



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

A report on

**Ysgol Glan Conwy
Ffordd Top Llan
Glan Conwy
Conwy
LL28 5ST**

Date of inspection: January 2017

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Publication date: 21/03/2017

Context

Glan Conwy Primary School is in the rural village of Llansanffraid in Conwy. Nearly all pupils live locally, with a few coming from the surrounding area. There are 119 pupils on roll, including 11 in the part-time nursery class. There has been a notable increase in pupil numbers since the last inspection. The school has four mixed age classes, taught by five full-time teachers.

About 14% of pupils are eligible for free school meals, which is below the national average. The school identifies around 30% of pupils as having additional learning needs, which is above the average for Wales. No pupil has a statement of special education needs. All pupils are of white British origin. Very few pupils speak Welsh at home.

The headteacher was appointed in September 2010 and the last inspection was in April 2009.

The individual school budget per pupil for Ysgol Glan Conwy in 2016-2017 means that the budget is £3,675 per pupil. The maximum per pupil in the primary schools in Conwy is £14,063 and the minimum is £3,225. Ysgol Glan Conwy is 41st out of the 55 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Most pupils, including those with additional learning needs, make strong progress as they move through the school
- Most pupils achieve high standards of literacy and numeracy and develop these well in other areas of learning
- Most pupils achieve good standards in Welsh
- Pupils' attitudes to learning are positive and most behave well
- The quality of teaching is consistently effective and there is a very positive working relationship between pupils and adults in all classes
- The support and guidance pupils receive is effective

Prospects for improvement

The school's prospects for improvement are good because:

- School leaders and other staff share a common understanding of the school's priorities for improvement
- Governors have a secure knowledge of the school's strengths and areas for improvement
- The school improvement plan focuses well on raising standards and improving provision for pupils
- The school works effectively with a range of partners and this has a positive effect on standards and pupils' wellbeing
- The school manages and monitors its finances well to ensure that priorities are appropriately funded

Recommendations

R1 Improve pupils' handwriting and spelling in key stage 2

R2 Improve pupils' data handling skills in ICT in key stage 2

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

About half the pupils enter the school with skill levels that are lower than expected for their age. Most pupils, including those with additional learning needs, make sound progress from their starting points as they move through the school and achieve expected standards. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt.

In the Foundation Phase and key stage 2 most pupils speak with confidence in a wide range of situations to staff, visitors and each other and develop their oracy and listening skills well. Most pupils speak confidently in front of their peers and contribute well to discussions by expressing their opinions clearly and maturely. Most listen carefully to teachers and their peers and sustain concentration for extended periods.

Nearly all pupils have a positive attitude to reading. In the Foundation Phase, nearly all pupils use a range of strategies to read familiar and unfamiliar words well. By the end of the phase, most read with increasing fluency, accuracy and understanding. They talk readily about books and have a good understanding of characters and authors. In key stage 2, most pupils develop their reading skills effectively. They read intelligently and with expression, and discuss content and express opinions confidently. By the end of the key stage, most pupils talk confidently about their favourite authors and list the books they have read with knowledge and understanding. They use their reading skills effectively to research information from books and through the use of information and communication technology (ICT), for example, when finding information about World War 2 and writing biographies of famous people.

Most pupils in the Foundation Phase make good progress in their early writing skills. By Year 2, many write successfully for a range of purposes, using full sentences, a good range of descriptive words and punctuating their work with increasing accuracy. A good example is the work on comparing life in India with Wales. In key stage 2, most pupils write well and use a variety of sentence structures. They are developing the use of punctuation appropriately and make interesting choices of vocabulary. They apply their writing skills well to produce extended pieces in many areas of the curriculum. They adapt their style well to meet different purposes, when describing a scientific method, comparing the lives of the rich and the poor in Tudor times and writing a newspaper article about Tryweryn. However, pupils' handwriting and spelling are not always consistent and careful enough.

In the Foundation Phase, most pupils develop their number skills successfully in mathematics lessons. They use simple addition, subtraction, division and multiplication strategies effectively. Most use their numeracy skills purposefully across the areas of learning, for example, by collecting information about how pupils

travel to school and presenting them accurately on a bar graph. They use standard units of measurement skilfully in a variety of tasks, for example, to weigh ingredients to make a gingerbread man.

In key stage 2, most pupils continue to develop their mathematical skills well. They use addition, subtraction, division and multiplication strategies confidently to solve problems. They have a good understanding of number and place value and many perform mental calculations quickly and confidently. Most pupils know the relationship between fractions, decimals and percentages. Most pupils apply the skills learned in mathematics lessons effectively across other areas of the curriculum to solve a range of real life problems. They record their findings logically and explain their reasoning confidently, for example, when they investigate the amount of force that is needed to move trainers of different sizes.

Most pupils in the Foundation Phase make good progress in developing their ICT skills. They use a variety of programs to draw pictograms and bar graphs to show, for example, how pupils travel to school. Most pupils use word processing confidently to create pamphlets and posters to present information on the dangers of using fireworks. Many create a sequence of instructions to control a programmable toy confidently. Nearly all pupils use a mouse and keyboard competently.

In key stage 2, most pupils build appropriately on their existing skills in ICT. They use the internet confidently to research information and present their findings clearly, for example, to produce a fact file about Roald Dahl. However, pupils' data handling skills to produce databases and interpret them are underdeveloped. Across the school, pupils' understanding of the importance of e-safety is secure.

In the Foundation Phase, most pupils make good progress in gaining skills in the Welsh language. They respond correctly to instructions and questions and use a familiar range of phrases appropriately. In key stage 2, most pupils build successfully on the work in the Foundation Phase and use extended vocabulary and sentence patterns well when answering questions about themselves and the books they have read. Most pupils' reading and writing skills develop well as they move through the school and they have a good understanding of what they've read. By the end of the Foundation Phase, most write simple sentences correctly to describe characters from familiar books and use the present and past tense appropriately. By the end of key stage 2, many write longer pieces to a good standard, for example, when writing their news for the week.

Over recent years, there have been a comparatively small number of pupils in year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmarked performance in comparison with that of similar schools and in comparison with national averages.

At the end of the Foundation Phase over the last four years, pupils' performance in literacy and mathematical development at the expected outcome has varied, moving the school between the top 25% and the bottom 25%. Performance at the higher level has been below the average for similar schools every year.

In key stage 2, pupils' performance at the expected level in English has varied, moving the school between the top 25% and bottom 25% when compared with similar schools. Performance in mathematics and science has been in the top 25% in three of the last four years. Performance at the higher level has generally been below that of similar schools.

Very few pupils have been eligible for free school meals in the last four years, so comparisons between their performance and that of others is not meaningful.

In the Foundation Phase, girls tend to perform better than the boys at the expected outcome in literacy but performance in numeracy has varied. There is no notable difference at the higher outcome.

In key stage 2, there is no notable difference between the performance of boys and girls at the expected or higher level in any subject.

Wellbeing: Good

Nearly all pupils feel safe at school and know where to turn for help and advice. They have a sound understanding of the importance of eating healthily and keeping fit. They feel valued by staff and this increases their self-confidence and supports their progress as they move through the school. As they progress through the school, most pupils develop a strong understanding of how well they are doing and how to improve their work. This is very secure by the end of key stage 2.

Standards of behaviour are good in lessons and around the school and nearly all pupils are polite and courteous. They show respect and care towards their peers, and work happily together.

Members of the school and eco council are developing their role appropriately. The school council takes an active role in raising funds for charities such as Children in Need, Water Aid and McMillan nurses. As a result, they understand that there are others not as fortunate as they are. The eco-committee is active in raising awareness of the importance of conserving energy and recycling waste.

Most pupils develop their social skills effectively and take part in village activities such as collecting litter and planting flowers. They take part in chapel and church events during Harvest and Easter. This has a positive impact on developing pupils' appreciation of the community they live in.

Over the last four years, attendance has been above that of similar schools every year. Nearly all pupils arrive at school punctually.

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

The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education.

Curriculum plans develop pupils' skills effectively as they move from Foundation Phase into key stage 2. They provide a variety of interesting learning experiences which gain the interest of most pupils well.

The school provides many purposeful opportunities for pupils to develop their literacy, and numeracy skills as they move through the school. Detailed thematic planning creates opportunities for pupils to apply these skills well in a range of different contexts. Provision for the development of most aspects of ICT is secure, although opportunities for key stage 2 pupils to develop their data handling skills are less well developed. Intervention programmes to help pupils who are falling behind in their literacy and numeracy skills meet their needs successfully.

The school has developed the outdoor environment particularly well to provide pupils with a range of interesting and challenging activities. These contribute effectively to developing pupils' creative and problem solving skills.

Provision for developing the Welsh language is very effective. All staff provide pupils with good language models and use Welsh successfully in all aspects of the life of the school. Teachers use Welsh successfully in nearly all lessons and deliver about a quarter of learning experiences through the medium of Welsh. Provision for developing the Welsh dimension is a positive feature of the school. For example, pupils study popular Welsh folk tales such as Nant Gwytheyrn and Cantre'r Gwaelod, and learn about the work of Welsh musicians, such as Karl Jenkins.

Pupils have good opportunities to learn how to live sustainably through daily recycling and energy-saving activities. The curriculum provides suitable experiences for pupils to learn about global citizenship, through work in the classroom associated with Fair Trade and by supporting a number of different charities, for example, Water Aid.

Teaching: Good

There is an effective working relationship between adults and pupils, which fosters a successful learning environment. Teachers have sound subject knowledge. They link their lessons well with pupils' previous learning and use a range of teaching methods skilfully to gain pupils' interest. They plan interesting activities that encourage pupils to participate and work hard in groups and independently. Staff ask purposeful questions to consolidate and extend pupils' understanding and encourage them to use their thinking skills throughout the lesson. All adults promote correct Welsh consistently.

Learning support assistants contribute effectively to the quality of learning and provide good support according to pupils' needs to help them complete their tasks successfully.

Teachers provide useful oral feedback during lessons. They mark pupils' work effectively, providing pupils, with a good balance of positive feedback and comments that help pupils know how to improve their work. Good procedures are in place to provide opportunities for pupils to evaluate their own work and the work of others.

The school has effective procedures to track pupils' progress, which include the use of standardised tests, teacher assessment and the scrutiny of pupils' work. Teachers use the information appropriately to set specific targets and suitable tasks for pupils so that they are able to move on to the next stage in their learning.

The school keeps parents well informed about their children's progress. Annual written reports about pupils' progress are detailed and of good quality.

Care, support and guidance: Good

The school's effective care, support and guidance processes have a positive impact on pupils' standards and wellbeing. There are appropriate arrangements for promoting healthy eating and drinking and for ensuring that pupils understand how to be safe. Good examples include encouraging pupils to eat fruit regularly and to select healthy options at lunchtime.

The school promotes pupils' personal, spiritual, moral and cultural development successfully by providing regular collective worship and through curriculum activities such as the personal and social education programme.

The school has strong and supportive links with a number of specialist services and external agencies, including the police, psychologists and the speech and language service. The school uses their advice and support for individuals with additional needs to provide good quality guidance for pupils and parents and to develop the expertise of staff to meet the specific needs of vulnerable pupils

Provision for pupils with additional learning needs is effective. Staff identifies pupils' needs at an early stage, and offer additional support and implements purposeful and effective intervention programmes. They set clear and achievable targets in individual education plans, and parents and pupils are included in the process of producing and reviewing them.

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

Learning environment: Good

The school is a happy and caring community, where staff treat pupils fairly. It is a very inclusive and welcoming community, in which pupils feel safe and happy. There is an appropriate emphasis on creating an ethos where respect towards one another is a core value. Respect for diversity is promoted successfully through varied work, including studying other countries. The school has comprehensive policies and procedures in place to deal effectively with prejudice of any kind and any bullying, should it arise.

The school's accommodation meets the needs of its pupils appropriately. There is sufficient space within classrooms to deliver all aspects of the curriculum. Resources of good quality for all areas of learning support teaching and learning effectively. The school is particularly well resourced for the development of ICT. Staff have developed outdoor learning areas creatively to make effective use of the space

available. All teachers make full use of these to stimulate and support the development of pupils' literacy, numeracy, social and problem-solving skills.

Displays celebrate pupils' achievements well and contribute considerably to a welcoming learning environment. Staff encourage pupils to feel proud of their achievements.

Standards of cleanliness are high and the school building and grounds are maintained appropriately. The school site is safe for pupils.

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

A culture of collaboration and teamwork is developing well in the school. All leaders and members of staff are aware of their roles and they co-operate well to create a safe and caring ethos for pupils. They share a common understanding of the school's priorities for improvement and meet regularly to discuss pupils' work.

Regular staff meetings focus clearly on priorities for improvement and ensure that everyone understands their responsibilities in fulfilling the school's priorities. Staff benefit from many opportunities to observe and share good practice with other schools in the area. The focus on raising standards, through robust evaluation, ensures that the school's performance is challenged regularly by all members of staff and governors.

Rigorous performance management arrangements offer appropriate opportunities to promote staff's professional development. A programme of relevant and specific training contributes well to improvements in teaching and learning

Governors are very supportive of the school and undertake their responsibilities effectively. Many governors visit the school to undertake monitoring activities and discuss provision and standards with leaders and staff. As a result, they have a secure knowledge of the school's strengths and priorities for improvement. This enables governors to challenge the school effectively and hold leaders to account for its performance.

The school responds positively to local and national educational initiatives, particularly with regard to raising standards in literacy, numeracy and ICT. A good example is the way pupils are encouraged to use their skills purposefully and effectively across the curriculum.

Improving quality: Good

The self-evaluation procedure is comprehensive and enables the staff to understand the school's strengths and areas for improvement well. The self-evaluation report is a detailed document that is based on a wide range of evidence, including classroom observations and scrutiny of pupils' work. It is used purposefully to set priorities for improvement. However, the report is too descriptive in some areas and not always evaluative enough.

The views of staff, parents and pupils support the evaluation process appropriately. Good attention is given to the pupils' voice through circle time sessions, the school's councils and questionnaires. A good example is the way in which pupils use the 'worry box' to report matters of concern to staff and senior leaders.

There is a clear link between the outcomes of the self-evaluation process and the priorities in the school development plan. The plan focuses well on raising standards and improving provision for pupils. It includes an appropriate range of relevant steps and identifies members of staff who are responsible for achieving them. It includes challenging success criteria and specific timescales for completing tasks. The school monitors progress effectively. Recent actions to improve pupils' writing and numeracy skills have been successful.

Partnership working: Good

The school works effectively with a range of partners. This work extends learning experiences successfully and has a positive effect on pupils' standards and wellbeing.

The school has a purposeful partnership with parents. Staff inform parents regularly about school events through text messages, e-mails and letters. The school provides parents with valuable information about how their children are learning by holding workshops, for example in numeracy and reading. This helps to raise parents' awareness of the teaching methods the school uses.

The parent teacher association raises money regularly to enrich the experiences that are provided for pupils, for example, to support the school in meeting the cost of educational visits. The school makes good use of the expertise that exists in the local community, for example, the local police officer gives advice to pupils on how to keep safe and a local potter helps to develop pupils' creative skills.

The school works closely with the on-site pre-school group to ensure that children settle quickly in the nursery class. Similarly, effective transition arrangements with local secondary schools ensure progression and continuity in pupils' learning experiences as they move to the next stage in their education. Work to standardise and moderate teachers' assessments is comprehensive. This ensures the validity of levels awarded to pupils.

Resource management: Good

There are enough experienced teaching and support staff to cover all aspects of the school's work. The supportive contribution of learning support assistants is one of the school's strengths. These staff offer valuable support to teachers and help to improve pupils' attainment, particularly the literacy and numeracy skills of pupils with additional learning needs.

All staff access relevant programmes of continuing professional development, linked to their identified needs and whole-school targets. This has a positive impact on standards and provision, particularly in improving pupils' writing skills across the curriculum. Each teacher has appropriate planning, preparation and assessment time each week in line with statutory requirements.

The school manages and monitors its finances well and makes good use of its delegated budget and other grants. Governors ensure that school improvement priorities receive appropriate funds. The current surplus in funds is earmarked to provide additional staff to address the increase in pupil numbers. The school makes effective use of the Pupil Deprivation Grant to fund additional staff that provide a wide range of targeted intervention programmes to further improve vulnerable pupils' reading and numeracy skills.

In view of the outcomes achieved by pupils and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6622225 - Ysgol Glan Conwy

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	11	11	9	19
Achieving the Foundation Phase indicator (FPI) (%)	63.6	81.8	77.8	52.6
Benchmark quartile	4	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	11	11	9	19
Achieving outcome 5+ (%)	72.7	81.8	100.0	63.2
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	0.0	18.2	22.2	5.3
Benchmark quartile	4	4	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	11	11	9	19
Achieving outcome 5+ (%)	100.0	100.0	88.9	68.4
Benchmark quartile	1	1	4	4
Achieving outcome 6+ (%)	27.3	27.3	22.2	5.3
Benchmark quartile	3	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	11	11	9	19
Achieving outcome 5+ (%)	90.9	100.0	88.9	84.2
Benchmark quartile	4	1	4	4
Achieving outcome 6+ (%)	36.4	27.3	55.6	5.3
Benchmark quartile	4	4	3	4

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.

6622225 - Ysgol Glan Conwy

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	12	9	10	8
Achieving the core subject indicator (CSI) (%)	83.3	66.7	100.0	100.0
Benchmark quartile	4	4	1	1
English				
Number of pupils in cohort	12	9	10	8
Achieving level 4+ (%)	83.3	66.7	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	41.7	22.2	60.0	37.5
Benchmark quartile	3	4	1	3
Welsh first language				
Number of pupils in cohort	1	*	*	*
Achieving level 4+ (%)	100.0	*	*	*
Benchmark quartile	1	*	*	*
Achieving level 5+ (%)	100.0	*	*	*
Benchmark quartile	1	*	*	*
Mathematics				
Number of pupils in cohort	12	9	10	8
Achieving level 4+ (%)	100.0	66.7	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving level 5+ (%)	41.7	33.3	70.0	25.0
Benchmark quartile	3	4	1	4
Science				
Number of pupils in cohort	12	9	10	8
Achieving level 4+ (%)	100.0	66.7	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving level 5+ (%)	41.7	33.3	40.0	25.0
Benchmark quartile	3	4	3	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 since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	49		48 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	49		49 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	49		48 98%	1 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	49		49 100%	0 0%	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.	49		44 90%	5 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	49		49 100%	0 0%	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.	49		49 100%	0 0%	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.	49		48 98%	1 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.	49		46 94%	3 6%	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.	48		45 94%	3 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.	48		31 65%	17 35%	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	49		46 94%	3 6%	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 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.	15	7 47%	6 40%	2 13%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	15	9 60%	6 40%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	11 73%	3 20%	1 7%	0 0%	0	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.	15	8 53%	5 33%	2 13%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	13	3 23%	9 69%	1 8%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	15	9 60%	4 27%	2 13%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	8 53%	6 40%	1 7%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	6 43%	7 50%	1 7%	0 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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	15	8 53%	4 27%	2 13%	1 7%	0	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.	14	7 50%	6 43%	1 7%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	15	7 47%	8 53%	0 0%	0 0%	0	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'.	14	9 64%	4 29%	1 7%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	15	7 47%	6 40%	2 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	9 60%	2 13%	4 27%	0 0%	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.	13	5 38%	5 38%	3 23%	0 0%	2	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.	14	7 50%	4 29%	3 21%	0 0%	0	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.	7	1 14%	4 57%	1 14%	1 14%	7	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.	15	9 60%	3 20%	2 13%	1 7%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	13	8 62%	3 23%	2 15%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Owen Jenkins	Lay Inspector
Rosemarie Wallace	Peer Inspector
Eifiona Price Williams	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.