



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

A report on

**Ysgol Dewi Sant
Rhuddlan Road
Rhyl
Denbighshire
LL18 2RE**

Date of inspection: September 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:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 29/11/2016

Context

Ysgol Dewi Sant is situated near the town of Rhyl and is maintained by Denbighshire local authority. There are 544 pupils between 3 and 11 years old on roll, including 66 part-time nursery aged children. Pupils are divided between 20 mixed age classes, and Welsh is the main medium of the school's life and work.

Approximately 38% of pupils come from Welsh-speaking homes. Approximately 13% are eligible for free school meals. The school has identified that 23% of pupils have additional learning needs, including a very few who have a statement of special educational needs. Very few pupils come from an ethnic minority or mixed background.

The headteacher was appointed in September 2016 and the school was last inspected in September 2009.

The individual school budget per pupil for Ysgol Dewi Sant in 2016-2017 is £3,273. The maximum per pupil in primary schools in Denbighshire is £8,267 and the minimum is £3,066. Ysgol Dewi Sant is in 44th place of the 46 primary schools in Denbighshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make appropriate progress in their learning during their time at the school
- Many pupils use their numeracy skills successfully across other areas of the curriculum
- Most pupils develop their oral skills appropriately
- Many pupils develop reading skills in Welsh and English successfully by the end of key stage 2
- Most pupils are well-behaved
- Pupils' attendance percentage compares well with levels in similar schools
- There is a good working relationship between adults and pupils

However:

- More able pupils do not always achieve as well as they could
- Many pupils' information and communication technology (ICT) skills are not robust enough
- Opportunities to develop pupils' writing skills in other subjects in key stage 2 are inconsistent
- Lessons in key stage 2 do not always offer suitable opportunities to develop pupils' thinking skills and independent learning skills sufficiently
- Arrangements to moderate teachers' assessments throughout the school are inconsistent

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision to lead an inclusive school in which all pupils are important
- The headteacher has succeeded in beginning to set a clear direction for the school by strengthening structures, accountability and increasing expectations among staff
- Leaders analyse performance data suitably to identify the school's strengths and areas for development
- The governing body is very supportive and aware of its priorities
- The school has many robust partnerships that have a valuable effect on pupils' learning and wellbeing
- The school monitors and manages funding carefully

- There are effective transition arrangements with the secondary school to prepare older pupils for the next step in their education

However:

- The school leaders' responsibilities are not strategic enough to address all of the school's priorities effectively
- Staff and governors do not contribute fully to the self-evaluation process in order to identify strengths and areas for improvement
- The school does not monitor provision or targets in the school improvement plan effectively enough to address underperformance
- Performance management arrangements do not lead to specific targets that respond fully to the school's priorities
- The school has not responded in full to the recommendations from the previous inspection in September 2009

Recommendations

R1 Improve pupils' writing skills in key stage 2

R2 Raise the standards of more able pupils

R3 Ensure suitable opportunities to develop pupils' information and communication technology skills

R4 Ensure that teaching offers an appropriate level of challenge and fosters the independent learning skills of pupils in key stage 2

R5 Strengthen self-evaluation arrangements and ensure input from all stakeholders

R6 Improve the school's leadership structure in order to ensure a clear strategic direction and accountability at all levels

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to the school, many pupils' basic skills are below expectations. However, many make appropriate progress in their learning during their time at the school. Most pupils listen well across the school and use their thinking skills successfully in the Foundation Phase. However, more able pupils' writing skills do not develop sufficiently by the end of key stage 2.

In the Foundation Phase, most pupils develop their oral skills well, considering their starting point. They use an increasing range of vocabulary skilfully and use it confidently when conducting conversations in different situations. In key stage 2, most pupils communicate orally securely in Welsh and English. More able pupils conduct extended conversations effectively. However, a minority of pupils in key stage 2 do not always conduct group discussions through the medium of Welsh.

Most pupils' reading skills in the Foundation Phase are developing well. They recognise sounds robustly and are beginning to build words appropriately. By the end of the Foundation Phase, most use a variety of suitable strategies to read relatively fluently. They express an opinion about their favourite books and characters in stories confidently. In key stage 2, many pupils develop reading skills in Welsh and English successfully, and show an appropriate understanding of text. Many discuss their favourite authors confidently and more able pupils read challenging books skilfully.

By the end of the Foundation Phase, many pupils write a sequence of sentences with accuracy, and use a suitable range of vocabulary and basic punctuation correctly. They begin to use adjectives and verbs to start sentences appropriately when writing in a variety of forms and for different audiences; for example, pupils in Year 2 write a simple information sheet for visitors to Rhuddlan Castle. By the end of the Foundation Phase, a majority of pupils' handwriting is developing appropriately.

In key stage 2, many pupils write appropriately in language lessons. They write for different purposes suitably and, by the end of the stage, many pupils' spelling and punctuation are robust. They use paragraphs successfully to organise work, and draft and improve pieces suitably. However, their ability to write at length independently in other subjects is not robust enough, and the skills of more able pupils at the top of the school are not developed sufficiently.

In the Foundation Phase, most pupils develop their numeracy skills successfully. By the end of the stage, many are able to apply their skills to solve addition, subtraction and multiplication problems correctly. They collect data and record it in graph form correctly, for example when recording the class' favourite films. In key stage 2, many pupils use their numeracy skills successfully across other areas of the curriculum. They solve number problems skilfully and analyse data effectively in order to find information, for example as part of an experiment to measure heart rates in science lessons.

Most pupils have a sound understanding of how to stay safe on the internet. In the Foundation Phase, many pupils use a range of software and ICT equipment skilfully in different areas of learning; for example, they use purposeful programs to write stories and make pictures, in addition to creating a sequence of instructions to control a programmable toy. In key stage 2, pupils are able to use word-processing programs to convey information appropriately, for example to create a propaganda poster from the Second World War. However, their ability to create multimedia presentations and use a database and spreadsheets is inadequate.

Most pupils with additional learning needs make good progress against their personal targets. However, more able pupils do not always achieve as well as they could.

In general, there is no significant difference between boys' and girls' achievement at the expected levels at the end of the Foundation Phase and key stage 2.

In general, over the last four years, there has been a significant difference between pupils who are eligible for free school meals and their peers at the higher level at the end of the Foundation Phase. At the end of key stage 2, the performance of pupils who are eligible for free school meals is generally lower than that of their peers at the expected level and above over the same period.

At the end of the Foundation Phase, the school's performance at the expected outcomes and above in literacy and mathematical development has usually placed the school in the lower 50% and the bottom 25% in comparison with similar schools over a period of four years. The school's performance at the expected level and above at the end of key stage 2 has also placed the school in the lower 50% and bottom 25% in all core subjects over the same period, in comparison with similar schools.

Wellbeing: Good

Most pupils feel happy and safe at school and know who to turn to if they are worried about something. They are well-behaved and treat each other and adults with respect. Nearly all pupils have a good awareness of the need to eat healthily and understand the importance of doing regular exercise. Many take advantage of opportunities to attend after-school clubs in order to keep fit and learn about healthy living.

Attendance has been above the mean in comparison with levels in similar schools in three of the last four years. Pupils respond well to the school reward system for high attendance and most pupils arrive at school punctually.

Most pupils throughout the school work well together in class and show interest and a good level of motivation in their work. They stay on task appropriately. Many pupils in the Foundation Phase develop a good understanding of their targets and contribute effectively when planning the term's work jointly. Many pupils in key stage 2 are aware of their personal targets and use them appropriately to improve their work. However, their independent learning skills do not develop sufficiently by the end of the stage.

Members of the school council take pride in their duties, particular in their contribution to the recent appointment of the current headteacher. They have robust arrangements for gathering the views of their peers and they are very aware of what they need to do in order to improve the school. The eco council is active and takes responsibility for the school's energy-saving and recycling procedures skilfully; for example, by using the noticeboard and morning assemblies, they raise the awareness of pupils and staff of the importance of recycling ink and milk cartons.

Many pupils play an important part in the life of the community. They contribute to concerts and community events, and raise money for local charities; for example, pupils are part of a community art project and visit a home for the elderly to paint and talk to the residents. This has a positive effect on their involvement with their community.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Adequate

The school provides valuable learning experiences that meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers plan jointly and adapt schemes of work successfully in order to take advantage of opportunities to study the local area, for example a visit to Rhuddlan Castle.

Long-term plans ensure that the contents of the Literacy and Numeracy Framework are planned and woven appropriately into activities across the curriculum. However, planning for ICT skills has not been developed to the same extent, and there are few opportunities for pupils to use their skills in lessons. Planning does not provide regular enough opportunities for pupils in key stage 2 to write at length across the curriculum in both languages.

Provision for developing the Welsh language and the Welsh dimension are promoted efficiently. The school promotes Welsh culture and history effectively by providing a variety of activities that enrich pupils' learning experiences successfully. A good example of this is the opportunities for pupils to take part in the Urdd's activities and the Clwb Cymry Cŵl, which promote their ICT skills while discovering information about Welsh celebrities.

Provision for promoting pupils' understanding of issues relating to sustainable development and global citizenship is appropriate. The eco council promotes sustainability work well and contributes positively to pupils' understanding of the need to save energy and water. However, there are limited opportunities for pupils to learn about the wider world.

Teaching: Adequate

There is a good working relationship between adults and pupils throughout the school. They manage behaviour well and most use polished language in the classrooms effectively. In the Foundation Phase, most teachers vary their teaching methods successfully in order to ensure that many pupils make good progress. They

have a good understanding of the principles of the Foundation Phase and take advantage of opportunities to develop pupils' skills effectively. Interesting tasks are provided that stimulate most pupils' interest. However, in a majority of lessons in which teaching is less effective in key stage 2, teaching does not ensure that all pupils are challenged sufficiently or develop them to become independent learners.

Assessment for learning strategies are developing appropriately in most classes throughout the school. Teachers give pupils feedback which, on the whole, follows the success criteria, and offer pupils constructive comments on how to improve their work. However, pupils are not always given suitable opportunities to respond to these comments. Pupils are beginning to assess their own work and that of their peers, but it is too early to measure the effect of this on pupils' outcomes.

The school has suitable arrangements to assess, monitor and record pupils' progress. Teachers use pupils' progress-tracking data appropriately to identify needs and provide appropriately for specific groups of pupils. However, arrangements to moderate teachers' assessments across the school are inconsistent. As a result, teachers do not have a sound understanding of the expectations of pupils' attainment levels.

Annual reports for parents provide them with appropriate information about their children's progress and achievement.

Care, support and guidance: Good

The school is a caring community that promotes its pupils' moral, spiritual, cultural and social development effectively. The ethos of care and support for vulnerable pupils is a strong feature of its provision.

The school has effective procedures for personal and social education, through beneficial links with external agencies, for example the police and the school nursing service. This relationship ensures early and effective support for pupils and parents, when necessary; for example, the school nurse offers staff training on how to cope with pupils' emotional and medical problems. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school makes appropriate arrangements to promote eating and drinking healthily. Provision for extra-curricular clubs is extensive and develops pupils' knowledge and understanding of keeping fit successfully.

Provision for pupils with additional needs is rigorous and effective. Teachers identify pupils' needs at an early stage and ensure suitable additional support for them. The school works with a number of specialist agencies in order to create relevant education plans that are shared and reviewed regularly with parents. These arrangements lead to purposeful interventions in order to meet pupils' specific needs. The school has effective arrangements to offer emotional support and assistance to vulnerable pupils and their families; for example, a full-time welfare officer is employed to work with pupils with low attendance rates or emotional problems. These arrangements have a positive effect on pupils' wellbeing and lead to their willingness to learn and become involved fully in activities and learning experiences.

Learning environment: Good

The school has a welcoming, inclusive and friendly ethos in which pupils are treated equally. Staff offer valuable opportunities that ensure that pupils receive a range of beneficial experiences both inside and outside the school. Tolerance and racial equality are given appropriate attention in morning assemblies with particular themes. Pupils are encouraged to be polite and support the local community and charities regularly.

The school's buildings and grounds are safe and maintained to a good standard. Staff make good use of the building and the outdoor areas in order to provide purposeful learning areas. Recent investment has ensured further improvements to safety, including facilitating parking arrangements and access for pupils to the second floor. Colourful displays of pupils' work in the Foundation Phase celebrate pupils' success effectively. This motivates pupils to investigate in the learning areas and fosters curiosity. However, there are few ICT resources throughout the school, considering the large number of pupils. This affects provision and pupils' outcomes.

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

Leadership: Adequate

In a short period of time, the headteacher has succeeded in beginning to set a clear direction for the school by strengthening structures, accountability and raising expectations among staff. An early example of this is the review of the school's hours to ensure that pupils gain a full complement of teaching time.

All staff have job descriptions that identify their responsibilities clearly. However, leaders' strategic role has not been defined sufficiently to address the school's priorities in full.

Staff meet regularly to discuss the school's provision and arrangements. However, these meetings do not focus strongly on pupils' outcomes or on priorities in the school improvement plan. As a result, staff with whole-school responsibilities do not contribute fully to ensuring the quality and continuity of provision throughout the school.

The school responds robustly to a number of local and national priorities; for example, the National Literacy and Numeracy Framework is given appropriate attention, in addition to pupils' attendance and the Welsh Language Charter.

The governing body contributes appropriately to ensuring that statutory policies are updated and implemented. Activities, such as scrutinising books, provide useful opportunities to raise governors' awareness of standards and the quality of provision. Many have received training and beneficial presentations on the school's data and performance in comparison with other schools. This helps them to begin to challenge the school appropriately to address any underperformance. However, this challenge has not yet had enough of an effect on raising standards.

Improving quality: Adequate

The school's self-evaluation report identifies strengths and areas for improvement appropriately. However, the report is descriptive, on the whole, and does not always link the effect of provision on pupils' outcomes clearly enough. Self-evaluation arrangements give appropriate attention to data analysis, lesson monitoring and scrutinising books. They consider the pupil's voice suitably and listen to parents' ideas and views about the school. Leaders contribute appropriately to the school's self-evaluation procedures, although not all staff are given suitable opportunities to contribute fully to these procedures or to monitor progress.

The school's current development plan identifies areas for improvement effectively. The plan identifies accurately the need to develop pupils' literacy, numeracy and ICT skills, in addition to refining the school's staffing structure. The plan includes appropriate targets for raising pupils' standards, along with timescales, monitoring responsibilities, costs and measurable success criteria. However, evaluations of previous improvement plans do not always focus in enough detail on the effect on provision and pupils' outcomes.

The school has not responded fully to the recommendations from the previous inspection in September 2009.

Partnership working: Good

The school has successful strategic partnerships that lead to improving provision and pupils' wellbeing.

The partnership with parents is one of the school's strengths. They are very supportive of the school and raise a significant amount of money to purchase resources for the school. The headteacher's focus on communicating through multimedia methods promotes co-operation to ensure regular commitment and support from parents; for example, the school holds special evenings for parents, which give them opportunities to speak with staff and external specialists about teaching methods, extra-curricular clubs and support that is available to families.

There is a robust partnership with the local community. Visits and projects in the community, such as working on a garden development project at a home for the elderly and painting alongside famous artists, make an important contribution to pupils' creative experiences. This also promotes pupils' sense of the importance of community and pride in their local area.

The school's family officer works effectively with staff, pupils and families to provide support of a high standard.

The school has a strong partnership with nurseries in the local area, which ensures that pupils settle quickly at the school. There are effective transition arrangements with the secondary school to prepare older pupils well for the next step in their education. The school works appropriately with schools in the catchment area to standardise and moderate pupils' work jointly at the end of each stage. However, these arrangements are not yet robust for standardising pupils' work jointly across the school.

The school takes advantage of appropriate partnerships with external agencies, such as health and social services, community organisations and the local authority, to improve pupils' wellbeing and attainment; for example, the school works very closely with the local authority's behaviour and wellbeing service to support pupils and families who require support. This has a positive effect on these pupils' behaviour.

Resource management: Adequate

The school has a suitable supply of teachers to cover all aspects of the curriculum. They receive good support from effective assistants.

Specific steps have been taken recently to restructure staff to ensure a strategic direction for the school. Teachers use their planning, preparation and assessment time appropriately to plan jointly and record pupils' attainment. Arrangements for managing teachers' performance are suitable, although targets that derive from this process are still not linked to the school's improvement priorities.

A few teachers and leaders have visited other schools to co-operate on particular projects; for example, the catchment area's plan to improve pupils' behaviour has had a positive effect on raising standards of discipline in the school. However, there are very few opportunities for staff to participate in learning networks, either internally or with other schools.

The headteacher and governors work very effectively with the cluster's finance officers to manage funding and monitor expenditure carefully. They have rigorous financial arrangements and decisions on expenditure link suitably with priorities for improvement. However, a shortage of resources in some areas limits the development of pupils' skills, particularly in ICT.

The school makes appropriate use of the Pupil Deprivation Grant to develop pupils' wellbeing and attainment by employing assistants to support individuals and specific groups of pupils. As a result, these pupils make good progress against their targets.

Considering pupils' standards of achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6632066 - Ysgol Dewi Sant

Number of pupils on roll	532
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	78	70	67	64
Achieving the Foundation Phase indicator (FPI) (%)	83.3	90.0	88.1	85.9
Benchmark quartile	3	2	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	78	70	67	64
Achieving outcome 5+ (%)	83.3	92.9	88.1	85.9
Benchmark quartile	3	2	3	3
Achieving outcome 6+ (%)	20.5	24.3	26.9	32.8
Benchmark quartile	3	3	4	3
Mathematical development (MDT)				
Number of pupils in cohort	78	70	67	64
Achieving outcome 5+ (%)	92.3	92.9	92.5	85.9
Benchmark quartile	2	3	3	4
Achieving outcome 6+ (%)	24.4	14.3	32.8	23.4
Benchmark quartile	3	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	78	70	67	64
Achieving outcome 5+ (%)	100.0	97.1	98.5	96.9
Benchmark quartile	1	3	3	3
Achieving outcome 6+ (%)	60.3	55.7	65.7	71.9
Benchmark quartile	2	2	2	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.

6632066 - Ysgol Dewi Sant

Number of pupils on roll	532
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	65	50	56	56
Achieving the core subject indicator (CSI) (%)	84.6	82.0	89.3	92.9
Benchmark quartile	3	4	3	3
English				
Number of pupils in cohort	65	50	56	56
Achieving level 4+ (%)	84.6	86.0	89.3	94.6
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	29.2	16.0	30.4	19.6
Benchmark quartile	3	4	4	4
Welsh first language				
Number of pupils in cohort	65	50	56	56
Achieving level 4+ (%)	84.6	82.0	87.5	91.1
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	24.6	12.0	25.0	17.9
Benchmark quartile	3	4	3	4
Mathematics				
Number of pupils in cohort	65	50	56	56
Achieving level 4+ (%)	86.2	88.0	91.1	94.6
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	18.5	20.0	35.7	26.8
Benchmark quartile	4	4	4	4
Science				
Number of pupils in cohort	65	50	56	56
Achieving level 4+ (%)	90.8	88.0	89.3	94.6
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	33.8	14.0	30.4	28.6
Benchmark quartile	3	4	4	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 the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104	102 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	85 83%	17 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	102 98%	2 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	102	94 92%	8 8%	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.	103	102 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	100 97%	3 3%	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.	104	103 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	104	100 96%	4 4%	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.	103	95 92%	8 8%	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.	101	95 94%	6 6%	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.	101	86 85%	15 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	103	93 90%	10 10%	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 the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	57	34 60%	18 32%	4 7%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	57	44 77%	12 21%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	54	43 80%	10 19%	1 2%	0 0%	3	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	57	29 51%	22 39%	4 7%	2 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	52	21 40%	29 56%	2 4%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	56	27 48%	24 43%	3 5%	2 4%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	54	38 70%	13 24%	2 4%	1 2%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	54	21 39%	23 43%	6 11%	4 7%	2	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	55	31 56%	18 33%	6 11%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	53	31 58%	19 36%	3 6%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	56	40 71%	16 29%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	48	23 48%	19 40%	4 8%	2 4%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	56	21 38%	28 50%	4 7%	3 5%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	57	34 60%	20 35%	2 4%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	54	26 48%	23 43%	3 6%	2 4%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	54	30 56%	20 37%	4 7%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	44	24 55%	17 39%	2 5%	1 2%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	55	21 38%	25 45%	7 13%	2 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	56	28 50%	26 46%	1 2%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
Buddug Bates	Team Inspector
David Davies	Team Inspector
Dylan Roberts	Team Inspector
Owen Jenkins	Lay Inspector
Iona Edwards	Peer Inspector
Mair Evans	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.