



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

A report on

**Ysgol Glanwydden
Ffordd Dderwen
Bae Penrhyn
Llandudno
Conwy
LL30 3LB**

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:

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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Context

Ysgol Glanwydden is on the edge of Penrhyn Bay, near Llandudno. The school serves mainly the villages of Penrhyn Bay, Glanwydden, Bryn Pydew, Llanrhos and Penrhynside, although a few come from Llandudno and Rhos on Sea. There are 312 pupils aged three to 11 years at the school, including 41 children of nursery age who attend either in the morning or the afternoon. There are 11 classes in the school, seven of which are mixed-age classes. The school is predominately an English medium school with a significant use of the Welsh language.

Currently, 4.8% of pupils are entitled to free school meals. This is well below average for primary schools in the local authority and in Wales.

The school has identified 16% of pupils as having additional learning needs. This is below the average for primary schools in Wales.

Most pupils come from English-speaking homes. A few speak Welsh at home. Very few are learning English as an additional language. There were two exclusions during the 12 months prior to the inspection.

The last inspection was in March 2008. The current headteacher was appointed in September 2012. Two assistant headteachers were appointed April 2013.

The individual school budget for Ysgol Glanwydden in 2013-2014 means that the budget is £3,320 per pupil. The maximum per pupil in the primary schools in Conwy is £14,575 and the minimum is £3,320. Ysgol Glanwydden is 58th out of 58 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 current performance of the school is good because:

- most pupils make good progress and achieve well during their time at the school;
- the standards and provision for pupils' Welsh language are outstanding;
- pupils across the school behave very well, are courteous and have a good attitude towards learning;
- rich learning experiences and good quality teaching ensure that pupils are motivated and engaged;
- the school is a happy, inclusive community that promotes positive attitudes to equality and diversity; and
- the good quality of care, support and guidance provided to pupils impacts well on their standards and wellbeing.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision that focuses on improving standards, developing bilingualism and pupils' wellbeing;
- school leaders have an accurate understanding of the school's strengths and areas for development, which derives from effective self-assessment procedures;
- all members of staff are clear about their roles, work effectively as a team and are fully involved in school improvement activities;
- the governing body supports and challenges the school effectively; and
- positive partnership arrangements contribute well to the standards and wellbeing of pupils.

Recommendations

- A1 Ensure that assessment for learning strategies are consistently implemented across the school
- A2 Strengthen the role of senior leaders in monitoring the quality of teaching and learning
- A3 Extend opportunities for teachers to become involved in professional learning communities and to share good practice

What happens next?

The school will draw up an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study describing the excellent practice identified during the inspection.

Main findings

How good are outcomes?	Good
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Standards: Good

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, most pupils, including those with additional needs, and pupils of higher ability achieve well and make good progress.

In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Most show good knowledge and understanding of what they have learnt. Throughout the school, most pupils speak confidently in a wide range of situations to staff, visitors and each other. They listen well and respect the views of others. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Across the school, pupils develop their reading skills well. By the end of the Foundation Phase, most pupils read at an appropriate level to their age and ability. Nearly all show an interest in the books and read with increasing fluency and understanding. Many discuss their favourite books and authors with enthusiasm. They use their reading skills well across the areas of learning. In key stage 2, most pupils have a positive attitude to reading. They read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. Many are increasingly able to skim a passage to gain its meaning and to gather information. They demonstrate good inference and deduction skills and apply their reading skills well in different subjects.

Most pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, nearly all use their literacy skills effectively across the curriculum. The extended writing skills of a few pupils of higher ability have developed well. Most pupils in key stage 2 write well using a range of sentence structures and interesting vocabulary. They write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. Many pupils consolidate and extend their writing skills well to produce good quality extended pieces of writing across the curriculum, particularly in history and in religious education.

Most pupils develop their mathematical skills effectively as they move through the school. They acquire numeracy skills progressively and apply these skills consistently and well across a range of subjects within the curriculum. In the Foundation Phase, many pupils collect information and transfer it onto a simple graph independently, for example in the context of theme work on the body. In key stage 2, most pupils make good progress in mathematics lessons. They calculate accurately and use their ability to convert between the 12-hour and 24-hour clock to read travel timetables competently. They make accurate estimates when dealing with mass and capacity. Nearly all pupils display an awareness of a range of data

handling skills, which they use effectively to record their findings using a variety of graphs, which are appropriate to age, and ability. They use their problem solving and investigative skills well across other areas of the curriculum, and in particular in geography and science.

Throughout the school, nearly all pupils have a very positive attitude to learning Welsh. They enjoy learning Welsh in a range of subjects and use Welsh well in collective worship, in extra-curricular activities and generally around the school. Nearly all pupils in the Foundation Phase listen attentively and with good understanding. They speak Welsh with developing accuracy and good pronunciation. They enjoy reading in Welsh and use a range of simple Welsh sentence patterns confidently in their writing work. In key stage 2, standards observed in oracy, reading and writing clearly show excellent qualities. Many pupils develop into confident Welsh speakers and they use Welsh well in a range of contexts. They use a wide range of sentence patterns accurately and effectively. They ask and answer a variety of questions very well. By the end of key stage 2, nearly all pupils read accurately and with expression. They write in Welsh with accuracy and often at length in a range of subjects. More able pupils read challenging texts and produce excellent written work for a range of purposes in different subjects.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has declined. Performance in literacy and communication skills and mathematical development in 2013 places the school in the bottom 25% when compared to similar schools. During the last two years, the performance of more able pupils at outcome 6, in language literacy and communication, has placed the school in the bottom 25% of similar schools. In mathematics development, the school has been in the lower 50% of similar schools.

In key stage 2, performance has varied over the last four years at the expected level 4 when compared to that of similar schools. The school's performance in 2013 in English and science places it in the lower 50% of similar schools. It is in the top 25% for mathematics. Over the past four years, the school's performance in English has fluctuated, placing it between the upper 50% and bottom 25% of similar schools. Performance in mathematics and science has placed the school in the top 25% in two of the last three years. The performance of more able pupils at level 5 in English over the same period has varied, placing the school between the top 25% and bottom 25% of similar schools. Performance in mathematics at this level has varied, placing the school between the top 25% and the lower 50%. Performance in science has placed the school in the top 25% of similar schools in three of the past four years.

Wellbeing: Good

Most pupils have a secure understanding of the need to eat and drink healthily and to take regular exercise. They feel safe in school and have confidence in the ability of staff to deal effectively with any instances of negative behaviour.

Nearly all pupils are enthusiastic and eager to learn. They are polite and confident with visitors. Their behaviour is consistently good in classrooms and at breaktimes

and they show respect, care and concern for others. Many work well independently and co-operatively with others. Pupils are increasingly involved in assessing their own progress and this is helping them to develop a better understanding of their strengths and weaknesses.

Attendance figures have been above 95% in three of the past four years. This has placed the school in the upper 50% of similar schools in two of those years. Nearly all pupils arrive at school punctually.

The school council and eco committee take an active role in making decisions that have a positive effect on the life of the school. Members have a clear understanding of their responsibilities and make a valuable contribution to school life. They make decisions that improve the quality of learning experiences for pupils, for example after their recent evaluation of the school environment. Members believe that their views are listened to and acted upon. They have a good understanding of their local community and talk readily about their involvement in community charity activities. This helps them to develop a good awareness of the needs of others.

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

Teachers provide a wide range of rich and interesting learning experiences both within and outside the classroom that meet the needs of most pupils well. The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. Staff use the outdoor area extensively to provide rich and interesting learning experiences for all pupils.

The school has responded positively to the requirements of the literacy and numeracy framework to ensure that the planning for development of pupils' literacy, numeracy and information and communication technology (ICT) skills is effective. Teachers plan consistently good opportunities for pupils to use their key skills across the curriculum. Intervention programmes aimed at pupils with limited literacy and numeracy skills enable them to acquire the skills needed to access the wider curriculum.

The school creates an outstanding ethos that promotes interest and enthusiasm towards the Welsh language and Welsh culture. It provides excellent opportunities to ensure that pupils develop a positive and enthusiastic attitude towards the subject. The whole curriculum, including extra-curricular activities, promote the Welsh dimension very well. A very strong feature is the school's coverage and appreciation of Welsh artists. All teachers use Welsh regularly in lessons throughout the day. Staff in the Foundation Phase provide pupils with frequent opportunities to use their reading, writing and speaking skills in all areas of learning. In key stage 2, the school groups pupils of different abilities effectively to ensure that they make good and often very good progress. Careful planning, and choice of interesting and often challenging reading material and text, mean that pupils' skills develop very well so that more able pupils often choose to write in Welsh in other subjects such as history, design technology and science. This is an outstanding feature.

The school promotes pupils' understanding of sustainability effectively. This ensures, for example, that many pupils are aware of and can discuss the possible impacts of global warming. Pupils' involvement in the Comenius project successfully promotes an awareness of their role as global citizens and gives them an insight into similarities and differences between the other participating countries.

Teaching: Good

Teaching is consistently good. All teachers demonstrate up-to-date subject knowledge and use a wide range of approaches and strategies to engage and motivate pupils effectively. They create a positive atmosphere in which pupils try hard and are not afraid to make mistakes. They plan lessons carefully and sequence activities well. They ask effective questions to extend pupils' understanding. Teachers successfully develop pupils' ability to work independently and collaboratively across the age range. All staff use Welsh regularly and very effectively in a range of situations to develop pupils' Welsh language skills and cultural awareness.

Teachers use the outcomes of on-going assessments well to inform their planning and to set future learning goals for pupils. They give pupils positive oral feedback during lessons. Recently introduced procedures have led to greater consistency in written feedback to pupils. Comments are supportive and, in the best examples, help pupils to understand how well they are doing and what they need to do to improve their work. In most lessons, assessment for learning strategies are used well to enable pupils to reflect on their own performance. However, these strategies are not consistently embedded in all classes.

The school has worked successfully with other local schools to strengthen understanding of levels of attainment. As a result, end of key stage assessments are valid. Reports to parents meet statutory requirements and provide parents with good information about their child's progress.

Care, support and guidance: Good

Effective arrangements exist to support pupils' health and wellbeing and to encourage their involvement in their school and the wider community. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff provide regular opportunities for pupils to take exercise in a broad range of sporting activities.

The school provides valuable experiences that promote pupils' spiritual, moral and social development well. The high level of care and good working relationships between staff and pupils contributes strongly to pupils' wellbeing. The school fosters a culture of courtesy, respect and tolerance successfully. The school is a very happy school in which pupils feel safe.

The school works well with external agencies and specialists to meet the needs of pupils. Services such as the police, the health service and educational psychologists attend the school regularly to work with pupils, parents and staff.

All staff promote high standards of behaviour consistently. Policies and procedures for eliminating any oppressive behaviour or bullying and for promoting regular attendance are effective. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school successfully identifies pupils who need additional support at an early stage. This leads to a well-organised programme of targeted support and guidance for these pupils and ensures that most make good progress in line with their individual learning plans. Pupils and their parents have an active role in reviewing progress.

Learning environment: Good

This happy, inclusive school offers a safe and welcoming environment for all pupils. The curriculum is accessible to all pupils and they are encouraged to participate fully in all activities. The school values all pupils and respects and celebrates diversity within the community. There are appropriate policies for dealing with oppressive behaviour, racial discrimination, disability and equal opportunities, which are implemented effectively. Parents, carers and pupils understand these well. The school's personal and social education programme challenges stereotyping and staff deal quickly with any related issues or complaints that arise.

The accommodation is sufficient for the number of pupils on roll. It is secure and well maintained. Staff make effective use of all the available space, which ensures that specific areas are available for small group support. Classrooms and communal areas around the school provide a stimulating and well-maintained learning environment that supports teaching and learning effectively. Classrooms are well equipped with resources of good quality, including ICT resources that match pupils' needs appropriately.

The outdoor area, including a climbing wall and garden, has been developed effectively to provide stimulating and attractive areas for physical activity, play and learning.

How good are leadership and management?	Good
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Leadership: Good

The headteacher has established a vision for the school, which is clearly focused on raising standards, bilingualism and pupils' wellbeing. He provides strong, effective leadership. The assistant headteachers support him well in communicating expectations of high standards in all areas across the school. All staff have clear job descriptions and their roles are well defined. Regular staff meetings, which focus clearly on improvement priorities, ensure that all staff are aware of their responsibilities and their roles in achieving the school's priorities.

The headteacher gains an accurate overview of teaching standards and pupils' learning through monitoring lessons. Performance management procedures for all teachers to discuss and review their professional development requirements are well established. Information on pupil performance and monitoring activities informs the

school's targets well. The school responds well to national and local priorities, particularly the development of bilingualism.

The governors understand the school's performance data well and the governing body supports and challenges the school effectively. Governors have been fully involved in helping to establish the strategic priorities for the school's development. A few governors come into school to develop further their understanding of how the school operates and the standards achieved by pupils. They record their findings and feed them back appropriately to the full governing body.

Improving quality: Good

The school's systems for self-evaluation lead to an accurate evaluation of its current performance. Staff and governors contribute to self-evaluation strategies that draw on a range of first-hand evidence, including analysis of assessment data, observations of teaching and the scrutiny of pupils' work. The school seeks the views of pupils and parents as part of the process.

Senior leaders have an accurate picture and understanding of the school's strengths and weaknesses. The school's self-evaluation report is detailed and comprehensive. It accurately identifies where improvements are required across aspects of the school's life and work. The monitoring role of the senior management team is developing well. However, the assistant headteachers' role in monitoring the quality of teaching across the school is limited.

The outcomes of self-evaluation directly inform development planning. Members of the governing body approve the plan. Leaders prioritise a manageable number of targets for school improvement in a detailed school development plan. The plan focuses clearly on improving outcomes for pupils. It includes measurable targets and indicates timescales, costs, and success criteria, and identifies staff with key roles in implementing the plan. The school sets quantified targets so that progress can be measured accurately. The school's action plan for implementing the national literacy and numeracy framework is progressing well.

Partnership working: Good

The school works effectively with a wide range of partners including the church, the local community and the local authority in order to improve standards and pupils' wellbeing.

Parents are supportive and appreciate the opportunities the school offers them in order that they know the expected level of work their children should produce. An active parent-teacher-friend association has raised money to provide, for example, the texting facility to improve communication with the school.

Links with the community are strong and diverse and pupils benefit from a variety of visits and visitors to school. The school has effective links with a range of agencies that make a positive contribution to improving outcomes for pupils. A good example of this is the use of volunteers from an approved agency to listen to pupils read.

There are strong and productive links with the 'Cylch Meithrin' provision that meets on site. This ensures that pupils settle quickly in the nursery class. Transition arrangements to the local secondary school are also effective and prepare pupils well for the next stage in their education. The school makes good use of the local secondary school sports hall in order to offer after-school sport activities.

Teachers have worked well with staff from other schools to ensure that procedures for moderating and standardising pupils' work are in place.

Resource management: Good

School leaders manage and deploy staffing and financial resources effectively to support learning. There are an appropriate number of qualified teachers and support staff for the number of pupils. Good use is made of the expertise and knowledge of support staff to provide effective support for vulnerable pupils. There are good arrangements for planning, preparation and assessment time. The school identifies and meets the needs of all staff through appropriate performance management procedures and there are suitable opportunities for staff to take part in training relating to school and national priorities.

Networks of professional practice within the school are developing well; however, there are limited opportunities for teachers to become involved in professional learning communities and to share good practice beyond the local area.

The school manages its finances well which ensures that there is an appropriate range of learning and teaching resources available. Leaders allocate resources in line with the targets and priorities identified in the school development plan.

In view of the standards achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcomes (outcome 5) in language literacy and communication, mathematical development and personal and social skills is the lowest in the family of schools. When compared with the performance of similar schools, the school's performance at the expected outcome (outcome 5) is in the bottom 25% in all three areas. In 2013, the percentage of pupils who achieved the higher outcome (outcome 6) is also below the average for the family of schools in all three areas. When compared with the performance of similar schools, the school's performance at the higher outcome over the last two years has been in the bottom 25% for language literacy and communication for personal and social development. It has been in the lower 50% for mathematical development during this period.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in English, mathematics and science is below the average for the family of schools. The school's performance at the expected level has varied over the last four years when compared to that of similar schools. The proportion of pupils achieving the expected level 4 in English, mathematics and science has been above the average for schools in the same family in two of the previous three years.

The school's performance in 2013 in English and science places it in the lower 50% of similar schools. It is in the top 25% for mathematics. Over the past four years, the school's performance in English has fluctuated, placing it between the upper 50% and bottom 25% when compared to similar schools. Performance in mathematics and science has placed the school in the top 25% for two of the past three years.

In 2013, the percentage of key stage 2 pupils who achieved the higher level 5 in the English, mathematics and science is below the average for the family of schools. Over the past four years, the proportion of pupils achieving the higher level in English and mathematics has varied. It was higher than the average for the family in two of the previous three years. The proportion of pupils achieving the higher level in science is consistently higher than the average for the family of schools over the same period. The school's performance in 2013 at this level in English places it in the bottom 25% of similar schools. It is in the lower 50% for mathematics but in the upper 50% for science. Over the past four years, the school's performance at level 5 in English has fluctuated, placing it between the top and bottom 25% when compared to similar schools. Performance in mathematics has placed the school in the top 25% for two years and in the lower 50% for the other two years. Performance in science has placed the school in the top 25% in three of these years.

There has been no significant difference between the achievement of boys and girls or between the performance of pupils entitled to free school meals and other pupils during recent years.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Inspection (Overall)

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.	100	99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	91 90%	10 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	101	98 97%	3 3%	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	101	92 91%	9 9%	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.	101	100 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	100	88 88%	12 12%	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.	101	97 96%	4 4%	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.	101	98 97%	3 3%	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.	101	85 84%	16 16%	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	93 92%	8 8%	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.	99	67 68%	32 32%	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.	100	77 77%	23 23%	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.	60	39 65%	19 32%	1 2%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	59	46 78%	12 20%	1 2%	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.	60	43 72%	14 23%	1 2%	1 2%	1	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.	59	34 58%	20 34%	2 3%	2 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	59	26 44%	24 41%	2 3%	0 0%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	60	34 57%	23 38%	0 0%	1 2%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	59	40 68%	18 31%	0 0%	0 0%	1	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.	56	26 46%	20 36%	2 4%	1 2%	7	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.	59	30 51%	20 34%	4 7%	0 0%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	59	37 63%	21 36%	1 2%	0 0%	0	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.	58	38 66%	19 33%	0 0%	0 0%	1	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'.	54	22 41%	20 37%	2 4%	1 2%	9	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.	57	24 42%	27 47%	3 5%	3 5%	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.	57	35 61%	19 33%	2 4%	1 2%	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.	59	26 44%	24 41%	4 7%	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.	60	31 52%	26 43%	1 2%	0 0%	2	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.	45	16 36%	14 31%	1 2%	2 4%	12	Mae fy mhlentyn wedi'i barato'i'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.	59	31 53%	23 39%	1 2%	1 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	59	34 58%	23 39%	0 0%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
Buddug Mai Bates	Team Inspector
Carolyn Jane Thomas	Team Inspector
John David Dyer	Lay Inspector
Eifion Lloyd Watkins	Peer Inspector
John Paul Jones	Nominee

Copies of the report

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