. However, there is no clear accountability in this plan and the actions have not been costed.

Three out of the four recommendations made following the previous inspection have not been implemented in full.

The school is part of a professional community within the family of schools to develop literacy standards and this has had a positive effect on standards of reading. There are good opportunities for teachers' continuous development, which are linked to the school's priorities.

Partnership working: Good

The school has established good strategic partnerships with the family of schools, Cynnal and the local authority, which provide appropriate assistance and support. There is effective co-operation with officers in the finance department when discussing funding and ensuring the quality of provision. The school works closely with other schools in the catchment area and the local secondary school, and good transfer arrangements exist in terms of standardising and moderating work.

The partnership between the school and the community is very strong. The nursery school is located in the school grounds and this partnership is close and effective. The school makes good use of community resources and holds concerts in the

community hall. The school receives financial donations regularly from societies in the area to purchase resources to enrich the learning.

An effective partnership exists between the school and parents, and a number of them visit the school to talk about their work and to share experiences. The Friends of the School are very supportive and contribute very effectively to the school's work.

Resource management: Good

The school has an appropriate level of staff to teach the curriculum effectively.

The use made of the school's support staff is good and has a positive effect on pupil achievement and wellbeing. All members of staff in the school work together effectively as a team and this is a strength. Staff specialisms are used effectively in order to ensure that the quality of provision is good in specific areas.

The planning, preparation and assessment periods are used effectively to ensure purposeful planning. The arrangements for teachers' performance management are appropriate and good opportunities are provided for the professional development of all members of staff in accordance with the school's priorities.

The school has a good range of resources, which are used suitably to promote and enrich learning.

The headteacher and the governors monitor the budget appropriately in order to ensure a good supply of resources that meet the school's requirements.

When considering pupils' outcomes and the careful monitoring of the budget, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 1, the performance of the school in relation to pupils who reach the expected level in Welsh, mathematics and science (the core subject indicator) shows an increase, from 83% in 2008 to 93% in 2011. In key stage 2, this has fallen slightly over the same period, but the performance of the pupils assessed at the end of key stage 2 in 2011 is better than expected when considering their performance at the end of key stage 1. This suggests an improvement in learning, particularly when considering the number of pupils who were on the special needs register.

The percentage of pupils who reach the expected level in reading, writing and mathematics combined at seven years of age has increased consistently since 2008, and the school performs better than expected when taking into consideration its level of challenge. The performance of 11-year-old pupils is close to that expected, but does not show the same progress.

In 2011, the results of seven-year-old pupils show that the school has been amongst the best performers in the family of schools in terms of core subject indicators. The comparisons over a four-year period show that seven-year-old pupils perform consistently better than the family of schools average in every subject. The end of key stage 2 data show that 11-year-old pupils perform consistently above the family of schools average in terms of the core subject indicators but its position within the family of schools is slightly lower than expected. Over the period, the standards in key stage 1 based on comparison with the family of schools results are better than those in key stage 2. This is also true when benchmarked in 2011 over a four-year period against schools that have a similar percentage of pupils entitled to free school meals.

Benchmarked in 2011 against schools with a similar percentage of pupils in key stage 1 who are entitled to free school meals, the school was in the highest quarter in terms of reaching the core subject indicator. There has been an improvement in performance in every subject since 2008. In 2011, the results of key stage 2 pupils were not as good, with the percentage attaining the core subject indicator placing the school in the third quarter. However, over a four-year period, a clear pattern has not emerged as the school was in the top two quarters for half of the period and in the third quarter for the remainder of the time.

In 2011, in comparison with the average for schools in Wales, seven-year-old pupils performed better in every subject. They have performed consistently above the average figure for Wales in terms of reaching the core subject indicator over four years. In 2011, the performance of 11-year-old pupils was not as good. The percentage attaining the core subject indicator has been higher than the average for Wales over the four years, although the gap is now smaller.

In 2011, the achievement of seven-year-old pupils entitled to free school meals was higher than that of pupils not entitled to free school meals. This is true of much of the past four years in key stage 1. In 2011, in key stage 2, the achievement of pupils

entitled to free school meals was below that of pupils not entitled to free school meals. However, no clear pattern emerges over the four years.

Contrary to the family trend in 2011, the performance of seven-year-old boys was marginally better than that of girls in terms of reaching the core subject indicator. However, over a four-year period, girls have outperformed boys for much of the time. In 2011, the performance of boys in every subject was better in terms of reaching the higher levels. Over time, girls have outperformed boys in Welsh but boys have outperformed girls in the other subjects.

In 2011, in accordance with the trend within the family, 11-year-old boys performed better than the girls in terms of reaching the core subject indicator. However, over a four-year period, girls have outperformed boys for much of the time. In 2011, boys performed better than girls in terms of reaching the higher levels in all subjects. Over time, girls have outperformed boys in Welsh and English, but there is no pattern in the other subjects.

In 2011, the percentage who reached the higher levels at the end of key stage 1 in Welsh was above the average for the family of schools and has been consistently higher for the past four years. However, the percentage reaching the higher levels in mathematics and science in 2011 was below family averages and has been lower for most of the period.

The percentage who reached the higher levels at the end of key stage 2 in 2011 in Welsh was higher than the family of schools average and has been consistently higher for the past four years. The percentage who reached level 5 in English, mathematics and science in 2011 was lower than family of schools averages. This is the first time that this has occurred in English and mathematics, but performance in science have been lower for much of the time.

In 2011, in key stage 1, the school has performed better than the family average in the three aspects of literacy in terms of reaching the expected level and performing better than expected when considering the school's level of challenge. Over four years, the school has performed above the family for much of the time in terms of reading and writing and consistently higher in terms of oracy. Writing is lower in terms of reaching level 3 than oracy and reading. Key stage 2 data for 2011 shows that the school performed better than family and all-Wales averages in terms of reaching the expected level in every aspect of Welsh literacy. However, the performance is lower than expected in terms of writing when considering the school's level of challenge. The percentage who reached the expected level in language skills shows a reduction during the past two years, in particular in writing.

The school performed better than the family of schools average in the three aspects of English literacy in 2011, but there is no clear pattern over a four year period.

Appendix 2

Stakeholder satisfaction report

A total of 29 responses were received to the parent questionnaire.

Everyone either agrees or agrees strongly that:

- the school is well run and they are generally satisfied with the school;
- their children enjoy school and are making good progress;
- the teaching is good;
- children receive appropriate additional support in relation to any specific individual needs;
- their children are safe in school; and
- pupils behave well in the school.

Almost everyone indicated that:

- the staff expect the children to work hard and to do their best;
- they have regular information about their child's progress;
- the homework that is set builds on what is taught in school;
- there is a good variety of activities including trips and visits;
- they feel comfortable about asking questions of the school, making suggestions or identifying problems;
- pupils have support to settle in well;
- the school treats every child fairly and with respect;
- their children are encouraged to be healthy and to undertake physical exercise regularly;
- the school helps the children to become more mature and to shoulder responsibilities; and
- their children are well prepared for transferring to the next school.

Most parents note that:

- they understand the school's procedure for dealing with complaints.

Responses to learner questionnaires

A total of 96 responses were received from key stage 2 pupils and they were unanimous that:

- the school teaches them how to keep healthy;
- teachers and other adults in the school help them to learn and make progress; and
- they know what to do and to whom to talk if they find their work difficult.

Almost all pupils state that:

- they feel safe in the school;

- the school deals well with any bullying;
- they knew to whom to talk if they are worried or anxious;
- there are many opportunities in the school to undertake physical exercise regularly;
- they are doing well in school;
- the homework helps them to understand and improve the work that they have done at school; and
- they have sufficient books, equipment and computers to do their work.

Most pupils believe that:

- children do not behave well during break times and lunch time.

A few pupils believe that:

- other children do not behave well and consequently they are unable to do their work.

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Anwen Griffith	Team Inspector
Dylan Jones	Lay Inspector
Gwennol Elis	Peer Inspector
Rhys Glyn	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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.