



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report on**

**Ysgol Eglwysbach  
Eglwysbach  
Colwyn Bay  
Conwy  
LL28 5UD**

**Date of inspection: January 2014**

**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: 01/04/2014**

## Context

Ysgol Eglwysbach is a Voluntary Controlled Church in Wales school, located on the outskirts of the village of Eglwysbach and it serves the village and the nearby rural area. It is maintained by Conwy local authority.

There are 70 pupils aged between three and 11 years on roll, including 11 part-time nursery children. Pupils are admitted to the school on a full-time basis in the September following their fourth birthday.

Numbers at the school have increased annually over the last six years, which has meant restructuring the school's staffing recently. Pupils are taught in four classes.

Welsh Government figures indicate that 78% of all pupils at the school speak Welsh at home. However, the school indicates that about 50% of pupils speak Welsh as the main language of the home. Welsh is the main teaching medium. There are no pupils from ethnic minority backgrounds at present. About 4% of pupils are entitled to free school meals, a figure that is much lower than the national average. Twenty-two per cent of pupils have additional learning needs, which is similar to the national figure. No pupils have a statement.

The individual school budget per pupil for Ysgol Eglwysbach in 2013-2014 is £4,414. The maximum in terms of school budget per pupil in primary schools in Conwy is £14,575 and the minimum is £3,230. Ysgol Eglwysbach is in 26th position of the 58 primary schools in Conwy in terms of the school budget per pupil.

The school was last inspected during the spring term, 2008.

The current headteacher was appointed in September 2008.

## 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:

- pupils perform consistently well at the expected outcome and level;
- nearly all pupils make good progress in their learning;
- the school has demonstrated success in developing pupils' bilingualism;
- the quality of teaching is generally good across the school; and
- the school is a happy and caring place in which nearly all pupils feel safe.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has good knowledge of the school and a clear vision;
- governors challenge the school effectively and place a specific focus on raising standards;
- the school's self-evaluation system identifies the specific aspects to be developed correctly; and
- the school development plan includes suitable strategies for implementing priorities, which are already in place.

## **Recommendations**

- R1 Improve the achievements of more able and talented pupils across the school
- R2 Raise standards of extended writing in subjects across the curriculum
- R3 Ensure that assessment for learning strategies are implemented consistently across the school

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils have a good level of ability in the basic skills when they start at the school, except in Welsh, as the language is new to almost half of them. Nearly all pupils make good progress throughout the Foundation Phase in all learning areas and very good progress in oral Welsh.

Most pupils across the school listen attentively during lessons. They are keen to contribute to discussions and respond to adults' questioning effectively. The majority of pupils in the early years pronounce and intone comprehensibly, with a wide range of vocabulary and a good measure of accuracy. By the end of the Foundation Phase, many pupils can talk confidently about their work and use robust syntax and a wide range of vocabulary appropriate to their age and ability.

Throughout key stage 2, most pupils ask relevant questions and respond to other pupils' contributions sensibly, in both languages. At the top end of the school, most pupils speak confidently in a variety of contexts. They present information clearly and effectively, and show a good grasp of the natural syntax of oral language.

Most pupils' standards of reading in Welsh in the Foundation Phase are appropriate to their age and ability. By the end of the Foundation Phase, most of them understand what they are reading by expressing an opinion and discussing the content of books. They read aloud with increasing fluency, accuracy, emphasis and expression.

In key stage 2, most pupils show an understanding of a wide range of texts and can respond meaningfully to the content. They read a wide range of materials with fluency across the curriculum and they can select specific parts from books and from the internet for use in their work.

Pupils' standard of writing across the Foundation Phase is good and appropriate to their age and ability. By the end of the Foundation Phase, obvious progress can be seen in pupils' work. Most of them punctuate correctly and the most able pupils make appropriate use of quotation marks, exclamation marks, the inflected forms of the verb and varying sentences.

By the end of key stage 2, most pupils write clearly when presenting factual and creative information in a variety of topics in both languages. They use correct sentence syntax, paragraph in a sequence to convey meaning and maintain and develop ideas. However, there is little evidence of pupils writing at length regularly across the curriculum.

Most pupils across the school develop their numeracy skills well in a variety of situations. At the beginning of the Foundation Phase, nearly all pupils can sort and arrange correctly and appropriate progress can be seen in pupils' attainment in

number development. By the end of the Foundation Phase, most pupils use their numeracy skills successfully to solve mathematical problems in learning areas.

In key stage 2, most pupils can use their skills successfully to solve real problems and in areas such as history and geography. This was seen at its best in work on a child's life in the coal mines, including problems about timing, work on fractions and on a time line.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care because the small number of children in a year and inconsistency in these numbers can have a significant effect on a school's performance from one year to the next. There are also a significant number of latecomers in terms of Welsh.

At the end of the Foundation Phase in 2013, compared with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the top 25% in linguistic development in English and mathematical development. However, the school was in the bottom 25% in linguistic development in Welsh, which is a drop from the top 25% in 2012. In 2012, the school's performance in all learning areas placed it in the top 25%. However, the school's performance at outcome 6 did not compare as well, and the school was placed in the lower 50% in linguistic and mathematical development in 2012, and dropped to the bottom 25% in mathematical development in 2013.

In 2013, the school's performance at the expected level, namely level 4, was higher than the average for schools in Wales, in English, mathematics and science but lower in Welsh. When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, a consistent increase has been seen during the last four years. The school has performed in the top 25% for two years in all core subjects except Welsh in 2013 when there was a drop to the lower 50%.

The percentage who achieve at the higher level (level 5) over a period of four years in all subjects is inconsistent. A drop was seen from the top 25% in 2012 to the lower 50% in Welsh in 2013. There was also a drop from the higher 50% to the lower 50% in English and from the lower 50% to the bottom 25% in science and mathematics.

### **Wellbeing: Good**

All pupils have a good awareness of the importance of eating healthily and of the need to drink water. They participate regularly in keep fit activities. Many pupils take advantage of end of day clubs.

The behaviour of nearly all pupils is very good and they show respect and care for each other and for adults. All pupils feel safe at school, and they know to whom to turn if they have any concerns. They are very aware of issues concerning wellbeing, health and safety.

Almost all pupils are enthusiastic learners who enjoy their experiences at school and contribute well to issues such as sustainability and humanitarian work. They are able to work effectively as groups. They show enjoyment and pride in their work and

persevere with their tasks for extended periods. Pupils in the Foundation Phase are beginning to make decisions about the content of themes through discussion and creating simple mind maps. Many pupils at the top end of the school are able to decide on their own work streams and how to improve their work. They also run the fruit shop independently.

Attendance is higher than the average for the family of similar schools. The school's attendance percentage has placed it among the top 25% of similar schools in four out of the last five years.

The school council and the eco council make a significant contribution to the school's activities. Through their efforts, they have influenced activities such as plans to develop the school environment to offer a stimulating space for outdoor learning. The school council has also planned a cookery competition to emulate the 'Bakeoff' television programme. Pupils are proud of their success when raising money for good causes in Wales and abroad.

Pupils are very keen to take part in the local community by creating a programme for an annual art exhibition that is held at the school. They also contribute to the local newspaper. They take part in the local eisteddfod and the annual show. Across the age range, they nearly all benefit from these opportunities and, as a result, they foster confidence and a sense of being a part of a community.

<b>Key question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a wide range of stimulating learning experiences that gain pupils' interest in lessons and through external visits. These visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences.

Schemes of work across the school are comprehensive and literacy, numeracy, information technology and thinking skills have a prominent place in the planning. The literacy and numeracy framework has a prominent place in termly planning. Staff prepare suitable differentiated activities for most pupils. This does not always meet the needs of the most able pupils, especially in extended writing across the curriculum.

Provision for developing Welsh, especially in the early years, is a strength. A good example of this is the school's system for promoting reading at home, which has received national recognition. Pupils have rich and varied opportunities through interesting cross-curricular work, school clubs and activities outside school hours to learn about their area and Welsh culture.

Education for sustainability and global citizenship has permeated the school's curricular plans. The school is planning to operate in a sustainable way and for pupils to play a central part in the arrangements for recycling and saving energy. Purposeful planning is undertaken to expand pupils' knowledge of countries and foreign issues.



## **Teaching: Good**

The quality of teaching is consistently good across the school. There is a good working relationship between staff and pupils in all classes, and pupils and assistants create an industrious and supportive ethos. Where teaching is at its best, pupils are included fully in learning and understand exactly what is expected of them. Teachers have a thorough knowledge of the learning areas and the subjects they teach. They plan a range of interesting activities and the good quality of learning strategies contributes effectively to pupils' outcomes. Teachers make effective use of praise and they motivate pupils to make an effort by offering appropriate support whilst pupils are on task.

In the very few lessons in which teaching is not as good, expectations are not always challenging enough for the most able children.

The school assesses pupils' progress regularly. This is done effectively through a number of standardised tests and a commercial assessment pack in order to identify strengths, to plan ahead and to offer further support for pupils who are underachieving.

In the majority of lessons, teachers share objectives and discuss success criteria with pupils. By the end of key stage 2, most pupils assess each other's work and identify strengths and areas for improvement. Written feedback by teachers is based appropriately on success criteria. Although use of assessment for learning strategies is in place in classrooms, there is no consistency in the quality of their use across the school.

Parents receive good information about their children's progress and annual reports respond fully to statutory requirements.

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

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

The school has appropriate arrangements for promoting healthy eating and drinking. There are specific opportunities within the curriculum for pupils to take regular physical exercise.

The school provides well for pupils' spiritual, moral, social and cultural development. The close relationship between the school and the church through assemblies at the school and at the church promotes pupils' spiritual development effectively. The school also promotes values such as pupils' honesty, tolerance and fairness effectively, and develops skills of reflection, and asking and expressing an opinion, through discussion times in the classrooms.

The school is an important part of the community and provides good opportunities for pupils to support local cultural and social events.

The school makes extensive use of the expertise of agencies such as the police, social services, psychologists and the welfare officer. This co-operation ensures early and very effective support when it is needed.

Provision for pupils who have additional learning needs is good. The school has good procedures and systems for recording the needs, progress and attainment of pupils who are on the additional learning needs register. The school identifies pupils' learning difficulties at an early stage and provides effective support. Pupils' progress is reviewed regularly and pupils at the top end of the school are included in setting and reviewing their individual targets. The school gives good information to parents about their children's progress.

### **The learning environment: Good**

There is a very inclusive and homely ethos in the school, in which pupils, staff and parents are respected. The policies and procedures that are in place ensure equal opportunities and rights to all pupils in all aspects of the school's provision.

Respect for diversity and racial equality are promoted successfully through relevant global citizenship activities and in periods of daily worship.

Although the school building is old, the school has invested extensively, with parents' co-operation, to decorate it and adapt it to be attractive and appropriate for pupils. Internal displays create a colourful, stimulating and varied atmosphere which fosters pupils' pride in their work.

The use of external resources offers a wide range of rich experiences for pupils. This is a strong element which means that pupils benefit significantly from outdoor experiences. This contributes very well to pupils' outcomes and wellbeing.

The school site is safe and is maintained well.

<b>Key Question 3:</b>	<b>How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has a clear vision and good knowledge of the school. He has shared his vision effectively with staff and governors. Staff are aware of their responsibilities and operate in line with their current job descriptions. Regular staff meetings give an opportunity to discuss progress and to keep a good eye on the school's response to the school's development plans.

There are specific strategies in place for raising standards at the school, and a wide range of policies that are reviewed regularly and implemented effectively. This has a positive effect on pupils' standards and wellbeing. Detailed analyses of performance data have led to identifying specific aspects that need improvement and have resulted in identifying appropriate priorities in the development plan.

The school has an effective system of managing staff performance, which considers specific targets within the school development plan.

The governing body fulfils its statutory roles effectively and governors are very supportive of the school. Governors are well informed about the school's current performance in comparison with other schools. One of the governors' strengths is their readiness to challenge the school and offer a strategic direction in order to raise standards. They visit classrooms regularly as part of the self-evaluation process and play an active role in setting priorities for development.

### **Improving quality: Good**

The school has an effective system for identifying its own performance. This is done by collecting and analysing a wide range of direct evidence.

The school's self-evaluation processes include collecting the opinions of parents and pupils through questionnaires. These are analysed and that which is relevant is fed into the self-evaluation. Arrangements for collecting evidence at the school are thorough and include visits to classrooms, examining work and interpreting data.

Monitoring reports identify pupils' strengths and strengths in teaching in addition to identifying areas for improvement. Performance data is used effectively to monitor progress and to plan for improvement. The effect of previous priorities is measured and this results in setting new targets.

The school's self-evaluation report is comprehensive and reflects the majority of strengths and areas to be developed. However, there is a tendency for the report to be over-descriptive at times.

There is a clear relationship between the priorities of the current development plan and the self-evaluation report. The priorities have been based appropriately on an evaluation of the previous plan and the information that emerged through the self-evaluation process. The priorities have been costed, the action timetable as well as the success criteria have been identified appropriately and the responsible person has been named.

### **Partnership working: Good**

The school co-operates effectively with a number of partners.

Parents are very supportive of the school and contribute to a number of activities, including raising money to improve educational provision. The partnership between parents and the school to promote reading in Welsh in the Foundation Phase is a strength that has been shared with other schools.

An appropriate range of external agencies and organisations, such as health and social services, local businesses and community organisations, contribute their expertise well to support the school's work effectively.

The school has strong links with the local community. They co-operate effectively on

specific projects that lead to a wide range of resources to enrich learning experiences. There is very effective co-operation with voluntary organisations. A good example of this is the art exhibition that is held annually by the community at the school. This gives particular opportunities for pupils to learn about local culture. Beneficial links with organisations such as the Urdd contribute well to expand pupils' contribution to Welsh culture.

Strong links with the cluster of local schools have contributed well to sharing experiences and planning in response to the latest changes. There is an appropriate procedure in place to standardise and moderate teachers' assessments at the end of key stage 2 in the core subjects. These activities contribute to identifying standards, ensuring quality and improving pupils' outcomes.

Arrangements for transferring from the nursery school to the primary school and from the primary school to the secondary school are effective and prepare pupils for the next stage in their education.

### **Resource management: Good**

The school has enough teachers and assistants to respond to the requirements of the Foundation Phase and the National Curriculum. It makes effective use of them to ensure that all pupils are included fully in the school's activities.

Teachers make suitable use of their planning, preparation and assessment time to plan and mark work. They take an appropriate part in the performance management arrangements. The school's staff discuss and share professional practice with other nearby schools and take advantage of training that enables them to implement the strategies that are identified in the school's development plan. Staff have visited local schools to observe good practice, which has had a positive effect on raising the quality of provision within the Foundation Phase.

The governing body sets the school budget carefully and agrees on financial priorities. With the support of the authority's finance officer, governors monitor the budget appropriately and plan purposefully to respond to any over expenditure and to ensure continuity in the quality of provision.

Considering the good standards at the school, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Teachers' assessments at the end of a key stage must be treated with care because the small numbers of children in a year and the inconsistency in these numbers can have a considerable effect on a school's performance from one year to the next.

In 2013, 100% of pupils in the Foundation Phase attained the expected outcome, namely outcome 5, in language, literacy and communication development in English and in mathematical development. This is higher than the averages for the family and for Wales. Results for language, literacy and communication development in Welsh were lower than the averages for the family and for Wales.

In 2012, 100% of pupils attained the expected outcome, namely outcome 5, in every learning area.

In 2013, the proportion of pupils who achieved higher than the expected outcome, namely outcome 6, in language, literacy and communication in Welsh, mathematical development and in personal and social development is lower than the average for the family and Wales.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performed in the bottom 25% in linguistic development in Welsh and in the top 25% in linguistic development in English and mathematics in 2013. The school was in the top 25% in all learning areas in 2012.

In comparison with national percentages, boys have performed as well as girls at the expected outcome over two years in mathematical development but lower in the other two areas. Boys have performed better in mathematical and language, literacy and communication development in 2012 but lower in mathematical development in 2013 at the higher outcome (outcome 6).

In key stage 2, all pupils achieved the expected level or higher in Welsh or English, mathematics and science in combination (the core subject indicator) in 2013. This is higher than the average for the family of similar schools and Wales. All pupils also achieved the expected level, namely level 4 or higher, in all the core subjects apart from Welsh. The percentage that attained the higher level, namely level 5, is close to or a little lower than the average for the family and Wales in Welsh, English, mathematics and science.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school has performed in the top 25% in English, mathematics and science and in the lower 50% in Welsh in 2013. It was in the top 25% in every subject in 2012.

Over a period of five years, in comparison with the national percentages in general, boys have performed as well as or better than girls at the expected levels and higher in all areas apart from 2010, and then in Welsh in 2009 at level 5 and in 2012 at level 4.

## 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.	27	27 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	27	25 93%	2 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.	27	25 93%	2 7%	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	27	27 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	27	27 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	26	26 100%	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.	26	25 96%	1 4%	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.	25	23 92%	2 8%	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.	27	26 96%	1 4%	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.	27	26 96%	1 4%	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.	27	21 78%	6 22%	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	27	21 78%	6 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 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.	37	28 76%	9 24%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	34 92%	3 8%	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.	37	28 76%	9 24%	0 0%	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.	37	26 70%	10 27%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	25 68%	9 24%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	36	26 72%	10 28%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	23 62%	14 38%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	13 35%	15 41%	7 19%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	37	27 73%	10 27%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	22 59%	14 38%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	37	31 84%	6 16%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	33	20 61%	7 21%	0 0%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	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.	37	22 59%	12 32%	3 8%	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.	36	24 67%	12 33%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	37	16 43%	14 38%	2 5%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	37	20 54%	16 43%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	10 33%	9 30%	0 0%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	36	22 61%	12 33%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	37	24 65%	9 24%	2 5%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Owen Glyn Roberts	Reporting Inspector
William Glyn Griffiths	Team Inspector
Dylan Jones	Lay Inspector
Sioned Hywel Thomas	Peer Inspector
Gwyn Jones	Nominee

## Copies of the report

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

### 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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.