



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 Gronant
Nant Y Gro
Gronant
Nr. Prestatyn
Flintshire
LL19 9YP**

Date of inspection: July 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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Publication date: 03/09/2014

Context

Ysgol Gronant is in the village of Gronant, near the town of Prestatyn. There are 61 pupils aged three to 11 years at the school, including six children in the nursery. Pupil numbers have decreased significantly since the last inspection. There are three mixed-age classes in the morning and two in the afternoon.

Currently, 36% of pupils are eligible for free school meals. This is significantly above average for primary schools in the local authority and in Wales.

The school has identified 27% of pupils as having additional learning needs. This is above the average for primary schools in Wales.

Almost all pupils come from English-speaking homes. Very few are from a minority ethnic background or have English as an additional language.

The last inspection was in May 2008. The headteacher has been in post since January 2014. She is also headteacher at a nearby school.

The individual school budget for Ysgol Gronant in 2013-2014 means that the budget is £4,920 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Ysgol Gronant is third out of 72 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- many pupils make good progress and achieve well during their time at the school;
- most pupils who receive additional support make good progress in developing their literacy skills;
- most pupils are well behaved, they are courteous and have a good attitude to learning;
- the curriculum provides a wide range of interesting learning experiences, which engage most pupils;
- staff provide a high level of care, support and guidance to pupils; and
- the school is an inclusive community, which values pupils highly and supports them well.

However:

- in recent years, pupils' performance in end of key stage assessments does not compare well with that of pupils in other similar schools, particularly at the higher-than-expected level;
- pupils do not make enough progress in their Welsh language development;
- pupils do not apply their extended writing, numeracy and information and communication technology (ICT) skills across the curriculum well enough; and
- pupil attendance does not compare well with that of similar schools.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision and high expectations that have been conveyed successfully to the staff, pupils and governors;
- the headteacher has an accurate understanding of the school's strengths and areas for improvement based on rigorous self-evaluation;
- improvement priorities focus clearly on raising standards and improving quality, particularly in literacy and numeracy;
- sound strategies have been implemented to improve behaviour and attendance, which have created the conditions for improved teaching and learning;
- staff feel valued and work well together; and
- the school has effective links with a good range of partners.

However:

- leadership roles and responsibilities with regard to evaluating teaching and learning are unclear;
- the quality of teaching is inconsistent;
- improvement strategies have yet to impact fully on raising overall standards; and
- the governing body's role as a critical friend is limited.

Recommendations

R1 Raise pupils' standards in Welsh

R2 Improve attendance

R3 Develop more opportunities for pupils to use their skills across the curriculum

R4 Ensure learning activities that will extend pupils of all abilities fully

R5 Ensure that marking procedures are consistent across the school so that pupils know how to improve their work

R6 Ensure that leadership roles and responsibilities with regard to reviewing and evaluating teaching and learning are defined clearly

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's baseline assessment indicates that the majority of pupils have knowledge, understanding and skills below the level expected for their age when they enter the school. During their time in school, many pupils, including those with additional learning needs, achieve well and make good progress. However, pupils of higher ability are not always achieving as well as they could.

Throughout the school, most pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and many answer questions using suitable detail. In key stage 2, many pupils speak confidently in a wide range of situations to staff, visitors and each other. Many pupils recall previous learning well and they use this information effectively in lessons to acquire new information and skills. Most are able to sustain their concentration for appropriate lengths of time in lessons.

Across the school, many pupils read well in line with their age and ability. Many pupils in the Foundation Phase have a good knowledge of letter sounds and they are beginning to use a range of suitable strategies to read familiar and unfamiliar words well. They enjoy exploring books and listening to stories. In key stage 2, the majority of pupils read an appropriate range of texts with good expression. More able pupils talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. Many pupils in key stage 2 apply their reading skills well to tasks across the curriculum. However, few use higher order reading skills such as skimming text well enough.

Most pupils in the Foundation Phase make good progress with their early writing skills and by the end of Year 2 many write successfully for a range of purposes and audiences in full sentences with correct punctuation. Many pupils in key stage 2 write well in response to specific language tasks. More able pupils write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative. However, few pupils consolidate and extend their writing skills sufficiently to produce extended pieces of writing of good quality across the curriculum.

Most pupils develop their numeracy skills systematically in mathematics lessons as they move through the school. In both key stages, many pupils have a good understanding of number and their measuring and data skills are developing appropriately. Many apply their measuring and recording skills well across a range of subjects within the curriculum, for example when measuring the growth of different plants, then collating and presenting findings using tables and graphs. However, key stage 2 pupils do not always apply their numeracy skills in other areas of learning well enough.

The majority of pupils in the Foundation Phase make appropriate progress in gaining skills in the Welsh language. Many respond well to instructions in other lessons. Across the school, many pupils demonstrate a good attitude to learning the language. However, older pupils lack sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations. A minority of pupils read an appropriate range of Welsh books with fluency and understanding. Many write short pieces well using familiar vocabulary and sentence patterns, but few write at length.

There are small numbers of pupils in each year group, which can have a considerable effect on the school's overall performance in assessments at the end of key stages in comparison with national benchmarks from one year to the next.

Over the last two years, pupil performance at the expected outcome 5 at the end of the Foundation Phase has improved. Performance in literacy has moved the school from the bottom 25% to the top 25% of similar schools and from the lower 50% to the top 25% in mathematical development. In key stage 2, performance at the expected level 4 in English in 2013 places the school in the top 25% of similar schools. However, performance in mathematics and science places the school in the bottom 25% of similar schools. Over the past four years, performance in all three subjects has placed the school between the lower 50% and the bottom 25% of similar schools.

Over the last two years, performance at the higher-than-expected outcome (outcome 6), in the Foundation Phase in literacy and mathematical development has placed the school in the bottom 25% of similar schools. Over the past four years, the school's performance in key stage 2 in all three subjects, at the higher-than-expected level, except in 2010-2011, has placed the school between the lower 50% and the bottom 25% when compared to similar schools.

Wellbeing: Adequate

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 are confident that staff will deal promptly with any worries or incidents that occur.

Most pupils behave well. They are well motivated, focus on their work and co-operate effectively with one another in their lessons and activities. Pupils increasingly assess their own progress, but few have a clear understanding of what they need to do to improve their work.

Most pupils play together happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults. Through curricular and other school activities, pupils acquire a good range of social and life skills, which prepare them well for life outside school. A good example of this is the pupils' enthusiastic launch of a school newspaper, 'The Lighthouse', to keep parents informed of school and community events.

Over recent years, attendance levels have declined in comparison to those of similar schools. This has moved the school from the top 25% to the lowest 25% of similar schools in the last two years. Most pupils arrive at school punctually.

The school council and eco-committee are appropriately involved in the school's decision-making process. They feel that staff value their opinions and listen to them well. Members are involved in improvements to the school environment and in identifying and promoting activities to support a range of local and national charities.

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

The school provides relevant and interesting learning experiences both within and outside the school that meet the needs of most pupils. The curriculum is broad and balanced and covers all Foundation Phase, National Curriculum and religious education requirements. However, teachers do not plan well enough to meet the needs of more able pupils.

The school has responded positively to the requirements of the Literacy and Numeracy Framework. Teachers plan well to develop pupils' literacy and numeracy skills within English and mathematics lessons. However, opportunities for pupils to apply their extended writing, numeracy and data handling ICT skills at the appropriate level across the curriculum are limited.

The provision to promote pupils' understanding of the heritage and culture of Wales is good. Planning for the development of pupils' Welsh language skills relies heavily on limited formal Welsh lessons that do not enable pupils to build on previous knowledge of the language well enough.

The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship. A good example of this is pupils' recent involvement in a bird conservation project in the Dee estuary, which has helped them to understand about protecting wildlife habitats. Pupils' involvement in building an African home in the school grounds and studying bread from around the world develops their understanding of how people live in other countries well.

Teaching: Adequate

All teachers have up-to-date subject knowledge. Generally, they have high expectations of all pupils. They plan purposeful learning activities and use an appropriate range of resources that encourage many pupils to learn effectively.

In the majority of classes, where the quality of teaching is most effective, teachers have clear learning objectives and share these well with pupils to provide a clear purpose for the learning taking place. In these lessons, introductions are brisk and purposeful and teachers using a range of strategies that ensure that most pupils are motivated and challenged. They ask purposeful questions to extend pupils' understanding, manage behaviour well and provide appropriate praise and encouragement. In a minority of classes, where teaching is less effective, the pace

of learning is slow and learning tasks do not always challenge pupils of all abilities enough, particularly the more able. As a result, pupils receive too few opportunities to develop their independent learning skills.

The school has appropriate forms of assessment that provide staff with clear evidence of the standards that pupils achieve. Teachers make good use of standardised tests to monitor individual pupils' progress. Recently introduced assessment procedures have led to greater consistency in feedback to pupils. Comments in pupils' books are supportive, although suggestions on how to improve are not always clear and specific. Many teachers use assessment for learning strategies appropriately to enable pupils to reflect on their own performance. However, teachers do not use these strategies consistently in all classes.

The school has worked successfully with other local schools to strengthen teachers' understanding of levels of attainment. As a result, end of key stage assessments are valid and accurate. Annual reports on pupils' progress and regular meetings with class teachers provide parents with suitable information about their child's achievements.

Care, support and guidance: Good

The school provides good opportunities for pupils to develop their spiritual, moral, social and cultural skills. It has appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to participate in physical activities. All staff promote good behaviour successfully and deal promptly with any incidence of bullying or harassment. Rigorous procedures are now in place to secure regular attendance. As a result, overall pupil attendance is improving. Teachers promote personal and social education effectively through circle time and other activities that promote pupils' emotional wellbeing. The school's nurture room provides good support for a group of pupils that ensures a smooth daily transition from home to school. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

There is good provision to meet the needs of pupils with additional learning needs. Staff identify pupils with additional needs at an early stage and quickly put in place appropriate support. They work closely with families. The school makes good use of specialist services, such as the educational psychologist, to improve provision for identified pupils. Learning support assistants implement intervention strategies well. This has a positive impact on pupils' literacy skills in particular and contributes well to raising pupils' self-esteem.

Learning environment: Good

The school is an inclusive community where staff treat all pupils with respect. Pupils have equal access to all of the school's provision. The school's positive ethos encourages pupils to show respect, care and concern towards each other and the wider community. All staff promote diversity and equal opportunities well both within the curriculum and in extra-curricular activities. There are appropriate policies, procedures and plans in place to ensure equality of opportunity for all.

Accommodation is of good quality and is sufficient for the number of pupils. It is secure and well maintained. It is a well-ordered environment and supports learning well. Classrooms are well equipped with resources of good quality that match the needs of most pupils well. Colourful and interesting displays throughout the school reflect pupils' skills and achievements. Staff are developing the spacious grounds effectively to provide stimulating and attractive areas for physical activity, play and learning.

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

The headteacher has a clear vision based on improving pupils' wellbeing and standards. She provides clear strategic direction and staff have responded positively to her leadership. They work together well. The headteacher sets high expectations that she has conveyed successfully to staff, pupils and governors. However, leadership roles are not clearly defined in the light of recent changes. As a result, staff roles and responsibilities with regard to reviewing and evaluating teaching and learning are not clear.

Leaders make effective use of performance data to identify priorities for improvement and to monitor progress against specific targets. A sound performance management system supports the professional development of all staff well.

The school pays good attention to national priorities. The Foundation Phase is well established and the school has responded positively to the requirements of the Literacy and Numeracy Framework. The school's initiatives to address pupil deprivation are effective and contribute well in raising pupils' aspirations.

The governing body is supportive. The headteacher provides governors with detailed information about how well the school is performing. This, together with their recent involvement in lesson observation and learning walks, enables them to learn appropriately about the school's strengths and areas for improvement. They are beginning to challenge the school more robustly about the standards pupils achieve.

Improving quality: Adequate

The headteacher has recently developed a systematic approach to school self-evaluation that pays good attention to the careful analysis of pupil data to identify school priorities. She has established a rigorous programme of classroom observation and scrutiny of pupils' work. However, the contribution of other staff in evaluating the quality of teaching and learning is limited. Appropriate arrangements are in place to seek the views of pupils and parents on the life and work of the school. Recent initiatives have improved governors' involvement in the self-evaluation process and in identifying areas for improvement. The current self-evaluation report provides an accurate assessment of the school's strengths and areas for development.

The headteacher uses the information from self-evaluation processes effectively to determine clear priorities and targets for future development. Staff have

implemented sound strategies to improve behaviour and attendance, which have created the conditions for improved teaching and learning. Current priorities for improvement focus clearly on raising standards and improving quality, particularly in literacy and numeracy. The targets within the school development plan identify appropriate timescales, responsibilities and costs and indicate how to measure progress. The school is making good progress in achieving these targets, although they have yet to impact fully on raising overall standards.

Partnership working: Good

The school works well with a range of strategic partners. A supportive relationship exists between the school, parents and the local community. A good example of this partnership is the school garden built by parents and the adventure playground funded by local businesses. This contributes well towards improving pupils' fitness and wellbeing. Most parents feel comfortable about approaching the school with questions, suggestions or a problem.

There is a strong partnership between the school and the community. For example, the school makes effective use of facilities at the adjacent Family Centre. Pupils attend the centre for after-school activities organised in conjunction with the high school. Pupils also benefit from a wide range of visits. Visits from local clergy contribute well towards enhancing pupils' understanding of life in other countries.

The school co-operates closely with the local playgroup, which meets in the Family Centre. This ensures that children settle in quickly when they start school. Teachers co-operate well with other schools to share good practice and resources. This also enables pupils to experience activities such as a drama presentation that the school alone could not provide. Effective moderation arrangements are in place to secure valid assessment at the end of both key stages. Good links with the high school provide good transition arrangements.

Resource management: Adequate

The school manages its finances well and links its expenditure appropriately to plans for improvement. The school has a sufficient number of staff, who are deployed appropriately within the school. Teaching assistants provide good support to staff and pupils. Staff make effective use of a wide range of resources to support learning. Recent expenditure has had a positive effect on provision and standards. For example, resources to improve reading and mathematical skills are beginning to have a positive impact on standards for those pupils receiving additional support.

Effective performance management arrangements identify suitable opportunities for the development and training needs of staff. The school is developing appropriately as a learning community and teachers participate effectively in networks of professional practice with other schools. These have enabled members of staff to visit other schools to see good practice and these visits have had a positive effect on developing the school further.

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

Appendix 1

Commentary on performance data

There are small numbers of pupils in each year group, which can have a considerable effect on the school's overall performance in assessments at the end of key stages in comparison with national benchmarks from one year to the next. Over the last two years, performance in the Foundation Phase at the expected outcome 5 has improved. In 2013, the percentage of pupils who achieved the expected outcomes in literacy, mathematical development and personal and social skills was above the average for the family of schools. Performance in language, literacy and communication skills has moved the school from the bottom 25% to the top 25% when compared to similar schools. Performance in mathematical development has moved the school from the lower 50% to the top 25% of similar schools.

Over the last two years, no pupils have achieved the higher outcome (outcome 6) in language, literacy and communication and in mathematical development. Performance in language, literacy and communication and in mathematical development has placed the school in the bottom 25% of similar schools for the past two years.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in English was above the average for the family of schools. This placed the school in the top 25% of similar schools. Performance in mathematics and science was below the average for the family of schools and placed the school in the bottom 25% of similar schools. Over the past four years, performance in all three subjects has placed the school between the lower 50% and bottom 25% of similar schools.

Over the past two years, at the end of key stage 2, no pupils have achieved the higher level 5 in English, mathematics and science. This placed the school in the bottom 25% of similar schools. Over the past four years, except in 2010-2011, the school's performance at level 5 in all three subjects has placed the school between the lower 50% and the bottom 25% when compared to similar schools.

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

Appendix 2

Stakeholder satisfaction report – responses to learner questionnaires

Primary Questionnaire (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.	22		22 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	22		21 95%	1 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	22		22 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	22		22 100%	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.	22		22 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	22		21 95%	1 5%	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.	22		22 100%	0 0%	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.	22		22 100%	0 0%	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.	22		21 95%	1 5%	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.	22		19 86%	3 14%	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.	22		20 91%	2 9%	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	22		22 100%	0 0%	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.	12	3 25%	6 50%	2 17%	1 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	5 42%	7 58%	0 0%	0 0%	0	Mae fy mhlentyn 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.	12	7 58%	3 25%	2 17%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	12	5 42%	4 33%	2 17%	1 8%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	12	2 17%	6 50%	1 8%	3 25%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	12	5 42%	7 58%	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.	12	6 50%	6 50%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	12	5 42%	5 42%	1 8%	1 8%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	12	6 50%	2 17%	4 33%	0 0%	0	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.	12	6 50%	5 42%	1 8%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	12	4 33%	5 42%	2 17%	1 8%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	5 42%	3 25%	0 0%	3 25%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	12	6 50%	3 25%	3 25%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	12	5 42%	4 33%	2 17%	1 8%	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.	12	3 25%	5 42%	2 17%	2 17%	0	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.	12	7 58%	2 17%	0 0%	3 25%	0	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.	11	5 45%	2 18%	2 18%	2 18%	0	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.	12	5 42%	5 42%	0 0%	2 17%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	12	3 25%	5 42%	1 8%	3 25%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
William Glyn Griffiths	Team Inspector
Susan Elizabeth Roden	Lay Inspector
Sian Menna Cwyfan Hilton	Peer Inspector
Margaret Madoc-Jones	School 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.