



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  
Conwy  
LL34 6RA**

**Date of inspection: April 2019**

**by**

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

## About Ysgol Capelulo

Ysgol Capelulo is in the village of Dwygyfylchi near Penmaenmawr in Conwy. The school has 136 pupils between the ages of 3 and 11, including 22 part-time pupils in the nursery. They are divided into six classes.

The average proportion of pupils eligible for free school meals over the last three years is around 15%. This is slightly lower than the national average of 19%. A few pupils are from a minority ethnic background. The school has identified around 24% of its pupils as having additional learning needs, which is slightly above the national average of 21%.

The headteacher took up her post in January 2007. The school was last inspected in October 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

The headteacher and staff succeed in creating a homely and inclusive ethos for pupils. The quality of care, support and guidance provided by the school is effective and ensures that pupils develop a sound understanding of values, such as honesty and fairness. As they move through the school, most pupils including those with additional learning needs make sound progress from their differing starting points and achieve expected standards.

There is an effective working relationship between adults and pupils, which fosters a successful learning environment. Teachers plan interesting activities that encourage pupils to participate and work hard. Nearly all pupils develop positive attitudes to learning, settle quickly to work and interact together well. Most show good levels of concentration in their work and they are keen to learn.

Teachers plan valuable opportunities for pupils to use their literacy skills in a variety of curricular areas. Across the school many pupils develop their skills in mathematics successfully. However, teachers do not plan systematically for the development of Welsh, numeracy and information and communications technology (ICT) skills to ensure continuity and progression.

Leaders ensure that the whole school community is committed to the school's motto of 'Enriching Life Through Learning' and this is reflected in the positive ethos evident in all classrooms. Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. They are aware of priorities in the school development plan. This enables them to act as critical friends.

However, leaders do not operate effectively enough when setting a strategic direction and challenging the school's performance. The school does not have robust enough self-evaluation procedures that are based on reliable evidence of teaching, learning and provision.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Adequate and needs improvement</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Ensure that leaders operate more effectively when setting a strategic direction and challenging the school's performance
- R2 Improve pupils' numeracy and ICT skills and their standards in Welsh
- R3 Improve pupils' skills in making decisions and taking responsibility for their own learning in order to develop as independent learners
- R4 Plan more purposefully in order to ensure suitable activities for the full range of ability and ensure that teaching provides challenging tasks to respond to the needs of all pupils

## **What happens next**

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

## Main findings

### **Standards: Adequate and needs improvement**

Most pupils including those with additional learning needs and pupils with English as an additional language make sound progress from their differing starting points as they move through the school and achieve expected standards.

Most pupils listen attentively to others and speak confidently in a range of situations. For example, foundation phase pupils talk enthusiastically about going to a birthday party. Many key stage 2 pupils express their opinions thoughtfully and creatively. Pupils in lower key stage 2 use descriptive language effectively as they produce musical and dramatic presentations to describe the characteristics of ancient Celtic Welsh tribes.

In the foundation phase, most pupils' reading skills develop well. From an early age, pupils recognise letters and sounds, and they are beginning to build a vocabulary of words confidently. By the end of the foundation phase, most pupils read with accuracy and fluency. In key stage 2, most pupils read accurately and with good expression. They talk confidently about their favourite book and characters. They explain thoughtfully why they like particular genres of stories. Most pupils use their reading skills effectively to gather information from a range of sources when, for example, researching about traders and raiders in their topic work.

Most pupils apply their writing skills appropriately across all areas of the curriculum. In the foundation phase, most pupils use their knowledge of letters and sounds well to spell unknown words phonetically. Pupils make their own interesting information books about dinosaurs. By the end of the foundation phase, they understand and use basic punctuation with some accuracy to reflect the meaning of their writing. In key stage 2, most pupils plan, redraft and improve their writing efficiently. They write for a range of purposes and produce interesting pieces. A letter from a survivor following the eruption of the volcano Vesuvius describes evocatively the fear of being the only person left in Pompei. Older pupils in key stage 2, show maturity and confidence when describing and portraying a potential thief in a newspaper article.

As pupils move through the school, many make slow progress in developing their Welsh oral skills. Most respond to instructions and display a reasonable understanding of Welsh used by teachers in Welsh lessons. However, most pupils do not make enough progress in using Welsh in less formal situations at school. In the foundation phase and in key stage 2, a majority of pupils' reading and writing skills in Welsh are at an early stage of development.

Across the school many pupils develop their skills in mathematics successfully. However, they do not develop them appropriately in their learning in other subjects. In the foundation phase, most pupils show a secure grasp of number facts and use this information effectively to solve number problems in their activities. For example, when adding totals of 'sticky darts' thrown at a numbered dartboard. They handle different measurements and use mathematical vocabulary correctly to discuss their work. Many pupils tell the time accurately in analogue and digital format. They identify fractions of a quarter, a half and three quarters and have a good

understanding of the properties of regular shapes and recognise 3D shapes correctly. In key stage 2, most pupils have a secure understanding of different mathematical strategies. They solve addition and subtraction problems effectively using a range of numbers. Many measure correctly to calculate the area and perimeter of shapes. Most pupils use their skills appropriately to, for example, represent and interpret data accurately in a graph when comparing temperatures of different locations around the world.

Most pupils' ICT skills across the school are underdeveloped. In the foundation phase, very few pupils use software to create pictures, and simple animation pieces on a regular basis. They have difficulty when drawing a graph about the class's favourite fruit and controlling a floor or screen turtle. In lower key stage 2, a minority of pupils have developed their word processing skills to a satisfactory level. A few produce a suitable graph to display data correctly and combine text sound and pictures to produce a meaningful presentation. By the end of key stage 2, many pupils have developed their ICT skills appropriately. They produce a poster with varying text and colours, for example, to show firework safety. The majority produce purposeful animation to tell the story of Dewi Sant. They are beginning to develop suitable coding skills by creating simple programs to control an image on the screen.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils feel safe at school and know whom to approach if they have any problems. 'Playground Pals' show high levels of care as they help younger pupils at break times. They show consideration for pupils who sit on the 'buddy bench' and help look after playground equipment.

Most pupils have a good understanding of how to stay healthy, and express this clearly when discussing their eating and drinking habits and the importance of keeping fit. They take part in a suitable range of after school activities including athletics, football and dance. They understand well how to stay safe on line. For example, the digital leaders work in class with the younger pupils and produce useful information to remind all pupils about keeping safe.

Nearly all pupils develop positive attitudes to learning, settle quickly to work and interact together well. Most show good levels of concentration in their work and they are keen to learn. They enjoy school and work hard. They feel that the school values them. This improves their self-confidence and supports their progress as they move through the school.

Nearly all pupils are friendly and courteous towards each other and adults. Most co-operate successfully and nearly all are well-behaved during lessons and playtime.

Many pupils engage enthusiastically in the life of the school. The school council represent their peers maturely and keep all pupils informed. They work diligently to support local charities and those less fortunate in other countries. This has given all pupils a good understanding of their local community and the wider world. Eco council members are actively engaged in a variety of activities to raise whole school awareness for sustainability issues such as recycling and energy saving.

Pupils are aware of the need to attend school regularly and punctually. Attendance over the past three years have shown steady signs of improvement but continues to be generally lower than that of similar schools.

### **Teaching and learning experiences: Adequate and needs improvement**

There is an effective working relationship between adults and pupils, which fosters a successful learning environment. Teachers link their lessons well with pupils' previous learning and use a range of teaching methods skilfully to gain pupils' interest. They plan interesting activities that encourage pupils to participate and work hard in groups and independently. Lesson presentations are lively and activities flow purposefully. Teachers explain new ideas in a meaningful and relevant way. They ask probing questions in order to expand pupils' understanding and encourage them to use their thinking skills throughout the lesson. Support staff make an effective contribution to the quality of pupils' learning. However, there is a tendency at times for teachers in key stage 2 to over-direct pupils. This limits the opportunities for pupils to take responsibility for their own learning, consequently their thinking and enquiry skills are underdeveloped.

Teachers provide useful oral feedback during lessons. They mark pupils' work purposefully, providing pupils with a good balance of positive feedback and comments that help pupils know how to improve their work. This ensures that, by the end of their time at the school, pupils have developed a good understanding of how well they are doing and what they need to do to improve their work.

Recent improvements in foundation phase planning are beginning to have a positive effect. Access to the outdoor area ensures that many pupils benefit from stimulating activities, both indoors and outdoors. Effective focus and continuous activities are provided, which include beneficial opportunities for pupils to investigate, role-play, build and practice their physical skills. This nurtures positive attitudes towards learning and encourages them to persevere for extended periods.

Teachers plan valuable opportunities for pupils to develop their literacy skills in a variety of curricular areas. However, they do not plan systematically for the development of numeracy and ICT skills to ensure continuity and progression. In key stage 2, planning for science and topic work does not always ensure suitable activities for the range of ability in order to respond to all pupils' needs. The excessive use of worksheets restricts pupils' ability to write creatively and extensively.

Although planning for Welsh is detailed, teaching and learning does not yet ensure successful continuity and progression in pupils' skills as they move through the school. The school promotes pupils' understanding of Welsh culture and traditions effectively, for example through participating in eisteddfodau work on Saint Dwynwen, Saint David, Prince Llewelyn and Princess Gwenllian.

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

The quality of care, support and guidance provided by the school is effective and ensures that pupils develop a sound understanding of values, such as honesty and fairness. The caring and inclusive ethos has a positive effect on pupils' wellbeing

and behaviour. Staff know the children very well and respond sensitively and effectively to their individual needs. As a result, pupils feel valued and this helps develop their self-confidence and self-esteem.

The school has developed a robust system for tracking and monitoring pupils' progress and wellbeing. The information is used purposefully by staff to plan and provide comprehensive support to address the needs of individuals and specific groups of pupils successfully. Pupils with additional learning needs are identified early. Individual education plans are very 'child-centred' and identify targets for improvement which are shared purposefully with staff, parents and pupils. The staff monitors progress towards these targets appropriately and ensures that these pupils make good progress. This is a strength of the school. Classroom support assistants work skilfully under the guidance of teachers to implement a wide range of purposeful intervention programmes.

The school offers worthwhile opportunities for parents to learn how to support their children at home. The phonics workshops for parents helps them to have a good understanding of how to support their children to improve their reading skills. The school's social media platforms and newsletters are effective in providing parents with up-to-date information about school events and activities. Reports to parents are informative and well received, and outline clearly how the pupils are achieving and inform parents of their child's targets for improvement.

The school has effective partnerships with a broad range of external agencies that provide good support for learners. It works closely with the educational psychologist, and social inclusion service. The school, supported by educational welfare officer, implement a range of strategies to promote pupils' attendance and punctuality. As a result, attendance for the past three years is showing a slow but steady sign of improvement.

The school provides numerous opportunities for pupils to have their say through various pupil forums. It places a strong emphasis on developing learners that are responsible citizens by encouraging them to develop their awareness of the needs of others and for raising money for charities regularly. It has effective links with the local church where the school's Harvest Festival and Christmas service is held.

The school has appropriate arrangements to promote healthy eating and drinking. It encourages pupils to eat a healthy diet by providing a daily fruit tuck-shop. The extra-curricular clubs such as football and dance promote pupils' understanding of the importance of keeping fit successfully.

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

### **Leadership and management: Adequate and needs improvement**

The headteacher and staff succeed in creating a homely and inclusive ethos for pupils. All staff share common values and have clear aims for school improvement that generally focus on the needs of pupils and on raising standards. Teachers and support staff understand their roles and responsibilities well. The whole school



community is committed to the school's motto of 'Enriching Life Through Learning' and this is reflected in the positive ethos evident in all classrooms.

Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. Since producing their own 'forward work plan' roles and responsibilities have been clearly defined. They discuss attainment data and participate in learning walks and are aware of priorities in the school development plan. This enables them to act as critical friends. They are becoming more effective in challenging and holding the school to account for its performance.

However, leaders do not operate effectively enough when setting a strategic direction or to challenge the school's performance. The school does not have robust enough self-evaluation procedures that are based on reliable evidence of teaching, learning and provision. Not enough use is made of lesson observations or scrutinising samples of pupils' work when evaluating performance and setting targets. In the self-evaluation report a number of judgements about the school's performance are inaccurate, for example about standards in ICT.

The school's improvement plan, while identifying appropriate priorities to improve pupil outcomes, does not include actions that are rigorous enough to bring about change.

A clear performance management system contributes appropriately to the professional development of all staff. A detailed training plan links effectively to school priorities. There are valuable opportunities for all members of staff to share experiences and good practice with colleagues in the school and in other schools. This has helped to develop their initial understanding of the requirements of the new curriculum and is beginning to have a positive effect on planning and maintaining valuable partnerships.

Expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully, and ensure that financial resources are used in full to support priorities for improvement. Effective use of the pupil development grant to support the few pupils who are eligible for free school meals has led to a significant increase in pupils' standards, particularly in improving their reading skills.

## Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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