



*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 Maelgwn  
Broad Street  
Llandudno Junction  
Conwy  
LL31 9HG**

**Date of inspection: September 2013**

**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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## Context

Ysgol Maelgwn is situated in the urban area of Llandudno Junction in Conwy County Borough Council. About a third of pupils come from other nearby areas, including Glan Conwy, Conwy and Deganwy.

Two hundred and forty-four pupils attend the school, including 43 part-time nursery pupils. About 15% of pupils are entitled to free school meals, which is lower than the national figure of 21%.

At present, there are about 25% of pupils on the school's additional learning needs register, which is similar to the national figure. No pupils have a statement of special educational needs. Last year, 43% of pupils who were assessed at the end of the Foundation Phase had additional learning needs.

Ysgol Maelgwn is a school that has two linguistic streams. At present, 53% of pupils receive their education in the Welsh stream and learn Welsh as a first language. The Welsh Government's figures indicate that 42% of all the pupils at the school speak Welsh at home. However, the school indicates that about 12% of pupils speak Welsh as the main home language.

Nearly all pupils are from a white British ethnic background, and a very few pupils come from mixed ethnic backgrounds, Chinese or Asian.

The school was last inspected in December 2007.

The headteacher was appointed on a temporary headteacher's contract in September 2012. She was deputy headteacher at the school previously. A new senior management team was established in summer 2013, and two new teachers on a year's contract started in September 2013 in their teaching posts in the upper years of the Foundation Phase.

The individual school budget per pupil for Ysgol Maelgwn in 2013-2014 is £3,774. The maximum per pupil in primary schools in Conwy is £14,575 and the minimum is £3,230. Ysgol Maelgwn is in 48<sup>th</sup> place of the 58 primary schools in Conwy in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- many pupils make clear progress in their ability to speak, read and write, and in their grasp of number skills;
- teaching across the school ensures that most pupils work productively in lessons, showing perseverance and effort;
- attendance levels compare favourably with attendance in similar schools; and
- the school makes effective use of progress-tracking systems in order to give additional support to pupils who have weak basic skills.

However:

- pupils do not make enough progress in their ability to use their literacy and numeracy skills in a range of contexts across the subjects;
- the majority of pupils in the English stream do not make enough progress by the end of key stage 2 in Welsh as a second language;
- teachers' assessment and questioning strategies do not have enough effect on pupils' achievements and progress; and
- there are not enough tasks that target specifically the needs of different ability levels in lessons, especially in key stage 2.

### Prospects for improvement

Prospects for improvement are adequate because:

- the headteacher has strengthened the school's managerial systems recently and has begun to address effectively aspects where there is a need to raise standards;
- the school development plan includes appropriate intentions and strategies for improvement; and
- appropriate arrangements have been introduced for self-evaluation and improving quality.

However:

- the school's self-evaluation arrangements have not been embedded fully;
- other staff who have management responsibilities have not had sufficient effect on improving provision and improving pupils' achievements; and
- the governing body does not contribute effectively towards setting the school's strategic direction and providing a challenge to aspects of its performance.

## Recommendations

- R1 Improve pupils' literacy and numeracy skills and their ability to use them effectively at an appropriate level in their work across the subjects of the curriculum
- R2 Raise standards of Welsh as a second language across the school
- R3 Improve aspects of teaching and assessment, and especially provide differentiated tasks, ensure that there is a range of effective assessment strategies in place and ensure the validity of teachers' assessments
- R4 Ensure that the senior management team all contribute fully to the quality assurance systems and that the outcomes of observing and scrutinising are used to identify priorities for improvement
- R5 Develop the function of the governing body as a critical friend and its contribution to the school's strategic planning
- R6 Pay immediate attention to the safety issues

### What happens next?

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

## Main findings

### Key Question 1: How good are outcomes?

**Adequate**

#### **Standards: Adequate**

Most pupils across the school work purposefully in the classes and make clear progress in line with the aims of the lessons. In a minority of lessons in key stage 2, pupils of lower ability than the most able pupils do not achieve as well as they could. Overall, pupils who receive additional support for additional learning needs make appropriate progress against the targets in their individual learning plans.

Most pupils listen to their teachers and their peers. They make appropriate progress in their oral skills. Many of them can speak about their work confidently, and express themselves clearly and in language that is increasingly accurate. However, in about half of the lessons in key stage 2, pupils do not always make enough progress in their ability to offer more extended responses or show the ability to think and reason.

The majority of pupils make appropriate progress in their ability to read aloud clearly and meaningfully, and a few pupils read with intonation and colour the expression. The progress of a minority of pupils who receive additional support for developing weak basic reading skills is slow. A minority of pupils in key stage 2 show enjoyment of reading and can discuss favourite novels and authors. However, in general, pupils' skills of responding to reading orally or in writing do not show enough development. Pupils glean information from the internet and other sources, but they do not make enough progress in their use of their skills of presenting information as part of their work in other subjects.

By the end of the Foundation Phase, pupils make appropriate progress in their ability to write in their own words, and show an ability to use a variety of sentence and spelling patterns correctly. The majority make appropriate progress in punctuation and capital letters by the end of the Foundation Phase. Pupils of higher ability do not make sufficient progress in their ability to vary sentences and write cohesively and interestingly by the end of Year 2 in a range of contexts. A minority of pupils do not present their work neatly and there is not enough progress in the quality of these pupils' handwriting.

By the end of key stage 2, the majority of pupils make appropriate progress in their ability to write at greater length in their own words. A minority of pupils write extensively, using paragraphing and punctuation, including use of quotation marks. They record their plans for scientific experiments and show a good grasp of subject terminology and present conclusions concisely. However, in general, key stage 2 pupils do not make sufficient progress in their ability to use their writing skills to record at length in a range of contexts across the subjects. Although pupils draft written pieces, they do not make full use of redrafting skills in order to improve the content and accuracy of their work.

Across the school, many children develop their basic numeracy skills appropriately. By the end of key stage 2, the majority develop an appropriate understanding of number facts and can identify and use number bonds. Most use their mental arithmetic skills appropriately. However, pupils do not use their numeracy skills effectively at the appropriate level in a range of contexts across the subjects.

Pupils in the lower years of the Foundation Phase in the English stream make appropriate initial progress in their ability to understand and follow the use of Welsh as a language of instruction and learning medium. At the end of key stage 2, results of teachers' assessments in Welsh as a second language show a pattern of progress and compare favourably with the results of similar schools and the national average. However, these results are not reflected in the standards of work at the top of key stage 2 last year. A minority of pupils speak confidently and vary sentences, and there is too little progress in pupils' writing skills by the end of the key stage.

Pupils' achievements in Foundation Phase assessments in general have been lower than the figures for the family and Wales at the expected outcome and the higher outcome in the last two years, especially in 2013. In comparison with schools that have similar levels of entitlement to free school meals, performance has placed the school mostly among the lower 50% or the bottom 25% over two years, and in the bottom 25% in all indicators in 2013. However, the high figure of pupils who have free school meals in Year 2 in 2013 was a significant factor. Girls' achievements in the Foundation Phase are significantly better than boys' achievements, especially in language, literacy and communication skills in English.

In key stage 2, there has been a pattern of significant improvement over four years, and performance at the expected level was generally higher than the family and Wales averages in 2012 and 2013. At the higher levels, performance was about the same as or higher than the figures for the family, except for in English. Performance at the expected level placed the school in the top 25% in all indicators in 2013 and among the higher 50% or the top 25% at the expected level and the higher level in 2012 and 2013. However, standards of work in pupils' books at the end of key stage 2 do not reflect these results in full, especially at the higher levels.

### **Wellbeing: Good**

Pupils understand the importance of eating and drinking healthily, and many of them make extensive use of the daily fruit trolley. Significant numbers take advantage of opportunities to take part in sports activities in extra-curricular clubs and at lunch times.

Most pupils' behaviour is good in lessons. They show positive attitudes to work and apply themselves to learning activities, and make productive use of their time.

Attendance rates compare favourably with the rates of similar schools in terms of levels of entitlement to free school meals, and have placed the school in the top 25% in the last two years.

In classes, pupils offer ideas for learning activities by suggesting lines of study when starting a new theme. The school council and the eco council fulfil their responsibilities conscientiously. As a result of their discussions, they offer ideas and have influenced decisions such as having more tables in the canteen and establishing the 'feelings box' as a means for pupils to record issues that concern them.

Through the 'Mêts grêt' (Great mates) scheme, older pupils foster care for others by being involved with younger children at break and lunch times. They develop awareness of the local community through visits and raising money for specific charities. In key stage 2, pupils develop enterprise skills through the projects that they undertake.

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

Educational visits enrich the curriculum, and the learning experiences as part of theme work promote pupils' understanding of aspects of local and national history and culture effectively. The significant numbers of pupils who have various instrumental lessons are a strength at the school.

Teachers identify communication, numeracy and information technology skills appropriately in schemes of work. The school's teams of teachers for literacy and numeracy have undertaken useful initial work in terms of producing policies and ensuring consistency in provision for skills in line with the requirements of the national literacy and numeracy framework. However, planning for progression and continuity in skills has not had enough of an effect in terms of ensuring opportunities for pupils to use the skills at an appropriate level in their work across the curriculum.

The school does not plan in enough detail to ensure progression and continuity in the provision for Welsh as a second language across the school.

There is appropriate provision for fostering pupils' understanding of life and culture in other countries, including taking part in a scheme that promotes international relations between schools. The eco council makes a useful contribution to the work of improving the environment of the local area by co-operating with the local authority and a local shop. Pupils have also benefited from the work of the school council, by contributing to monitoring the school's use of electricity, producing posters about saving water and taking part in a 'reducing dog fouling' campaign in the local community.

### **Teaching: Adequate**

Teachers create a supportive learning environment in classes, which enables pupils to get on with their work. They plan a sequence of learning activities that ensures that pupils work productively. The pace of lessons is appropriate and ensures that pupils continue on task and persevere. Pupils have appropriate opportunities to work jointly in pairs and in small groups.



In the majority of lessons, the questions that teachers ask pupils encourage them to think when offering answers. However, especially in a minority of lessons in key stage 2, pupils do not have enough opportunities to offer explanations and use their thinking skills to improve their oral skills, along with their understanding of the work. In a minority of lessons, teachers do not pay enough attention to the full range of ability in classes by planning tasks that ensure a challenge at an appropriate level for pupils of all levels of ability.

The school has comprehensive systems for assessment and tracking progress, which are used effectively to address aspects of the achievement of pupils who need additional support. A number of appropriate assessment strategies have been adopted recently, but these are not implemented consistently and they do not have enough of an effect in terms of giving support to pupils on how to improve the standard of their work.

Procedures for standardising and moderating teachers' assessments of pupils' work are not thorough enough.

Reports to parents on their children's progress meet statutory requirements.

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

The school has appropriate provision for promoting pupils' health and wellbeing. This includes projects that teach pupils how to prepare healthy meals. The school works effectively with the local authority's educational inclusion team to support children who have behavioural difficulties. Since it was established in 2012, the school's nurture room operates as an active link between specialist agencies and provides professional counselling service for vulnerable pupils.

The school promotes pupils' spiritual, moral, social and cultural development successfully. Pupils have regular opportunities to take a leading part during the morning collective worship sessions, along with opportunities to reflect during the 'minute to think' sessions in classes. Schemes such as 'Mêts grêt' (Great mates) and the 'respect for others week' foster positive attitudes by pupils towards each other and a sense of responsibility over others.

In general, the school's arrangements for safeguarding children meet requirements and they are not a cause for concern. However, a small number of issues were identified during the inspection which the school needs to address immediately.

The school has thorough systems for identifying pupils who have additional learning needs, and it keeps an eye on their progress effectively through systems for tracking pupils' progress. The school takes appropriate advantage of links with external agencies, and the additional support to these pupils is co-ordinated effectively. Individual education plans are appropriate and arrangements for reviewing and updating them are effective.

### **Learning environment: Good**

A happy and friendly ethos exists at the school, and pupils show positive attitudes towards each other and adults, and high levels of courtesy when moving around the school. Policies and procedures are in place to ensure equal rights and opportunities

in all aspects of the school's work. Specific provision in personal and social education lessons promotes values such as honesty, tolerance and fairness effectively. The school promotes respect towards racial diversity and equality through the other respect weeks.

The buildings are in an appropriate condition and provide enough room. The extensive site is used to the full in order to create areas for outdoor learning activities for the Foundation Phase. The school takes advantage of local fields in order to promote sports activities as it does not have a green space of its own.

The environment in the building's public areas makes extensive use of attractive displays. On the whole, classrooms offer appropriate conditions. However, the environment in the learning areas in the Foundation Phase has not been developed fully to provide stimulating conditions in which to promote the curriculum.

The school has appropriate supplies of learning resources.

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

Since her appointment in September 2012, the headteacher has been operating appropriately to improve the school's performance and important aspects of the provision. Detailed analyses of performance data have resulted in identifying specific aspects where improvement is needed and have led to identifying appropriate priorities for improvement.

Over the last year, there have been a number of beneficial developments in terms of strengthening the school's staffing situation and establishing a senior management team. All members of staff have appropriate job descriptions and their responsibilities have been defined clearly. In addition, appropriate steps have been taken to strengthen systems, for example arrangements for tracking pupils' progress and arrangements for improving quality. However, these processes have not yet been embedded, in order to see their effect on pupils' achievements, especially in the areas of assessment for learning and provision for Welsh as a second language.

The governing body receives beneficial reports on the school's performance, and a number of governors visit the school to improve their understanding of its work and life. However, governors' understanding of the school's data and standards has not developed enough to enable them to challenge the school about its performance. As a result, the governing body does not contribute enough to determining the school's strategic direction.

### **Improving quality: Adequate**

The school has an appropriate monitoring programme to steer the work of improving quality over a period of three years. The headteacher has conducted a number of observations to monitor the quality of learning and teaching in classes, and the work of examining pupils' books has begun. However, the information that derives from monitoring lessons and scrutinising books is not used to identify priorities for improvement. Other members of staff who have management responsibilities do not contribute enough to the arrangements for improving quality. The school has

suitable arrangements for discovering parents' and pupils' opinions through questionnaires that are used appropriately as part of the quality improvement process.

The school's self-evaluation report gives a balanced picture of the life and work of the school, and identifies appropriate aspects of its performance where improvement is needed.

The school development plan focuses appropriately on raising standards. The development plan includes suitable strategies for implementation, as well as suitable success criteria and monitoring arrangements. It also includes suitable measurable targets for measuring progress in pupils' standards and achievements.

The school has not made enough progress since the last inspection, and has addressed a minority of recommendations.

### **Partnership working: Good**

The school has beneficial links with parents. As part of a campaign to improve reading skills, the school's reading clubs for pupils and their families are having a positive effect on children's enthusiasm for reading, as well as improving links between the school and the home. Significant numbers of families have taken advantage of this provision. In addition, the 'learning journeys' at night for parents, led by the headteacher, are a useful arrangement.

Close links with the community enrich pupils' learning experiences, and members of the community visit the school. The school played a leading part in the Environment Agency's project in order to create posters around the local area. There is also a strong link between the school and local supermarkets that support and enrich pupils' experiences regarding sustainability. The school also takes advantage of a good relationship with local places of worship.

The school has appropriate links with the nursery group that feeds it and with local secondary schools. This includes co-operating with local schools to moderate teachers' assessments at the end of key stage 2.

### **Resource management: Adequate**

The school has enough teaching staff and support staff, and ancillary staff are used effectively. Specific steps have been taken to restructure staffing to match the school's needs better. Appropriate arrangements have been introduced recently for statutory performance management, and this has resulted in identifying needs for professional development.

The headteacher and governors manage the budget appropriately, and the finance sub-committees meet regularly to monitor expenditure. The school development plan earmarks appropriate sums for implementation on the basis of priorities for improvement.

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

## Appendix 1

### Commentary on performance data

In the Foundation Phase, there has been a significant decline in almost all indicators between 2012 and 2013. The percentage of pupils who achieved the Foundation Phase indicator was lower than the averages for the family and Wales in the last two years, especially in 2013. In general, the same trend can be seen in the individual learning areas, especially in language, literacy and communication skills in English, personal and social development, and wellbeing and cultural diversity.

Although there has been some improvement at the higher outcome in the Foundation Phase in 2013, the results continue to be significantly lower than the family and Wales averages in language, literacy and communication skills in English, personal and social development, and wellbeing and cultural diversity. In the areas of language, literacy and communication skills in Welsh and mathematical development, performance was similar to the averages for the family and Wales in 2012 but significantly lower in 2013.

In comparison with schools that have similar levels of entitlement to free school meals, performance at the expected outcome placed the school among the bottom 25% in every indicator in 2013, and mostly among the lower 50% or the bottom 25% in 2012. At the higher outcome, performance in most indicators over the last two years has placed the school among the lower 50% or the bottom 25%.

In key stage 2, there has been a significant pattern of improvement over four years in the core subject indicator and the core subjects individually, and performance at the expected level has been generally higher than the family and Wales averages in 2012 and 2013. Pupils' achievements in written Welsh have been significantly higher than the family and Wales averages over the last four years. Achievements in Welsh as a second language have also risen considerably over a period and are mostly higher than the average figures for the family and Wales, especially in 2013.

There has also been a pattern of significant improvement in achievements at the higher levels, especially in mathematics and science. Achievements have been the same as or higher than the family average in Welsh, mathematics and science in the last two years but, in general, achievements remain lower than the family and Wales averages in English.

In comparison with similar schools in terms of entitlement to free school meals, performance at the expected level placed the school in the top 25% in all indicators in 2013. This follows a period of being in the lowest 25% in many indicators in previous years.

Girls' achievements in the Foundation Phase are significantly better than those of boys, especially in language, literacy and communication skills in English at the expected outcome. In key stage 2, there is no significant pattern over time in terms of the gap between girls' and boys' achievements, except at the expected level in English.

There is no significant pattern over time in terms of pupils' achievements and entitlement to free school meals in comparison with the remainder of pupils.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denoting the benchmark – this is a 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.	94	94 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	94	83 88%	11 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	94	91 97%	3 3%	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	94	94 100%	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.	94	93 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	94	89 95%	5 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.	94	94 100%	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.	94	92 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	94	91 97%	3 3%	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.	93	87 94%	6 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	94	68 72%	26 28%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	93	71 76%	22 24%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Designating the benchmark – this is a 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 Dalim yn gwybod	
Overall I am satisfied with the school.	14	6 43%	7 50%	1 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	9 64%	4 29%	0 0%	0 0%	1	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.	14	12 86%	2 14%	0 0%	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.	13	6 46%	7 54%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	14	6 43%	7 50%	1 7%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	14	6 43%	8 57%	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.	14	6 43%	8 57%	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.	14	6 43%	5 36%	2 14%	1 7%	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.	14	7 50%	6 43%	0 0%	1 7%	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.	14	7 50%	5 36%	1 7%	0 0%	1	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.	14	8 57%	6 43%	0 0%	0 0%	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'.	14	7 50%	4 29%	1 7%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		

I am kept well informed about my child's progress.	14	7	4	3	0	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	29%	21%	0%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	14	8	3	2	1	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		57%	21%	14%	7%		
I understand the school's procedure for dealing with complaints.	14	7	4	1	1	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		50%	29%	7%	7%		
The school helps my child to become more mature and take on responsibility.	14	7	7	0	0	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		50%	50%	0%	0%		
My child is well prepared for moving on to the next school or college or work.	14	7	3	2	0	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		50%	21%	14%	0%		
There is a good range of activities including trips or visits.	14	6	7	1	0	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		43%	50%	7%	0%		
The school is well run.	14	7	5	2	0	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		50%	36%	14%	0%		
		61%	32%	3%	1%		



## Appendix 3

### The inspection team

Iolo Dafydd	Reporting Inspector
Carolyn Jane Thomas	Team Inspector
Eirian Myfanwy Williams	Lay Inspector
Marc Lloyd Jones	Peer Inspector
Gisella Williams	School 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.