



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

A report on

**Ysgol Bryn Gwalia C.P.
Clayton Road
Mold
Flintshire
CH7 1SU**

Date of inspection: November 2015

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 Bryn Gwalia is close to the centre of Mold in Flintshire. Most pupils live locally. Around 29% of pupils are eligible for free school meals. This is above local and national averages.

There are currently 207 pupils on roll, including 18 nursery pupils who attend on a part-time basis. The school has a local authority resource centre for pupils with hearing impairment. It integrates the few pupils attending this resource into all aspects of the school. There are eight classes taught by seven full-time and three part-time teachers. The school admits pupils to the nursery class at the age of three.

The school currently identifies that around 40% of pupils have additional learning needs. This is well above the national average. A very few pupils have a statement of special educational needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background, use Welsh as their first language or receive support for English as an additional language. The school has excluded a few pupils within the last year.

The headteacher was appointed in 1993, but returned to school in January 2014 following several years working for the local authority as an adviser.

The individual school budget per pupil for Ysgol Bryn Gwalia in 2015-2016 means that the budget is £3,474 per pupil. The maximum per pupil in the primary schools in Flintshire is £4,838 and the minimum is £2,809. Ysgol Bryn Gwalia is 29th out of the 67 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:

- Most pupils make good progress from their starting points
- They use their literacy and numeracy skills well in nearly all lessons
- Standards of wellbeing are good
- Most pupils respond well to the school's interesting learning activities
- A wide range of trips, clubs and visitors enriches the curriculum
- The school provides strong levels of care for its pupils, especially those with emotional difficulties

However:

- Standards of reading are too low
- More able pupils and those eligible for free school meals do not achieve highly enough
- Teaching in around one-third of lessons does not challenge pupils effectively

Prospects for improvement

The school's prospects for improvement are adequate because:

- Leaders have made good improvements to the school building and resources and these have helped to improve pupils' standards and wellbeing
- Governors fulfil their roles and responsibilities appropriately
- Leaders have developed a culture of mutual support and teamwork among staff successfully
- The school has an appropriate range of self-evaluation procedures based on first-hand evidence
- Partnerships with parents and pre-school settings help to improve pupils' wellbeing

However:

- Leaders make limited use of the evidence they gather to monitor the standards that pupils achieve
- Leaders do not use data well enough to track effectively the progress of different groups of pupils or to review the success of initiatives
- As a result, pupil outcomes are not consistently high enough across the school

Recommendations

- R1 Raise standards of reading and pupils' basic numeracy skills
- R2 Improve outcomes for more able pupils and those eligible for free school meals
- R3 Plan and deliver learning activities that challenge all pupils effectively in all classes
- R4 Address shortcomings in safeguarding
- R5 Focus self-evaluation on pupil standards and progress and use the information to improve pupil outcomes

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

Most pupils enter the school with skills that are well below the expected level for their age. By the time they leave the school at the end of Year 6, many pupils make good progress in their learning and reach the expected levels. However, more able pupils and those with additional learning needs do not always make as much progress as they could.

Most pupils in the Foundation Phase make sound progress in developing their speaking and listening skills. They use their oracy skills effectively to explain their ideas and communicate well with friends and adults. By the end of key stage 2, most pupils' oracy skills are good. Most pupils are confident speakers, but a minority of pupils do not always listen appropriately for extended periods.

Few Foundation Phase pupils read with fluency and expression and, by the end of Year 2, only a minority of pupils read at an appropriate level for their age. Most pupils use their knowledge of sounds and letters well to help them to read, but too many struggle. The majority of pupils have reached the expected level in their reading by the end of Year 6. Many read with fluency and accuracy. However, many pupils are not avid readers, their reading lacks expression and their higher-order reading skills are underdeveloped.

By the end of the Foundation Phase, most pupils write well for different purposes, including writing short reports and invitations. For example, pupils in Year 2 write interesting letters to a dance company. The majority of pupils' handwriting develops appropriately and they present their work well. Many pupils in key stage 2 write appropriately for different purposes. For example, they write interesting reports following internet research on African animals. A minority of pupils do not spell common words accurately. Too many more able pupils do not achieve as well as they could in developing the quality of their written work.

Many pupils in the Foundation Phase do not write at the same standard in other subjects as in their literacy lessons. In key stage 2, many pupils use their literacy skills effectively to support their work across the curriculum. In Year 6, for example, pupils write letters home from the trenches as part of their First World War topic.

Many pupils in the Foundation Phase make sound progress in the development of their numeracy skills. In Year 2, many pupils work confidently with numbers to 100, and correctly add and subtract two-digit numbers. They create simple bar graphs and measure accurately. In key stage 2, many pupils have a good understanding of shape, space and measures. For example, most Year 6 pupils understand co-ordinates, measure angles with accuracy and can present data appropriately using a range of graphs. However, many key stage 2 pupils do not have a secure recall of number bonds and this impedes their ability to work on more advanced number work.

Many pupils apply their numeracy skills in other subjects at a similar level to their work in mathematics lessons. For example, Year 2 pupils make effective use of their money skills to buy fish and Year 6 pupils use binary logic to crack codes in their history topic.

Most pupils make good progress in their spoken Welsh. Younger pupils use simple greetings and answer questions on familiar topics confidently. By the end of key stage 2, many pupils answer at greater length using connectives and negatives appropriately. However, most pupils do not use their Welsh oracy skills often enough outside of lessons. Many pupils develop their Welsh writing and reading skills well as they move through the school and achieve good standards by the end of Year 6.

Results for pupils eligible for free school meals vary. In the Foundation Phase they perform better than other pupils in literacy, but not quite as well in mathematics. In key stage 2, they consistently achieve less well than other pupils, and the gap between the two groups is widening. More able pupils eligible for free school meals generally do less well than other pupils.

Over the last four years, pupil performance at the end of the Foundation Phase has varied from year to year. Generally, the school is in either the upper 50% or lower 50% when compared with similar schools.

Outcomes for pupils in key stage 2 have also varied greatly from year to year. In the last four years, there has been a slight downward trend, but outcomes have improved recently in both English and mathematics.

Wellbeing: Good

Most pupils have a positive attitude towards leading a healthy lifestyle and have a sound understanding of the importance of eating healthily and taking regular exercise. Many pupils enjoy taking part in extra-curricular sporting activities. Nearly all pupils feel safe in school and are confident that they can turn to staff members if they have a problem.

Most pupils behave well and show care and consideration for each other. They enjoy lessons and engage well with their learning. Most pupils work effectively in pairs and in groups and many have the skills to work independently and with concentration. Pupils across the school have a say in what and how they learn when they help teachers plan new topics.

Pupils have good links with the local community. For example, pupils sing in the town centre at Christmas and perform plays at the local nursing home. Pupils regularly raise money for charities, including supporting annual national events and local charities. They understand how important it is to help others in need.

The school council is an effective body with pupils taking their roles seriously. It has helped make improvements to school provision, for example by suggesting upgrading toilets and increasing playground equipment. Members were also recently involved in interviewing for a new caretaker. However, pupils do not take on enough key roles in the group, such as leading meetings.

Over the past four years, pupils' attendance rates have varied between the top 25% and lower 50% when compared with those in similar schools. Nearly all pupils are punctual at the start of the school day.

Key Question 2: How good is provision?

Adequate

Learning experiences: Good

Recent changes to curriculum provision have been successful in providing engaging and interesting learning experiences for all pupils. Schemes of work contain plans for learning experiences that build effectively upon the pupils' previous skills, knowledge and understanding as they move through the school.

The school provides many worthwhile opportunities for pupils to develop their literacy, numeracy and information and communication (ICT) skills. Overall, the school is making good progress in introducing the national literacy and numeracy framework.

Well-attended after-school clubs, such as netball, gardening, art and craft, engage the interests of pupils well. The school makes effective use of a range of visits, such as to the local supermarket, Post Office, Rhyl Sea Aquarium and Northern France. These enrich pupils' learning experiences well. Visitors to the school give valuable support to the taught curriculum. For example, Foundation Phase pupils responded well to a presentation on animals and reptiles and a local resident brought the 1960s to life by a talking about his youth with the older pupils.

The school's provision for Welsh enables pupils to perform well in Welsh lessons. There are a good range of worthwhile opportunities for pupils to learn about the culture and history of Wales, for example by visiting Llangollen Eisteddfod and painting in the style of Kyffin Williams.

The school makes suitable provision for pupils to learn about environmental issues, such as sustainability, reducing power consumption and managing recycling. It promotes pupils' understanding of other countries and cultures successfully through the school's 'Global Learning Platform', where pupils learn about international refugees.

Teaching: Adequate

In nearly all classes, teachers and pupils have good working relationships. Teachers and learning support staff work well together to provide helpful support for pupils. A majority of lessons move along at a brisk pace, and staff provide learning experiences that engage and challenge many pupils. In these classes, there are high expectations in terms of what many pupils can achieve, and staff use a wide variety of effective questioning techniques to extend and develop pupils' understanding. In these classes, most pupils progress well.

In around a third of classes, the pace of lessons is too slow and pupils spend too much time sitting listening to staff and not engaging in purposeful activities. In these classes, teachers do not plan activities well enough. Consequently, more able pupils find their work undemanding and they do not achieve as much as they could.

Generally, teachers mark pupils' work regularly. They give pupils helpful feedback about what they do well and, in a few cases, provide pupils with clear ways to improve their future work. From Year 2 onwards, pupils are beginning to assess their own work effectively. However, too few pupils are aware of their own targets for improvement.

The school keeps manageable and useful records on each pupil. It makes effective use of this information to identify those pupils who need extra help with their learning. A strong feature of assessment is the effective tracking of vulnerable pupils which helps the school to provide effective support for pupils' wellbeing when required. Annual reports to parents are informative.

Care, support and guidance: Adequate

The school cares for its pupils well. Its provision to support pupils with emotional difficulties is of high quality and helps improve the wellbeing of these pupils effectively. There are sound strategies to encourage pupils' good behaviour and to develop pupils' understanding of how to stay safe. The school has appropriate arrangements to promote healthy eating and drinking.

There is worthwhile provision for pupils' social, moral, spiritual and cultural development. For example, a church group visits assemblies and classes regularly to promote pupils' spiritual values. Pupils' moral development develops well through time spent in deciding and implementing 'golden rules' in classes.

The school makes effective use of a range of specialist services especially to help families with issues they encounter. In particular, work with the local family health worker has improved home school links. The police provide good support to help improve pupils' awareness of substance misuse and how to keep themselves safe on the internet.

The quality of support for pupils who need extra help with their learning is too varied and it is not always clear how well these pupils achieve. Pupils with a statement of educational needs receive effective support for their individual difficulties. Pupils' individual education plans are appropriate. Parents take part suitably in their review.

The school's arrangements for safeguarding pupils generally meet requirements, but give minor cause for concern.

Learning environment: Good

The school has a caring and welcoming environment. The school's inclusive ethos ensures that all pupils, including those from the hearing resource base, receive equal access to all aspects of the school's provision. It values the background and diversity of its pupils effectively. It has especially effective arrangements for dealing with pupils who had emotional difficulties.

The school building and the interior environment of the school have been improved over the last 18 months. There are a range of informative displays of pupils work about the school, especially in the Foundation Phase. Resources throughout the

school, including those for ICT, are of a good quality and well matched to pupils' needs. The school grounds are well maintained, with the school starting to make good use of the extensive grounds for activities such as forest school to aid outdoor learning.

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

Since recently returning to the school, the headteacher has introduced a range of initiatives that have had a big impact on developing the learning environment and improving pupils' wellbeing. The headteacher has established clear, well-defined aims for the school, which centre on developing an inclusive ethos and improving provision for pupils. Leaders communicate this vision well to all stakeholders. The headteacher receives sound support from the senior leadership team and learning co-ordinators. Leaders have developed a culture of mutual support and teamwork among staff successfully.

In the main, staff roles and responsibilities are clear and enable them to fulfil their duties effectively. Staff have an appropriate understanding of the school's strengths and areas for development based on information from national testing and assessments. Leaders provide suitable challenges to support staff development.

The school's governing body undertakes its roles and responsibilities conscientiously. It is well informed about the school's strengths and shortcomings. Members visit the school regularly to help develop their understanding of pupil standards. They provide a good level of strategic direction to the development of the school. They challenge leaders and managers effectively in relation to the outcomes that pupils achieve and the quality of provision.

Improving quality: Adequate

The school has an appropriate range of self-evaluation procedures based on first-hand evidence. These include lesson observations, scrutiny of pupils' work, the views of pupils and parents, and information from individual pupil tracking. Leaders monitor the school's range of provision and its impact on learners' wellbeing well. They use national data effectively to review pupil performance. However, leaders make limited use of the evidence they gather to monitor the standards that pupils achieve. They also do not use performance data well enough to track the progress of different groups of pupils, such as those eligible for free school meals, or to review the success of initiatives.

There is a clear link between the school's self-evaluation procedures and its planning for improvement. Priorities in the school improvement plan contain relevant targets and details of monitoring and progress reviews. It allocates staff responsible for specific actions and the funding available. The success criteria in the plan focus appropriately on pupil outcomes, but they are often not specific enough to measure pupil progress effectively.

Recent initiatives have led to improvement in pupil outcomes and in the quality of provision. For example, the outcomes in Welsh language have improved and many pupils are now engaging more successfully with learning through the newly-revised curriculum.

Partnership working: Good

The school has an effective partnership with parents. There are many valuable opportunities for parents to become involved in the life of the school. For example they take part in family learning sessions that help them to support their children's learning at home. Others are part of the 'Parent Council', which meets with leaders to discuss provision. This has helped to make worthwhile changes to school reports.

The partnership with a local business has improved pupils' understanding of sustainable development and business enterprise.

Links with a teacher training institution are helpful in providing specialist training for school staff in ICT. This has led to better outcomes for pupils.

The school has very good links with several local pre-school settings and the on-site 'Flying Start' group. Staff visit these groups and pupils' families before pupils start school. This helps pupils to settle into school quickly and teachers can plan effectively to meet their needs from the outset.

Effective links with the local high schools enable pupils to prepare well for their transfer to secondary education.

Resource management: Adequate

The school has sufficient experienced teachers and learning support assistants to deliver the curriculum. Effective performance management for teachers and appraisal for non-teaching staff support school improvement successfully. Training links well to school priorities. Recent training for staff on Welsh language and ICT has improved outcomes for pupils. Staff engage well in opportunities to observe and to work with colleagues, allowing them further to develop their own classroom practice. The school has limited involvement in networks of professional practice with other schools.

Leaders generally review and manage the school's resources well. Over the last 18 months, they have used funds to improve the physical environment of the school successfully and to improve ICT resources. However, the school's use of the pupil deprivation grant has not always had enough impact on improving outcomes for pupils eligible for free school meals.

In view of the standards that pupils achieve and the overall quality of provision and leadership, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6642068 - Ysgol Bryn Gwalia

Number of pupils on roll	226
Pupils eligible for free school meals (FSM) - 3 year average	27.5
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	29	32	30	22
Achieving the Foundation Phase indicator (FPI) (%)	86.2	78.1	66.7	81.8
Benchmark quartile	1	3	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	29	32	30	22
Achieving outcome 5+ (%)	89.7	81.3	70.0	86.4
Benchmark quartile	2	3	4	3
Achieving outcome 6+ (%)	20.7	25.0	43.3	31.8
Benchmark quartile	3	3	1	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	29	32	30	22
Achieving outcome 5+ (%)	86.2	87.5	90.0	81.8
Benchmark quartile	2	3	2	4
Achieving outcome 6+ (%)	24.1	21.9	20.0	22.7
Benchmark quartile	2	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	29	32	30	22
Achieving outcome 5+ (%)	89.7	93.8	93.3	90.9
Benchmark quartile	3	3	3	4
Achieving outcome 6+ (%)	13.8	18.8	26.7	31.8
Benchmark quartile	4	4	4	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6642068 - Ysgol Bryn Gwalia

Number of pupils on roll	226
Pupils eligible for free school meals (FSM) - 3 year average	27.5
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	24	27	23	32
Achieving the core subject indicator (CSI) (%)	87.5	85.2	65.2	84.4
Benchmark quartile	1	2	4	3
English				
Number of pupils in cohort	24	27	23	32
Achieving level 4+ (%)	87.5	96.3	69.6	84.4
Benchmark quartile	2	1	4	3
Achieving level 5+ (%)	37.5	29.6	21.7	37.5
Benchmark quartile	1	3	4	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	24	27	23	32
Achieving level 4+ (%)	91.7	85.2	65.2	87.5
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	33.3	37.0	*	31.3
Benchmark quartile	2	2	*	3
Science				
Number of pupils in cohort	24	27	23	32
Achieving level 4+ (%)	91.7	96.3	69.6	84.4
Benchmark quartile	2	1	4	4
Achieving level 5+ (%)	58.3	48.1	*	25.0
Benchmark quartile	1	1	*	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	99		98 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	99		92 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	99		98 99%	1 1%	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	99		97 98%	2 2%	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.	99		95 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	99		98 99%	1 1%	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.	99		99 100%	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.	99		96 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.	99		95 96%	4 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	99		98 99%	1 1%	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		84 85%	15 15%	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	98		76 78%	22 22%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is 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.	19	7 37%	10 53%	0 0%	2 11%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	19	11 58%	6 32%	0 0%	2 11%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	12 63%	5 26%	1 5%	1 5%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	19	9 47%	7 37%	1 5%	2 11%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	18	3 17%	12 67%	2 11%	1 6%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	18	10 56%	7 39%	0 0%	1 6%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	10 56%	7 39%	0 0%	1 6%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	6 35%	9 53%	1 6%	1 6%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	19	11 58%	5 26%	1 5%	2 11%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	8 42%	9 47%	1 5%	1 5%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	18	7 39%	10 56%	0 0%	1 6%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	6 38%	8 50%	1 6%	1 6%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	17	4 24%	11 65%	1 6%	1 6%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	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.	19	10 53%	6 32%	1 5%	2 11%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	17	6 35%	7 41%	2 12%	2 12%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	18	8 44%	9 50%	0 0%	1 6%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	13	4 31%	7 54%	0 0%	2 15%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	19	6 32%	11 58%	1 5%	1 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	18	7 39%	8 44%	1 6%	2 11%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Elizabeth Jane Counsell	Team Inspector
Peter Duncan Haworth	Lay Inspector
Helen Vernon	Peer Inspector
Dilwyn Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.