

## Adroddiad Arolygiad Gwella Ysgolion yr Eglwys yng Nghymru

### YSGOL Y PARCHEDIG THOMAS ELLIS

Ffordd Treseifion, Caergybi, Ynys Môn, LL65 2AP

**Esgobaeth:** Bangor      **Awdurdod Lleol:** Ynys Môn

**Dyddiadau'r Arolygiad:** 16 a 23 Hydref 2014      **Dyddiad yr arolygiad diwethaf:** Hydref 2008

**Rhif cyfeirnod unigryw'r Ysgol:** 660-3033      **Pennaeth:** Mrs. Alison Moncur-Jones

**Enw'r Arolygydd:** Y Parchedig Ganon Robert Townsend

#### Cyd-destun yr ysgol

Ysgol gynradd yr Eglwys yng Nghymru dan reolaeth wirfoddol yw Ysgol y Parchedig Thomas Ellis, sydd wedi darparu addysg grefyddol enwadol ers nifer sylweddol o flynyddoedd. Mae'n darparu addysg ar gyfer disgyblion rhwng tair ac 11 oed. Ceir 107 o ddisgyblion ar y gofrestr, yn cynnwys 15 o oed meithrin. Ar hyn o bryd, ni cheir unrhyw ddisgyblion o gartrefi lle mae'r Gymraeg yn brif iaith cyfathrebu. Ychydig iawn o ddisgyblion sydd o gefndir lleifrifol ethnig. Mae oddeutu 42% o'r disgyblion yn gymwys ar gyfer ysgol, sy'n uwch na'r sir a'r cyfartaledd cenedlaethol ar gyfer Cymru. Mae pymtheg ar hugain y cant o'r disgyblion ar gofrestr anghenion dysgu ychwanegol yr ysgol. Mae'r ysgol hefyd yn ganolfan ar gyfer Uned Cybi – adnodd sy'n darparu ar gyfer grŵp o ddisgyblion cyfnod allweddol 2sydd ag anghenion dysgu cymedrol – sy'n gwasanaethu ysgolion cynradd eraill yn nhref Caergybi a thu draw.

#### Mae arbenigrwydd ac effeithiolrwydd Ysgol y Parchedig Thomas Ellis fel ysgol yr Eglwys yng Nghymru yn ardderchog

Gweledigaeth yr ysgol yw darparu amgylchedd seiliedig ar werthoedd Cristnogol sy'n sicrhau bod pob disgybl yn ffynnu. Mae'n gwneud hyn, a mwy. Mae addoli'n gwneud cyfraniad sylweddol i'r disgyblion, y staff a'r gymuned ehangach, gan eu datblygu'n ysbrydol, yn foisol, yn gymdeithasol ac yn ddiwylliannol.

Mae'r cysylltiadau agos â'r Eglwys leol, a feithrinwyd dros nifer o flynyddoedd, yn ychwanegu at arbenigrwydd ac effeithiolrwydd yr ysgol.

Mae staff yr ysgol yn dîm diffuant, a arweinir gan Bennaeth sy'n arwain ac yn cyfathrebu'n rymus, yn ogystal ag annog aelodau eraill o'r staff i dderbyn cyfrifoldeb a bod yn arweinwyr eu hunain.

#### Cryfderau Sefydledig

- Cymeriad Cristnogol nodedig yr ysgol
- Datblygiad ac effaith 'Godly Play'
- Lle canolog addoli ym mywyd yr ysgol, a'i gyfraniad at ddeilliannau'r disgyblion
- Darpariaeth Addysg Grefyddol yr ysgol
- Ethig tîm sy'n bodoli ymhysg aelodau o staff yr ysgol
- Yr arweinyddiaeth sydd wedi ei dosrannu o fewn y staff addysgu
- Arweinyddiaeth yr ysgol fel ysgol eglwysig

#### Ffocws ar gyfer Datblygu

- Datblygu ffyrdd o gofnodi tystiolaeth lafar o gyrhaeddiad disgyblion mewn Addysg Grefyddol
- Ysgrifennu estynedig o fewn Addysg Grefyddol
- Sicrhau mwy o gysylltiadau gydag ysgolion Eglwys yng Nghymru eraill i drafod a lledaenu'r arfer da.

## **Mae'r ysgol, drwy ei chymeriad Cristnogol arbennig, yn ardderchog am gyfarfod ag anghenion pob dysgwr**

Mae hon yn ysgol gynhwysol lle mae pob aelod o'r gymuned yn aelod gwerthfawr o dîm yr ysgol. Mae rhieni'n siarad yn uchel am yr ysgol lle maent yn teimlo y gwrandewir arnynt ac y cymerir eu pryderon o ddifrif.

Mae ethos Cristnogol yr ysgol yn amlwg i bawb ei ddirnad ac mae'n garreg sylfaen bywyd yr ysgol. Mae'r ysgol yn gwerthfawrogi ac yn cymryd o ddifrif ei statws ysgol eglwysig ac mae ei hethos Cristnogol yn amlwg ym mhob rhan o'r ysgol. Arddangosir saith o werthoedd allweddol yr ysgol mewn manau dysgu yn ogystal ag yn y coridorau a hyd yn oed ar glustogau ym mynedfa'r ysgol! Mae hyn yn cael effaith gref ar ddysgwyr fel y gwelir drwy'r ffordd y mae'r dysgwyr yn siarad am y gwerthoedd Cristnogol hyn ac yn eu mynegi, yn ogystal â'r ffordd y maent yn gofalu am ei gilydd ac yn foegar a chroesawus tuag at ymwelwyr.

Mae'r dysgwyr yn hapus yn yr ysgol ac yn mwynhau mynychu ysgol y maent yn ymfalchïo ynddi. Maent yn gwrtais, yn hyderus ac yn frwdfrydig a cheir ymddygiad da a pharchus o amgylch yr ysgol. Mae cyngor yr ysgol wedi ei ffurfio o ddysgwyr o bob grŵp blwyddyn, ac yn cael ei fentora gan aelod o'r staff. Mae'n cyfarfod yn rheolaidd i drafod materion sy'n effeithio arnynt hwy a'u hysgol. Mae'n ddiweddar wedi dyfeisio ei holiadur ei hun ar gyfer cyd-ddisgyblion. Mae hefyd yn ystyried anghenion pobl yn y byd ehangach a sut y gallent eu cefnogi drwy eu gweithgareddau elusennol. Mae cysylltiad cryf yr ysgol ag Uganda yn cael effaith gadarnhaol ar y disgyblion a'u dealltwriaeth o ddinasyddiaeth fyd-eang.

Mae'r ysgol yn darparu gofal bugeiliol ardderchog ac mae ddarpariaeth yr ysgol ar gyfer y rhai sydd angen cefnogaeth ychwanegol yn eu dysgu gydag nodweddion ardderchog. Mae Uned Cybi yn adnodd amhrisiadwy ar gyfer deilliannau'r disgyblion a'r ysgol.

Mae canlyniadau o gyfundrefn olrhain integredig yr ysgol - yn seiliedig ar asesiadau athro, INCERTS, profion cenedlaethol a phrofion mewnol - yn dangos bod y disgyblion i gyd yn gwneud cynnydd da yn eu targedau personol ac yn adeiladu ar gyraeddiad blaenorol. Cyflawnir hyn drwy wybodaeth glir o'r disgyblion a'u hanghenion yn ogystal â'r berthynas ddisgybl-staff ardderchog.

Mae adeilad a thir yr ysgol yn cynnig seintwar a thawelwch lle gall pawb ddatblygu'n ysbrydol. Mae manau tawel a myfyriol wedi eu creu yn yr awyr agored a than do a pharheir i ddatblygu'r rhain.

Mae gwerthoedd yr ysgol o ofalu, gonestrwydd, cydweithredu, parch, tegwch ac ymroddiad i gyflawni'n cael eu byw drwy gydol bywyd yr ysgol. Maent yn cyfrannu at wneud yr ysgol yn noddfa i bawb mewn ardal o amddifadedd a heriau cymdeithasol.

Mae'r eglwys leol a'i chymuned yn rhan gyfunol o fywyd dyddiol yr ysgol.

### **Mae effaith cydaddoli ar y gymuned ysgol yn ardderchog**

Mae cydaddoli dyddiol yn bwysig ym mywyd yr ysgol yn darparu profiad cadarnhaol i ddisgyblion, staff ac ymwelwyr, gan ei fod wrth galon bywyd yr ysgol ac wedi ei wreiddio yng ngwerthoedd Cristnogol yr ysgol.

Mae'r disgyblion, ynghyd â staff a chlerigion lleol yn cynllunio ac yn cyflwyno addoli. Mae'r disgyblion yn barod i wirfoddoli i gymryd rhan mewn addoli.

Mae arfarnu rheolaidd yn digwydd ac mae'r ysgol yn adnabod yr angen i'r gymuned ysgol gyfan arfarnu addoli.

Mae rhieni'n adnabod bod gan addoli effaith gadarnhaol ac ysbrydoledig ar ddatblygiad ysbrydol a moesol y disgyblion, gan adnabod adegau myfyriol sy'n effeithio ar feddwl a gweithredu dydd i ddydd y disgyblion. Mae'r materion moesol a godir mewn cydaddoli yn sicrhau bod gan y disgyblion werthfawrogiad cryf o'r gwahaniaeth rhwng da a drwg ac yn cymryd cyfrifoldeb am eu gweithredoedd.

Rhennir gweddïau dosbarth cyn cinio ac ar ddiwedd pob dydd. Gwelir gwerth uchel mewn pwysigrwydd gweddi gan y disgyblion a'r rhieni, ac mae'r disgyblion yn hyderus wrth fynegi eu credoau ysbrydol. Pan ofynnir iddynt am yr Iesu, mae'r disgyblion yn siarad amdano'n glir, ac mae'r disgyblion hyn yn gallu dweud wrthyched beth y mae'n ei olygu iddynt.

Mae addoli ysgol-gyfan bob amser yn dechrau gyda litwrgi ymatebol ac mae'r allor yn bwynt ffocws hanfodol, nid yn unig ar gyfer addoli, ond ar gyfer y gymuned ysgol gyfan. Mae'r disgyblion yn adnabod symbolau Cristnogol ac yn parchu traddodiadau'r Eglwys.

Mae'r cyswllt ardderchog rhwng yr eglwys a'r ysgol yn sicrhau y cedwir lle pwysig gweddi gan y gymuned ysgol gyfan.

Mae Staff yr ysgol yn adnabod pwysigrwydd addoli a'i effaith gadarnhaol ar eu lles. Mae'r Staff yn gyson yn gwneud y sylw bod profiad cyffredin addoli yn cyfrannu at amgylchedd gwaith tîm cynhyrchiol y maent yn rhan ohono, a bod hynny yn ei dro'n cael effaith gadarnhaol ar ddisgyblion a'u deilliannau.

### **Mae effeithiolrwydd yr addysg grefyddol yn dda**

Mae Ysgol y Parchedig Thomas Ellis wedi addysgu Addysg Grefyddol yn defnyddio maes llafur yr Eglwys yng Nghymru ers llawer o flynyddoedd ac mae hyn yn ychwanegu at gymeriad Cristnogol yr ysgol.

Mae i Addysg Grefyddol le o bwysigrwydd uchel fel pwnc craidd yng nghwricwlwm yr ysgol. Mae'n cael ei harwain ar y cyd gan 3 athro/athrawes, sy'n gweithio fel tîm i sicrhau dilyniant drwy'r ysgol, mewn meysydd megis sgiliau er enghraifft. Mae tystiolaeth o gofnodion asesu'r ysgol yn dangos bod y safonau cyffredinol a gyflawnir gan y plant yn y pwnc hwn yn dda. Mae hyn yn ganlyniad cynllunio cadarn a gweithdrefnau asesu.

Mae'r Staff wedi cydio'n gadarn yn yr hyn sydd ei angen i sicrhau datblygiad da parhaus mewn AG. Gallant arddangos yn glir sut y maent yn defnyddio'r gyfundrefn o olrhain cynnydd disgyblion i lywio camau nesaf y cynllunio.

Mae'r Staff hefyd yn ymwybodol – yn arbennig gyda disgyblion gydag anghenion dysgu ychwanegol – nad yw tystiolaeth lafar bwysig o gyrhaeddiad disgyblion yn cael ei dal yn briodol. Mae tystiolaeth yn awgrymu bod disgyblion gydag anghenion dysgu ychwanegol yn cyflawni'n well mewn AG o'u cymharu â phynciau eraill.

Yn ystod yr arolygiad arsylwyd ar bedair gwers. Roedd pob un o leiaf yn dda gyda rhai elfennau da iawn.

Mae'r ysgol wedi gweithio'n galed i ddatblygu 'Godly Play', ac mae ardderchowgrwydd i'w weld pan fo'r cwricwlwm AG yn defnyddio 'Godly Play'. Nid yn unig y mae disgyblion yn ennill gwybodaeth ffeithiol dda o storïau Beiblaidd, ond mae ganddynt le i fyfyrion arnynt ac ar y gwerthoedd y maent yn eu cynnig ac yna'n ymateb iddynt mewn amrywiol ffyrdd. Roedd peth o fyfyrddod tawel y dysgwyr cyn iddynt rannu'r 'pryd' yn deimladwy amlwg, a hyd yn oed yn fwy felly oherwydd pan ofynnir i ddisgyblion amdano, gallant fynegi'r hyn yr oeddent yn ei feddwl, yr hyn y mae'n ei olygu iddynt a pham y mae'n bwysig.

Mae cynllun datblygu'r ysgol yn amlygu meysydd AG y mae'n ceisio eu gwella, megis ysgrifennu estynedig ac yn sicrhau dull trawsgwricwlaidd tuag at AG.

### **Mae effeithiolrwydd yr arweinyddiaeth a rheolaeth yr ysgol fel ysgol eglwysig yn ardderchog**

Mae ymroddiad y Pennaeth a'i dealltwriaeth ardderchog o arbenigwrydd ysgol eglwysig a'i chymuned ysgol yn golygu bod yr ysgol wedi cynnal ei chymeriad Cristnogol arbennig ac mae gan hyn ystyr a phwrpas i bob aelod o gymuned yr ysgol.

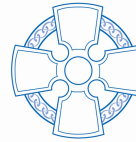
Mae arweinyddiaeth ddosbarthedig yn nodwedd o'r ysgol – gyda staff yn cael eu cefnogi a'u hannog i ddatblygu eu sgiliau. Mae hyn yn golygu, er enghraifft, y gofynnwyd i'r ysgol arddangos a datblygu'r defnydd o 'Godly Play' mewn ysgolion lleol eraill.

Mae gan yr ysgol brosesau cadarn yn eu lle mewn meysydd megis diogelu ac adnabod angenion dysgu ychwanegol a chefnogaeth angenrheidiol.

Mae Llywodraethwyr yn gallu rhoi llais i'r cymeriad Cristnogol arbennig ac maent yn effeithiol fel cyfeillion beirniadol yr ysgol fel ysgol Eglwysig. Bu'r gymuned ysgol gyfan yn ymwneud â'r broses o hunan-arfarnu'r ysgol fel ysgol Eglwysig. Mae hyn yn bwydo i mewn i hunan-arfarniad yr ysgol a datblygu dogfennau.

Mae gan yr ysgol gysylltiadau agos iawn gyda'i Hardal Weinidogaethol newydd, yn ogystal â'r Esgobaeth. Mae clerigion yn ogystal ag aelodau o gymuned yr ysgol yn adnabyddus yn yr ysgol ac yn gwneud cyfraniad pwysig i fywyd yr ysgol.

<b>Mae'r ysgol yn cyfarfod â'r gofynion statudol ar gyfer gweithredoedd o gydaddoli</b>	<b>Ydyw</b>
<b>Mae'r ysgol yn cyfarfod â'r gofynion statudol ar gyfer addysg grefyddol</b>	<b>Ydyw</b>



## Gwella Inspection of Church in Wales Schools Report

### YSGOL Y PARCHEDIG THOMAS ELLIS

Ffordd Tresefion, Holyhead, Isle of Anglesey, LL65 2AP

**Diocese:** Bangor **Local authority:** Isle of Anglesey

**Dates of inspection:** 16 and 23 October 2014 **Date of last inspection:** Hydref 2008

**School's unique reference number:** 660-3033 **Headteacher:** Mrs. Alison Moncur-Jones

**Inspector's name:** The Rev'd Canon Robert Townsend

#### School context

Ysgol y Parchedig Thomas Ellis, is a Church in Wales voluntary controlled primary school, which has taught denominational religious education for a significant number of years. It provides education for pupils aged between three and 11. There are 107 pupils on roll, including 15 of nursery age. At present, there are no pupils from homes where Welsh is the main language of communication. Very few pupils are from an ethnic minority background. About 42% of pupils are eligible for free school meals, which is higher than the county and national average for Wales. Thirty-five per cent of pupils are on the school's additional learning needs register. The school is also the base for Uned Cybi - a resource that provides for a group of key stage 2 pupils who have moderate learning needs - which serves other primary schools in the town of Holyhead and beyond.

#### The distinctiveness and effectiveness of Ysgol y Parchedig Thomas Ellis as a Church in Wales school are excellent

The School's vision is to provide an environment based on Christian values which ensures that each pupil thrives. It does this, and more. Worship makes a significant contribution to the pupils, staff and the wider community, developing them spirituality, morally, socially and culturally.

The close links with the local Church, built up over many years, enhance the distinctiveness and effectiveness of the school.

The school's staff are a genuine team, lead by a Headteacher who leads and communicates with vigour, as well as encouraging other staff members to take responsibility and become leaders themselves.

#### Established strengths

- The distinctive Christian character of the school
- The development and impact of Godly Play
- The central place of worship in the school's life, and its contribution to pupils' outcomes
- The schools' Religious Education provision
- The team ethic that exists with all members of the school's staff
- The distributed leadership within the teaching staff
- The leadership of the school as a Church school

#### Focus for development

- Develop ways of recording verbal evidence of pupils' attainment in RE
- Extended writing within Religious Education
- Ensure more links with other Church in Wales schools to discuss and disseminate good practice.

## **The school, through its distinctive Christian character, is excellent at meeting the needs of all learners**

This is an inclusive school where every member of the community is a valued member of the school team. Parents speak highly of the school where they feel that they are listened to and their concerns are taken seriously.

The Christian ethos of the school is obvious for all to discern and is the foundation stone of school life. The school values and takes seriously its church school status and its Christian ethos is evident in every part of the school. The school's seven key values are displayed in learning spaces as well as in the corridors and even on cushions in the school's entrance hall! This has a strong impact on learners as seen through the way learners talk about and express these Christian values, as well as the way in which they care for each other and are polite and welcoming to visitors.

Learners are happy at school and enjoy attending a school of which they are proud. They are courteous, confident and enthusiastic and there is good and respectful behaviour around the school. The school council is made up of learners from every year group, is mentored by a member of staff. It meets regularly to discuss issues which affect them and their school. It has recently devised its own questionnaire for fellow pupils. It also considers the needs of people in the wider world and how they might support them through their charitable activities. The school's strong link with Uganda has a positive impact on the pupils and their understanding of global citizenship.

The school provides excellent pastoral care and the school's provision for those who need additional support in their learning has excellent features. Uned Cybi is an invaluable resource for the school and pupils outcomes.

Results from the school's integrated tracking system - based on teacher assessment, INCERTS, national tests and internal tests - shows that all pupils make good progress in their personal targets and build upon previous attainment. This is achieved through a clear knowledge of the pupils and their needs as well as the excellent pupil-staff relationships.

The school building and grounds offer a place of sanctuary and calm where all can develop spiritually. Quiet and reflective areas have been created outdoors and indoors and these continue to be developed.

The school's values of caring, honesty, cooperation, respect, fairness and commitment to achieve are lived throughout the life of the school. They contribute to making the school a haven for all in an area of social deprivation and challenges.

The local church and its community is an integral part of the daily life of the school.

## **The impact of collective worship on the school community is excellent**

Daily collective worship is important in the life of the school providing an affirming experience for pupils, staff and visitors, being at the heart of school life and grounded in the school's Christian values.

Pupils, along with staff and local clergy plan and deliver worship. Pupils willingly volunteer to take part in worship.

Regular evaluation takes place and the school recognises the need for the whole school community to evaluate worship.

Parents recognise worship has a positive and inspiring effect on the spiritual and moral development of pupils, identifying reflective times impacting on the day to day thinking and action of pupils. The moral issues raised in collective worship ensure pupils have a strong appreciation of the difference between right and wrong and take responsibility for their actions.

Class prayers are shared before lunch and at the conclusion of each day. The importance of prayer is highly valued by pupils and parents, and pupils are confident when expressing their spiritual beliefs. When asked about Jesus, pupils talk about him clearly, and older pupils are able to tell you what he means to them.

Whole school worship always begins with a responsive liturgy and the altar is an essential focal point, not only for worship, but for the whole school community. Pupils recognise Christian symbols and respect the traditions of the Church.

The excellent link between church and school ensures that the important place of prayer is maintained

by the whole school community.

The school's Staff recognise the importance of worship and its positive effect on their wellbeing. Staff consistently remark that the common experience of worship contributes to the productive teamwork environment of which they are a part, and that this in turn has a positive effect on pupils and their outcomes.

### **The effectiveness of the religious education is good**

Ysgol y Parchedig Thomas Ellis has taught Religious Education using the Church in Wales syllabus for many years and this enhances the Christian character of the school.

Religious Education occupies a place of high importance as a core subject in the school's curriculum. It is lead jointly by 3 teachers, who work as a team to ensure progression throughout the school, in areas such as skills for example. Evidence from the school's assessment records shows that overall standards achieved by the children in this subject are good. This is the result of sound planning and assessment procedures.

Staff have firmly grasped what is needed to ensure continued good development in RE. They can clearly demonstrate how they are using the system of tracking the progress of individual pupils to inform the next stages of planning.

Staff are also aware that – particularly with pupils with additional learning needs – important verbal evidence of pupils' attainment is not being captured properly. Evidence suggests that pupils with additional learning needs achieve better in RE when compared to other subjects.

During the inspection four lessons were observed. All were at least good with some very good elements.

The school has worked hard to develop Godly Play, and excellence is to be seen when the RE curriculum uses Godly Play. Not only do pupils gain a good factual knowledge of Bible stories, but they have space to reflect on them and the values they offer and then respond to them in a variety of ways. Some of the learners' silent reflection before they shared the 'meal' was palpably moving, and even more so because when learners are asked about it, they can express what they we thinking, what it means to them and why it is important.

The schools' development plan highlights areas of RE which it seeks to improve, such as extended writing and ensuring a cross-curricular approach to RE.

### **The effectiveness of the leadership and management of the school as a church school is excellent**

The headteacher's commitment and excellent understanding of church school distinctiveness and her school community means that the school has maintained its distinctive Christian character and this has meaning and purpose for all members of the school community.

Distributed leadership is a feature of the school – with staff being supported and encouraged to develop their skills. This means, for example, that the school has been asked to demonstrate and develop the use of Godly Play in other local schools

The school has robust processes in place in areas such as safeguarding and identifying additional learning needs and necessary support.

Governors are able to articulate this distinctive Christian character and are effective as critical friends of the school as a Church school. The whole school community has been involved in the process of self-evaluation of the school as a Church school. This feeds in to the school's self-evaluation and developemnt documentation.

The school has very close links with its new Ministry Area, as well as the Diocese. Clergy as well as members of the church community are well known in the school and make an important contribution to school life.

<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education</b>	<b>Yes</b>