



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Bro Cernyw  
Llangernyw  
Abergele  
Conwy  
LL22 8PP**

**Date of inspection: January 2016**

**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: 22/03/2016**

## Context

Ysgol Bro Cernyw is situated in the village of Llangernyw near the town of Abergele. It is maintained by Conwy local authority. There are 101 pupils aged between 3 and 11 years on roll, including eight part-time nursery age pupils. The pupils are divided between four mixed-age classes. Welsh is the main medium of the life and work of the school.

Many pupils come from Welsh-speaking homes. About 9% are eligible for free school meals. The school has identified 12% of pupils as having additional learning needs. There are no pupils with a statement of special educational needs. Very few pupils come from an ethnic minority background.

The headteacher was appointed to the post in September 2007 and the school was last inspected in February, 2010.

The individual school budget per pupil for Ysgol Bro Cernyw in 2015-2016 is £3,967. The maximum per pupil in primary schools in Conwy is £9,616 and the minimum is £3,227. Ysgol Bro Cernyw is in 32<sup>nd</sup> position of the 57 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:

- Most pupils make good progress in their learning during their time there
- Most pupils develop thinking skills and independent learning skills successfully
- Nearly all pupils' behaviour is good
- Most pupils develop their writing skills across the curriculum successfully
- Teachers provide imaginative learning experiences that stimulate most pupils' interest successfully
- There is a good working relationship between staff and pupils in every class, which creates a friendly and caring ethos

### Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision that is based on ensuring high standards and pupils' wellbeing
- The governing body challenges and holds the school to account for its performance effectively
- Leaders have an accurate understanding of its strengths and areas that need to be improved
- The school development plan focuses clearly on improving provision and raising standards
- There is an effective partnership between the school and home, which ensures that parents take an active role in their children's education
- There is an effective partnership between the school and the local community, which promotes pupils' Welshness and social skills successfully

## Recommendations

- R1 Improve standards of spelling in English
- R2 Provide purposeful opportunities for pupils in key stage 2 to apply their numeracy skills across the curriculum
- R3 Provide regular opportunities for pupils to respond to teachers' comments on their work and to assess their own work and that of their peers

### **What happens next?**

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

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### Standards: Good

On entry to the school, most pupils' basic skills are in line with expectations for their age. They make good progress in their learning during their time at the school. Most pupils develop thinking skills and independent learning skills successfully.

In the Foundation Phase, most pupils develop their oral skills at a very early stage and use an increasing range of vocabulary successfully in different situations. They listen attentively and converse and discuss with their peers and adults effectively. By the end of key stage 2, most pupils speak intelligently and respond eagerly to teachers' questions in both languages. They contribute well to discussions and express their views clearly.

Most pupils' reading skills in the Foundation Phase are developing well. Pupils identify sounds and begin to build words from an early age. They develop to be confident readers and read with accuracy and fluency. By the end of the phase, most are able to discuss their favourite books and describe characters successfully. In key stage 2, many pupils develop reading skills in Welsh and English effectively. They develop more fluency and show an appropriate understanding of the text.

Most pupils' early writing skills are developing effectively. By the end of the Foundation Phase, they are able to write a sequence of sentences with accuracy and use basic punctuation correctly. They write in a variety of forms and for various audiences successfully, and they spell and use punctuation to a standard that is in line with their age and ability, for example a description of the home of a character in a Welsh story. More able pupils are beginning to vary sentences and use an increasing range of vocabulary. In key stage 2, most pupils are developing their writing skills across the curriculum successfully; for example, writing a script for a television programme, based on interviews with players in the Welsh rugby team. By the end of key stage 2, most of them write clearly and interestingly, and paragraph and punctuate correctly in Welsh and English. More able pupils use a wide range of vocabulary successfully to enrich their work, by including adjectives, idioms and similes. However, they do not always spell familiar words correctly in their English work.

In the Foundation Phase, most pupils use and apply their numeracy skills well in a variety of situations. By the time of the phase, they are able to solve number problems successfully, use appropriate units of measurement and collect and record data in the form of a bar graph; for example, recording their favourite colours of teddy bears. In key stage 2, most pupils use a range of strategies to solve number problems successfully. They identify and measure various angles successfully. When they have opportunities to do so, most are able to apply their numeracy skills appropriately when working across the curriculum. For example, they are able to use number and measurement skills to solve problems about food rationing in the Second World War.

Pupils who have additional learning needs make good progress against their targets.

The number of pupils who are eligible for free school meals is low, therefore comparisons of their performance against the performance of other pupils are not reliable.

There is no significant difference between boys' and girls' achievement at the expected levels at the end of the Foundation Phase. In key stage 2, the difference in boys' and girls' achievement at the expected levels at the end of the key stage has varied over the last four years.

At the end of the Foundation Phase, the school's performance at the expected outcomes and higher in literacy and mathematical development has varied in comparison with levels in similar schools over a period of four years.

In key stage 2, the school's performance at the expected level has varied over the last four years, in comparison with that of similar schools. However, the school's performance in English is generally lower than in the other core subjects.

The school's performance at the higher level than expected in each of the core subjects has been lower than the median in comparison with similar schools over the last two years.

### **Wellbeing: Good**

Nearly all pupils feel safe at the school and know to whom to turn if they have concerns. Most of them take advantage of good opportunities within the school to keep fit and develop their fitness. Nearly all pupils show respect and care for their peers.

Most pupils enjoys going to school and show enthusiasm when undertaking the interesting learning experiences that are provided. They are well-motivated, polite and very courteous. Nearly all pupils behave responsibly and co-operate well with others. Most pupils across the school show pride in their work. Most pupils' ability in the Foundation Phase to work independently and make decisions for themselves is a particularly effective feature. Many pupils in key stage 2 have an appropriate idea of their strengths and what they need to do to improve.

Pupils' attendance rate shows an upward trend of improvement and has placed the school in the upper 50% in comparison with similar schools over the last two years. Nearly all pupils arrive at school punctually.

Pupils take successful advantage of regular opportunities to voice their opinions and make decisions about their learning. Members of the school council shoulder their responsibilities effectively and play an important part in school life. For example, they have experience of taking a prominent part in the process of appointing members of staff. The eco council has been re-established recently and members' awareness of their responsibilities is developing well.

Most pupils play a full part in community life. They take part in concerts and community events and collect money for local charities. This has a positive effect on their commitment to their community. They are proud of their contribution in organising a number of events to raise money to purchase resources for the school, for example a climbing frame and gymnastics equipment.

|   |             |
|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

### **Learning experiences: Good**

The school provides learning experiences that meet the needs of most pupils well. Teachers ensure that learning experiences meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Learning experiences are imaginative and stimulate most pupils' interest successfully. Teachers ensure that learning experiences build successfully on pupils' previous experiences, and promote their independence and develop their thinking skills. The good range of extra-curricular activities and various visits enrich the curriculum and learning experiences successfully.

The school has incorporated the important elements of the Literacy and Numeracy Framework fairly appropriately into its plans. This provides suitable opportunities to develop pupils' literacy skills across the curriculum in both key stages. Opportunities for pupils in the Foundation Phase to develop their numeracy skills across the areas of learning are effective. However, not enough purposeful opportunities are provided for pupils in key stage 2 to apply their numeracy skills across the curriculum.

Provision for developing pupils' information and communication technology (ICT) skills is effective. The work of the 'Dreigiau Digidol' (Digital Dragons) group reinforces this well.

Provision for developing the Welsh language and the Welsh dimension is a strength and has a positive effect on pupils' standards in Welsh. The school's willingness to organise the community eisteddfod and take advantage of local people's expertise strengthens this element well. This has a positive effect on pupils' achievement and standards.

The school provides effectively to promote pupils' understanding of the wider world. Activities such as the international week and 'Doto ar daith' (Doto on tour) contribute successfully to increasing pupils' awareness of their role as global citizens. Pupils have a good awareness of the importance of saving energy, recycling and reducing waste.

### **Teaching: Good**

Teachers make good use of a variety of teaching methods, which ensure that most pupils achieve well and develop independent learning skills successfully. The quality of teaching is effective in the Foundation Phase, fosters independence and develops pupils' language skills at an early stage. Teachers have a sound understanding of curriculum requirements and provide interesting tasks that stimulate most pupils' interest and enthusiasm. However, in a few lessons, overuse of worksheets limits many pupils' writing skills.



Most teachers model polished language effectively. This has a robust effect on most pupils' accuracy of oracy. They question skilfully to extend pupils' understanding and develop their thinking skills effectively. There is an effective working relationship between adults and pupils.

Teachers make robust use of assessment for learning strategies across the school. They mark pupils' work regularly and provide suitable feedback for them, and identify what they have achieved well and what they need to do in order to improve. Pupils have appropriate opportunities to act on teachers' feedback by redrafting pieces of work. However, teachers do not provide enough regular opportunities for pupils to respond to their comments or to assess their own work and that of their peers.

The school has comprehensive and useful procedures for assessing, monitoring and recording pupils' progress accurately. Teachers make good use of data to track pupils' progress and to analyse the results of national tests in order to provide appropriate support for specific groups of pupils.

Parents receive valuable information about their children's progress, including comprehensive annual reports, which include clear targets for improvement.

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

The school is a happy and welcoming community in which pupils feel safe. Staff promote good behaviour and develop pupils' social and emotional skills successfully. There are effective opportunities for pupils to reflect and develop their spiritual, moral, social and cultural attitudes effectively through school assemblies and activities in the community.

The school has effective arrangements to promote eating and drinking healthily.

Procedures for maintaining and improving attendance and punctuality are effective. Effective use is made of specialist agencies including the police, language therapists, a counselling service, educational psychologists and the health service, in order to ensure that pupils receive appropriate help and support in important areas. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is effective. Procedures are thorough, and enable staff to identify pupils' needs at an early stage. Purposeful intervention programmes are used to respond to the needs of individuals and groups of pupils successfully. Individual education plans that are provided for all pupils who have additional learning needs are detailed and include clear targets. Parents and pupils are included well in regular reviews of these plans. As a result, provision has a positive effect on pupils' progress.

### **Learning environment: Good**

Ysgol Bro Cernyw has an inclusive, supportive and friendly ethos. It is an inclusive school that gives every opportunity for pupils to have a wide range of experiences in the classroom and beyond. They provide support and comfort for all who are part of

its community. Pupils are encouraged to be tolerant and to support the local community and charities regularly. As a result, the school ensures that it provides good opportunities for pupils to develop its skills and mature to become responsible citizens.

The school makes the most of its physical environment. There is a good supply of resources for lessons and relevant activities. Parts of the community areas, such as the sports field, are used in order to support learning effectively. Attractive and colourful displays celebrate pupils' successes and work across the school. The school buildings and grounds are safe and are maintained effectively.

|  |             |
|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

### **Leadership: Good**

The headteacher has a robust vision and a strong commitment to raising standards and providing stimulating experiences for all pupils. She shares the vision effectively with staff and governors, which encourages them to place an emphasis on improving pupils' attainment and wellbeing. As a result, all staff have a strong commitment to developing and promoting continuous and sustainable improvements through positive co-operation. The headteacher identifies individual teachers' competence, strengths and interests effectively and, as a result, allocates responsibilities sensibly. All staff have job descriptions that identify appropriate responsibilities clearly.

Leaders use staff meetings effectively to discuss issues that involve planning, setting priorities and focusing on pupils' progress. Thorough performance management arrangements contribute appropriately to improvements in learning and teaching and provide good opportunities for staff's professional development.

The school responds positively to a number of local and national priorities, which has a significant effect on pupils' experiences, for example incorporating the Literacy and Numeracy Framework into the schemes of work.

The governing body is committed to the school's development and its members undertake their duties effectively. They have a thorough knowledge of data, the school's strengths, and the areas to be developed. Their regular visits enable them to contribute more effectively to the self-evaluation procedures. This helps them to hold the school to account confidently about aspects of provision and pupils' standards.

### **Improving quality: Good**

There is a culture of continuous self-evaluation, which focuses robustly on pupils' outcomes. This has been embedded in school life. It is an effective process that enables the school to identify, monitor and evaluate its performance successfully.

The school makes good use of evidence from a wide range of various sources. These include analysing performance data, scrutinising books and schemes of work and observing lessons. The self-evaluation report is evaluative and honest and gives a clear and balanced picture of the life and work of the school. It identifies strengths

and the areas that need to be developed further successfully. Governors' contribution to the process of scrutinising books and schemes of work enables them to hold the school to account effectively. Leaders consider parents' views regularly and place a strong and consistent emphasis on listening to the pupil's voice.

The school improvement plan focuses clearly on improving provision and raising standards. Priorities are based on the findings of the self-evaluation procedure, and include appropriate strategies for action, along with suitable success criteria and monitoring arrangements. It is a concise and clear document and has a reasonable number of priorities. All plans are funded suitably and set within a practicable timeframe.

### **Partnership working: Good**

The school has a wide range of partnerships that enrich pupils' learning experiences successfully and have a significant effect on their outcomes and standards. There is a good relationship between the school and parents. Parents are very supportive of the school, and contribute considerable sums of money to fulfil experiences and resources. The headteacher's focus on promoting a culture of openness and co-operation ensures parents' consistent commitment and support.

The varied and numerous links with the local community are a particularly good feature of the school's work. Pupils' visits to the community for various purposes, and the use of local residents to talk to them, expand pupils' experiences considerably; for example, providing entertainment and serving every year at the old people's Christmas dinner and making apple sauce with produce from the school garden to sell in a local food festival. Pupils also co-operate with the Community Council in order to keep the village tidy by decorating the bus stop and planting plants in a hanging basket. These experiences promote pupils' sense of the importance of community and their pride in their local area.

The school has a healthy culture of effective co-operation with other schools, which produces various opportunities to raise pupils' standards and expand their experiences; for example, co-operating to raise standards of writing and to create a booklet for parents on calculation methods. Effective co-operation and various transition arrangements promote pupils' successful transfer to their secondary school.

There is a very good relationship between the school and the nursery group, which meets on the school grounds. Valuable visits prepare prospective pupils well for starting full-time at the school.

Teachers co-operate effectively in standardising and moderating meetings with primary and secondary schools. They benefit from these experiences and teachers develop their skills in assessing and moderating pupils' work.

### **Resource management: Good**

The school is staffed appropriately and good use is made of individuals' expertise to enrich teaching and learning. Assistants provide particularly good support for teachers and make a valuable contribution to pupils' outcomes across the school.

There are thorough performance management processes, which provide training opportunities to meet the professional needs of all staff well. Their continuous professional development links clearly to the priorities in the school development plan. Teachers make purposeful use of their planning, preparation and assessment time and arrangements are managed effectively.

There is a good range of resources of a good standard at the school and they are managed purposefully in order to ensure full access to all aspects of the curriculum. This is evident, for example, in the extensive and regular use that is made of the outdoor area in the Foundation Phase.

The school is a part of a number of effective networks of professional practice with other schools, which provide a wide range of opportunities to improve pupils' standards of work, for example in developing digital application skills.

The headteacher and governors manage the school budget carefully. They make very effective use of funding from other sources in order to improve provision at the school, for example considerable sums of money from the parents and teachers association.

The school targets funding from the Pupil Deprivation Grant sensibly for pupils who are eligible for free school meals, including pupils of higher ability. In the main, the grant funds teaching assistants in order to support the development of pupils' basic skills within the class, or in groups to respond to specific needs, for example to improve standards of English and mathematics.

Considering pupils' standards of achievement and the effective quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6622148 - Ysgol Gynradd Bro Cernyw

|  |             |
|--|-------------|
| Number of pupils on roll                                     | 103         |
| Pupils eligible for free school meals (FSM) - 3 year average | 6.1         |
| FSM band   | 1 (FSM<=8%) |

#### Foundation Phase

|  | 2012  | 2013  | 2014  | 2015 |
|--|-------|-------|-------|------|
| <b>Number of pupils in Year 2 cohort</b>                                       | 15    | 12    | 15    | 11   |
| <b>Achieving the Foundation Phase indicator (FPI) (%)</b>                      | 93.3  | 91.7  | 100.0 | 81.8 |
| Benchmark quartile   | 2     | 2     | 1     | 4    |
| <b>Language, literacy and communication skills - English (LCE)</b>             |       |       |       |      |
| Number of pupils in cohort   | *     | *     | *     | *    |
| Achieving outcome 5+ (%)   | *     | *     | *     | *    |
| Benchmark quartile   | *     | *     | *     | *    |
| Achieving outcome 6+ (%)   | *     | *     | *     | *    |
| Benchmark quartile   | *     | *     | *     | *    |
| <b>Language, literacy and communication skills - Welsh (LCW)</b>               |       |       |       |      |
| Number of pupils in cohort   | 15    | 12    | 14    | 11   |
| Achieving outcome 5+ (%)   | 100.0 | 91.7  | 100.0 | 90.9 |
| Benchmark quartile   | 1     | 2     | 1     | 3    |
| Achieving outcome 6+ (%)   | 20.0  | 66.7  | 64.3  | 54.5 |
| Benchmark quartile   | 3     | 1     | 1     | 1    |
| <b>Mathematical development (MDT)</b>  |       |       |       |      |
| Number of pupils in cohort   | 15    | 12    | 15    | 11   |
| Achieving outcome 5+ (%)   | 93.3  | 100.0 | 100.0 | 81.8 |
| Benchmark quartile   | 3     | 1     | 1     | 4    |
| Achieving outcome 6+ (%)   | 33.3  | 25.0  | 0.0   | 45.5 |
| Benchmark quartile   | 2     | 3     | 4     | 2    |
| <b>Personal and social development, wellbeing and cultural diversity (PSD)</b> |       |       |       |      |
| Number of pupils in cohort   | 15    | 12    | 15    | 11   |
| Achieving outcome 5+ (%)   | 100.0 | 100.0 | 100.0 | 90.9 |
| Benchmark quartile   | 1     | 1     | 1     | 4    |
| Achieving outcome 6+ (%)   | 33.3  | 33.3  | 93.3  | 81.8 |
| Benchmark quartile   | 3     | 4     | 1     | 2    |

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6622148 - Ysgol Gynradd Bro Cernyw**

|  |             |
|--|-------------|
| Number of pupils on roll                                     | 103         |
| Pupils eligible for free school meals (FSM) - 3 year average | 6.1         |
| FSM band   | 1 (FSM<=8%) |

**Key stage 2**

|   | 2012  | 2013  | 2014  | 2015  |
|---|-------|-------|-------|-------|
| <b>Number of pupils in Year 6 cohort</b>              | 12    | 6     | 10    | 15    |
| <b>Achieving the core subject indicator (CSI) (%)</b> | 91.7  | 100.0 | 90.0  | 93.3  |
| Benchmark quartile                                    | 3     | 1     | 3     | 3     |
| <b>English</b>  |       |       |       |       |
| Number of pupils in cohort                            | 12    | 6     | 10    | 15    |
| Achieving level 4+ (%)                                | 83.3  | 100.0 | 80.0  | 80.0  |
| Benchmark quartile                                    | 4     | 1     | 4     | 4     |
| Achieving level 5+ (%)                                | 41.7  | *     | *     | 40.0  |
| Benchmark quartile                                    | 2     | *     | *     | 3     |
| <b>Welsh first language</b>                           |       |       |       |       |
| Number of pupils in cohort                            | 11    | 6     | 10    | 12    |
| Achieving level 4+ (%)                                | 90.9  | 100.0 | 100.0 | 100.0 |
| Benchmark quartile                                    | 3     | 1     | 1     | 1     |
| Achieving level 5+ (%)                                | 72.7  | 83.3  | *     | 41.7  |
| Benchmark quartile                                    | 1     | 1     | *     | 3     |
| <b>Mathematics</b>                                    |       |       |       |       |
| Number of pupils in cohort                            | 12    | 6     | 10    | 15    |
| Achieving level 4+ (%)                                | 91.7  | 100.0 | 90.0  | 100.0 |
| Benchmark quartile                                    | 3     | 1     | 3     | 1     |
| Achieving level 5+ (%)                                | 50.0  | *     | *     | *     |
| Benchmark quartile                                    | 1     | *     | *     | *     |
| <b>Science</b>  |       |       |       |       |
| Number of pupils in cohort                            | 12    | 6     | 10    | 15    |
| Achieving level 4+ (%)                                | 100.0 | 100.0 | 100.0 | 100.0 |
| Benchmark quartile                                    | 1     | 1     | 1     | 1     |
| Achieving level 5+ (%)                                | 58.3  | *     | *     | 40.0  |
| Benchmark quartile                                    | 1     | *     | *     | 4     |

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

|   | Number of responses<br>Nifer o ymatebion |  | Agree<br>Cytuno | Disagree<br>Anghytuno |  |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school.   | 55                                       |  | 55<br>100%      | 0<br>0%               | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
|   |  |  | 98%             | 2%                    |  |
| The school deals well with any bullying.  | 55                                       |  | 51<br>93%       | 4<br>7%               | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.  |
|   |  |  | 92%             | 8%                    |  |
| I know who to talk to if I am worried or upset.                                 | 55                                       |  | 54<br>98%       | 1<br>2%               | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.                   |
|   |  |  | 97%             | 3%                    |  |
| The school teaches me how to keep healthy                                       | 55                                       |  | 53<br>96%       | 2<br>4%               | 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.             | 55                                       |  | 51<br>93%       | 4<br>7%               | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
|   |  |  | 96%             | 4%                    |  |
| I am doing well at school   | 55                                       |  | 50<br>91%       | 5<br>9%               | 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. | 55                                       |  | 54<br>98%       | 1<br>2%               | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.  |
|   |  |  | 99%             | 1%                    |  |
| I know what to do and who to ask if I find my work hard.                        | 55                                       |  | 54<br>98%       | 1<br>2%               | 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.               | 55                                       |  | 47<br>85%       | 8<br>15%              | 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.                    | 55                                       |  | 54<br>98%       | 1<br>2%               | 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.                          | 55                                       |  | 47<br>85%       | 8<br>15%              | 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                      | 55                                       |  | 43<br>78%       | 12<br>22%             | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.              |
|   |  |  | 84%             | 16%                   |  |

## Responses to parent questionnaires

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

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |  |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school.   | 13                                       | 8<br>62%                        | 5<br>38%        | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n fodlon â'r ysgol yn gyffredinol.   |
|   |  | 64%                             | 33%             | 3%                    | 1%                                    |                              |  |
| My child likes this school.   | 13                                       | 10<br>77%                       | 3<br>23%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae fy mhentyn yn hoffi'r ysgol hon.   |
|   |  | 73%                             | 25%             | 1%                    | 0%                                    |                              |  |
| My child was helped to settle in well when he or she started at the school.                       | 13                                       | 10<br>77%                       | 3<br>23%        | 0<br>0%               | 0<br>0%                               | 0                            | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
|   |  | 73%                             | 26%             | 1%                    | 0%                                    |                              |  |
| My child is making good progress at school.   | 13                                       | 7<br>54%                        | 6<br>46%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.   |
|   |  | 63%                             | 34%             | 3%                    | 1%                                    |                              |  |
| Pupils behave well in school.   | 12                                       | 9<br>75%                        | 3<br>25%        | 0<br>0%               | 0<br>0%                               | 1                            | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.  |
|   |  | 48%                             | 47%             | 4%                    | 1%                                    |                              |  |
| Teaching is good.   | 13                                       | 8<br>62%                        | 5<br>38%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r addysgu yn dda.  |
|   |  | 62%                             | 36%             | 2%                    | 0%                                    |                              |  |
| Staff expect my child to work hard and do his or her best.  | 13                                       | 7<br>54%                        | 6<br>46%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.                                    |
|   |  | 65%                             | 33%             | 1%                    | 0%                                    |                              |  |
| The homework that is given builds well on what my child learns in school.                         | 12                                       | 5<br>42%                        | 5<br>42%        | 2<br>17%              | 0<br>0%                               | 1                            | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
|   |  | 50%                             | 42%             | 6%                    | 2%                                    |                              |  |
| Staff treat all children fairly and with respect.   | 13                                       | 9<br>69%                        | 4<br>31%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae'r staff yn trin pob plentyn yn deg a gyda pharch.  |
|   |  | 61%                             | 34%             | 4%                    | 1%                                    |                              |  |
| My child is encouraged to be healthy and to take regular exercise.                                | 12                                       | 9<br>75%                        | 3<br>25%        | 0<br>0%               | 0<br>0%                               | 1                            | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
|   |  | 61%                             | 37%             | 2%                    | 0%                                    |                              |  |
| My child is safe at school.   | 13                                       | 10<br>77%                       | 3<br>23%        | 0<br>0%               | 0<br>0%                               | 0                            | Mae fy mhentyn yn ddiogel yn yr ysgol.   |
|   |  | 67%                             | 31%             | 1%                    | 0%                                    |                              |  |
| My child receives appropriate additional support in relation to any particular individual needs'. | 11                                       | 7<br>64%                        | 3<br>27%        | 1<br>9%               | 0<br>0%                               | 2                            | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |
|   |  | 56%                             | 38%             | 4%                    | 1%                                    |                              |  |
| I am kept well informed about my child's progress.  | 13                                       | 6<br>46%                        | 6<br>46%        | 1<br>8%               | 0<br>0%                               | 0                            | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.   |
|   |  | 50%                             | 40%             | 8%                    | 2%                                    |                              |  |



|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 13                                       | 8<br>62%                        | 5<br>38%        | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.  |
|   |  | 63%                             | 31%             | 4%                    | 2%                                    |                              |   |
| I understand the school's procedure for dealing with complaints.                          | 13                                       | 9<br>69%                        | 4<br>31%        | 0<br>0%               | 0<br>0%                               | 0                            | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.   |
|   |  | 49%                             | 41%             | 8%                    | 2%                                    |                              |   |
| The school helps my child to become more mature and take on responsibility.               | 12                                       | 7<br>58%                        | 5<br>42%        | 0<br>0%               | 0<br>0%                               | 1                            | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.               |
|   |  | 58%                             | 39%             | 2%                    | 0%                                    |                              |   |
| My child is well prepared for moving on to the next school or college or work.            | 11                                       | 4<br>36%                        | 7<br>64%        | 0<br>0%               | 0<br>0%                               | 2                            | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
|   |  | 53%                             | 41%             | 5%                    | 1%                                    |                              |   |
| There is a good range of activities including trips or visits.                            | 12                                       | 10<br>83%                       | 2<br>17%        | 0<br>0%               | 0<br>0%                               | 1                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 55%                             | 38%             | 5%                    | 1%                                    |                              |   |
| The school is well run.   | 11                                       | 6<br>55%                        | 5<br>45%        | 0<br>0%               | 0<br>0%                               | 2                            | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 62%                             | 33%             | 3%                    | 2%                                    |                              |   |

### Appendix 3

#### The inspection team

|                   |                     |
|-------------------|---------------------|
| Kevin Davies      | Reporting Inspector |
| Hazel Hughes      | Team Inspector      |
| Jeffrey Davies    | Lay Inspector       |
| Dilys Ellis-Jones | Peer Inspector      |
| Sioned Green      | Nominee             |

## 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))

### 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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.