



*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 Pendref  
Gwaenynog Road  
Denbigh  
Sir Ddinbych  
LL16 3RU**

**Date of inspection: June 2014**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 19/08/2014**

## Context

Ysgol Pendref, formed in 2012, is an amalgamation of the former Gwaenynog Infant and Heulfre Junior Schools. Currently, the school continues to operate on two separate sites. The school is close to the centre of Denbigh. Around 59% of pupils are eligible for free school meals, which is well above the national and Denbighshire averages. The majority of pupils live in the immediate locality, but a very few are from outside the school's catchment area.

There are 157 full-time pupils from four to 11 years of age on roll in seven single-age classes. A further 23 part-time pupils attend the nursery in the mornings.

Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language. A very few receive support for English as an additional language.

A few pupils are looked after by the local authority. The school identifies that about 40% of pupils have additional learning needs, which is well above the average for Wales. A very few pupils have a statement of special educational needs.

The current acting headteacher took up the post in September 2013 at the request of the local authority. A new permanent headteacher has been appointed and will take up the post in September 2014. The previous inspection for Gwaenynog Infants was in 2006 and Heulfre Junior School was inspected in 2008.

The individual school budget per pupil for Ysgol Pendref in 2013-2014 means that the budget is £4,373 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,594 and the minimum is £3,159. Ysgol Pendref is 24th out of the 48 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- many pupils make good progress and achieve appropriate standards;
- nearly all pupils enjoy coming to school, behave well and have a positive attitude to learning;
- the calm, welcoming ethos of the school supports pupils well and helps them to learn; and
- the school provides pupils who have additional learning needs with good support, enabling them to make good progress.

However:

- the quality of pupils' writing in key stage 2 is not good enough;
- pupils do not make sufficient progress in developing their skills in Welsh and investigative mathematics; and
- the quality of teaching is not of a consistently high enough standard.

### Prospects for improvement

The school's prospects for improvement are good because:

- there have been many improvements in the life and work of the school over a short period of time;
- staff work together well as a close and effective team;
- all staff fulfil their responsibilities effectively and have suitable roles in taking the school forward;
- the school successfully identifies areas for improvement through effective self-evaluation processes;
- improvement planning is having a positive impact on pupils' standards; and
- the school makes effective use of a suitable range of partnerships in order to enhance pupils' outcomes and wellbeing.

## **Recommendations**

- R1 Improve the standard of writing in key stage 2
- R2 Develop pupils' investigative skills in mathematics and their ability to solve problems
- R3 Raise standards in Welsh
- R4 Ensure teaching of at least good quality across the school
- R5 Develop the involvement of governors in challenging the school appropriately and in monitoring its performance

### **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

Many pupils start school with skills that are below average for their age. However, by the end of key stage 2, most pupils achieve well overall in relation to their starting-points.

From their starting points, boys and girls achieve equally well, and pupils eligible for free school meals generally attain as well as other pupils. Pupils who need extra support with their learning and those for whom English is an additional language make good progress.

Many pupils enter school with poor speaking and listening skills. Pupils develop these skills well as they move through the Foundation Phase. Nearly all listen carefully and attentively in lessons. By the end of key stage 2, nearly all pupils speak confidently, contribute enthusiastically to discussions and express their ideas well.

Most pupils in the Foundation Phase make good progress in developing their reading skills. They discuss what they have read with understanding and are familiar with a range of stories and children's authors. Pupils who are more able read accurately and with good expression. By the end of key stage 2, many pupils read with fluency and expression. They talk enthusiastically about a wide range of books that they are familiar with and develop clear preferences in the books they choose to read. They have a good understanding of how to use information books effectively.

Pupils who are more able use higher-order reading skills confidently, such as skimming and scanning, to locate specific information in texts. Most pupils make good use of their writing skills to support their work in many aspects of learning. As they move through the Foundation Phase, pupils' writing skills develop well, so that by the end of the phase many pupils write independently and with increasing fluency. Most form their letters well, use basic punctuation accurately and spell simple words correctly. The standard of writing in key stage 2 is more variable. Many pupils do not make consistent progress in developing the content and quality of their writing. Overall, their ability to present their work well, spell accurately and use appropriate punctuation is limited.

Most pupils in the Foundation Phase achieve good standards in developing their numeracy skills. Older pupils in the phase work confidently with large numbers and pupils who are more able successfully use division to solve problems. They collect and record simple data and use appropriate measuring skills accurately. They make good use of their mathematical skills in a variety of classroom situations.

Pupils in key stage 2 develop their number skills well. For example, older pupils work well with fractions and accurately calculate percentages. Pupils accurately use measurements in different ways and record and analyse data. However, pupils do

not make sufficient progress in developing their ability to undertake investigative work, to solve problems or to use their skills in real-life situations.

Many pupils in the Foundation Phase show a positive attitude to learning Welsh and make good progress in their use of the language. They respond well to requests in Welsh and are ready to speak about familiar topics. However, by the end of key stage 2, most pupils do not show enthusiasm when using Welsh orally. They are hesitant and use a limited range of vocabulary. Most pupils write appropriately using basic sentence patterns, but do not consistently develop their ability to read in Welsh. Very few pupils use the Welsh language outside of lessons.

At the end of the Foundation Phase, pupils' performance at outcome 5 and outcome 6 in literacy has placed the school in the bottom 25% of similar schools for the past two years. For performance in mathematical development, the school has moved from the bottom 25% of similar schools in 2012 to the lower 50% in 2013.

At the end of key stage 2, performance has improved over the past four years, particularly at the higher-than-expected level (level 5). When compared to similar schools, pupils' performance in mathematics at level 4 and level 5, and English at level 5, has moved the school from the bottom 25% to the higher 50%. In 2013, performance in science at level 5 has moved the school to the top 25% of similar schools. Pupils' performance in English and science at level 4 has placed the school in the higher 50% of similar schools in 2013.

### **Wellbeing: Good**

Most pupils have a good understanding of the importance of a healthy diet and regular exercise. They feel safe in school and know whom to approach if they have any problems.

Nearly all pupils enjoy school and have a positive attitude to learning. The standard of pupils' behaviour in classes and around the school is good. Nearly all pupils show respect and consideration for each other and adults. They work well independently and co-operate well when working in pairs and groups. Attendance has risen steadily over the past three years. In 2013, the overall attendance rate placed the school in the top 25% when compared with similar schools.

The school council and eco-committee take an active role in making decisions that have a positive effect on the life and work of the school. For example, members of the school council have recently been involved in interviews for a new headteacher. Council members have a clear understanding of their roles and take their responsibilities seriously.

Pupils take on a suitable range of responsibilities in class and in the wider life of the school with confidence and independence. They support the school effectively as playground leaders, dance buddies and in managing the fruit shop.

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

The school provides a broad and balanced curriculum that meets statutory requirements. Pupils in the Foundation Phase have a good balance of structured and free choice learning activities. The excellent outdoor area provides a wide range of stimulating learning experiences for pupils. Educational visits to places in the locality and further afield, together with visitors to the school, deepen pupils' understanding of the topics they study well. Staff enhance pupils' learning further through a wide range of extra-curricular activities, such as sports, cooking and gardening. Good arrangements exist to meet the needs of pupils with individual needs in classes and withdrawal groups.

Staff have used the national literacy and numeracy framework systematically to identify opportunities for pupils to develop their skills across the curriculum. In the Foundation Phase, pupils develop their skills across all areas of learning well. In key stage 2, although plans identify a good range of opportunities for pupils to use their literacy skills, teachers do not always use these in day-to-day planning. The provision for numeracy skills in key stage 2 does not include sufficient opportunities for pupils to use their investigative and problem-solving skills.

The school provides good opportunities for pupils to extend their knowledge of the Welsh language through writing activities. However, provision for Welsh does not develop pupils' speaking and reading skills well enough. The school makes good provision for developing pupils' understanding of Welsh culture and heritage.

Staff ensure that pupils develop their understanding of sustainability, for example through monitoring the use of energy, minimising waste and recycling. They provide a good range of opportunities for pupils to learn about global citizenship through the topics they study.

**Teaching: Adequate**

All teachers have up-to-date subject knowledge and establish good working relationships with pupils. In all classes, teachers explain the objective of the lesson well, giving pupils a clear focus for their learning. In most classes, teaching is effective and teachers promote practical activities successfully, ensure lessons proceed at a lively pace and challenge pupils to achieve well. They use skilful questioning that develops pupils' understanding successfully.

In the few classes where teaching is less effective, teachers' expectations are not high enough and the tasks that they provide for pupils do not build successfully on what pupils can do. They also tend to rely too heavily on the use of worksheets. Occasionally, the pace of lessons is slow and tasks fail to engage pupils effectively.

Staff make effective use of assessments to identify pupils who need additional support and those who are underachieving. Nearly all teachers use the results of ongoing assessments well to plan the next steps in learning for pupils. All teachers involve pupils frequently in assessing their own learning and that of others. This has



a positive impact on the standards pupils achieve. Most teachers provide good oral feedback to pupils during lessons and all mark pupils' work regularly. However, the quality of marking is inconsistent across classes and frequently has little impact on helping pupils to improve.

The school arranges appropriate opportunities for parents to discuss their child's progress and provides them with annual written reports that are clear and informative.

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

The school provides a high level of care and support for pupils. There are appropriate arrangements to promote healthy eating and drinking. Staff effectively develop pupils' understanding of how to stay safe, for example by providing workshops for pupils in key stage 2 on how to keep safe when using the internet. The school encourages pupils to participate regularly in a range of physical activities. Staff make good use of the garden area to support pupils' understanding of healthy living.

Learning experiences promote pupils' spiritual, moral, social and cultural development well. Staff make very effective use of a specific programme to develop pupils' social and emotional skills.

The school has well-established links with many specialist services, and staff work closely with them to meet pupils' specific needs. The school makes good use of the nearby family information centre in order to support of pupils and parents.

The school has good, well-organised systems to ensure that staff identify pupils with additional needs at an early stage. Staff use a suitable range of support programmes effectively to ensure that these pupils make good progress. Targeted support from staff for children with additional needs raises pupils' self-esteem and confidence well.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school has a calm and welcoming ethos that provides pupils with a safe and supportive learning environment. Staff treat all pupils equally and promote diversity well. They ensure that all pupils have access to every aspect of school life.

The school buildings provide a clean and pleasant learning environment. Accommodation is sufficient for the number of pupils on roll and staff use all areas of the building well. Displays throughout the school celebrate pupils' achievements and provide a good focus for learning. Not all areas of the school are accessible to those who have physical disabilities, but the school is working closely with the local authority to improve access. The school has an outdoor learning area of high quality that the school community looks after very well. The school has a good range of suitable learning resources that meet pupils' needs well.

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

The judgement on standards for Key Question 1 (adequate) differs from the good judgement for leadership because it is too early for the appropriate changes brought about by new leadership in the school to have fed through fully to the standards that pupils achieve.

The acting headteacher has a clear vision for the future development of the school, which she has communicated well, in a short time, to staff, governors and parents. A supportive senior leadership team provides good strategic direction for the school. All staff work together as a close and effective team. Shared leadership enables all members of staff to contribute well towards taking the school forward. Staff are effective in undertaking their various responsibilities.

The school pays good attention to local and national priorities, such as the literacy and numeracy framework and raising pupils' aspirations. This is having a positive impact on pupil outcomes and wellbeing.

Governors are supportive of the school. They have a good understanding of the school's strengths and areas for development through the reports they receive from the headteacher and the local authority. They know how well the school is performing compared to similar schools. However, they do not make as much use of their knowledge as they could to challenge the school fully and to develop their role in monitoring the school's performance.

### **Improving quality: Good**

The acting headteacher has developed clear procedures for self-evaluation and planning for improvement. Senior leaders have sought the views of all stakeholders appropriately, for example through the effective use of pupil and parent questionnaires. All staff make a valuable contribution to the self-evaluation process and governors are encouraged to express their views.

The school's senior leadership team focuses well on evaluating the standard of provision and pupils' work. The school makes effective use of external assessment by the local authority to inform its self-evaluation, and senior managers analyse the school's performance data purposefully. As a result, the leaders, governors and teachers have a good understanding of the school's strengths and areas that need further improvement.

The self-assessment report is concise and identifies relevant areas for improvement. Leaders use the information from self-evaluation well to determine clear, valid priorities for school improvement. All staff take a shared responsibility for planning to meet improvement targets. Actions the staff have taken as a result of planning for improvement have led to measureable improvements, for example in raising standards in reading and in improving the personal and social skills of pupils in the Foundation Phase.

### **Partnership working: Good**

The school has a wide and appropriate range of effective partnerships. Staff work closely with the local authority and other educational agencies and act on the recommendations they make. This has led to positive improvements in provision and the standards pupils achieve.

The school has a strong partnership with parents and keeps them well informed through regular newsletters. It encourages parents to help in a variety of activities both during the school day and on educational visits.

There is an effective partnership between the school and the community. For example, activities held in conjunction with a university, involving pupils and their parents, have helped to raise pupils' aspirations. Well-established partnerships with a range of local sporting organisations have helped the school to provide good opportunities for pupils to improve their fitness and wellbeing.

The school works closely with local nursery groups. This ensures that children settle in quickly when they start school. Arrangements for transferring pupils to the secondary school prepare older pupils well for the next stage in their education. Moderation arrangements with other local schools are helping to ensure the consistency and accuracy of teacher assessment appropriately.

### **Resource management: Adequate**

The school has a sufficient number of qualified teachers and teaching assistants to deliver the curriculum and to ensure the wellbeing of all pupils. The school has well-established procedures for performance management and ensures there are good opportunities for staff to improve their skills through appropriate training and development. Staff make good use of the school building, outside learning areas and resources to support pupils' learning.

Staff take an active role in a number of networks of professional practice working with other schools, for example to share their knowledge and understanding of effective outdoor education.

The school has established appropriate systems to plan and monitor its finances closely. The governing body ensures that expenditure links well to school priorities. The school has made good use of additional grants and fund-raising events to improve its resources for technology and to enhance standards in reading. This has had a positive effect on pupils' outcomes.

The school currently has a large deficit due to changes in staffing when the two schools amalgamated. However, the headteacher and governors are working closely with the local authority to reduce the surplus to an acceptable level.

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

## Appendix 1

### Commentary on performance data

At the end of the Foundation Phase in 2013, performance was higher than in 2012 in all assessed areas of learning. However, results are still slightly below the family average at outcome 5 and outcome 6. Performance in personal and social skills is well below the family average at outcome 6.

When compared to similar schools, performance in 2012 and 2013 at outcome 5 and outcome 6 in language, literacy and communication places the school in the bottom 25% compared with similar schools. In mathematical development, results at both outcomes have lifted the school from the bottom 25% of similar schools in 2012 to the lower 50% in 2013. In 2013, performance at outcome 6 in personal and social skills have placed the school in the bottom 25%. At outcome 5, performance has placed the school in the bottom 25% in 2012 and 2013.

At the end of key stage 2, performance has improved over the past four years, particularly in mathematics at the expected level (level 4), and in all subjects at level 5. When compared with similar schools, performance in mathematics at levels 4 and 5, and English at level 5, has moved the school from the bottom 25% in 2010 to the higher 50% in 2013. Over that period, performance in science at level 5 has moved the school from the bottom 25% to the top 25%.

Boys tend to perform at least as well as girls at the end of both the Foundation Phase and key stage 2, except in language, literacy and communication at outcome 5, where girls in the Foundation Phase tend to perform better than boys.

At the end of the Foundation Phase, the gap in performance at outcome 5 is small. However, the percentage of pupils eligible for free school meals who attain outcome 6 is much lower than for other pupils in all areas of learning. At the end of key stage 2, the gap between the performance of pupils eligible for free school meals and other pupils has reduced recently. In 2013, there is little difference in performance at level 4 in all subjects. The percentage of pupils eligible for free school meals who attain level 5 is higher in all subjects than for other pupils.

## 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.	83	83 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		0%	0%	
The school deals well with any bullying.	83	75 90%	8 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		0%	0%	
I know who to talk to if I am worried or upset.	83	76 92%	7 8%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		0%	0%	
The school teaches me how to keep healthy	83	79 95%	4 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		0%	0%	
There are lots of chances at school for me to get regular exercise.	83	80 96%	3 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		0%	0%	
I am doing well at school	82	71 87%	11 13%	Rwy'n gwneud yn dda yn yr ysgol.
		0%	0%	
The teachers and other adults in the school help me to learn and make progress.	83	81 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		0%	0%	
I know what to do and who to ask if I find my work hard.	83	77 93%	6 7%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		0%	0%	
My homework helps me to understand and improve my work in school.	82	68 83%	14 17%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		0%	0%	
I have enough books, equipment, and computers to do my work.	83	78 94%	5 6%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		0%	0%	
Other children behave well and I can get my work done.	81	57 70%	24 30%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		0%	0%	
Nearly all children behave well at playtime and lunch time	81	64 79%	17 21%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		0%	0%	

## 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.	14	7 50%	7 50%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	14	8 57%	6 43%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	14	12 86%	2 14%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	14	9 64%	5 36%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	14	5 36%	8 57%	0 0%	1 7%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	14	9 64%	4 29%	1 7%	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	7 50%	5 36%	2 14%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	6 46%	6 46%	1 8%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	14	9 64%	4 29%	1 7%	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.	14	8 57%	6 43%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	13	8 62%	5 38%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	14	5 36%	7 50%	1 7%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	14	7 50%	5 36%	2 14%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	14	7 50%	7 50%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	14	5 36%	7 50%	0 0%	0 0%	2	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.	14	7 50%	6 43%	1 7%	0 0%	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.	13	5 38%	5 38%	1 8%	0 0%	2	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.	14	8 57%	6 43%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	14	7 50%	7 50%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Jane Williams	Reporting Inspector
Glyn Griffiths	Team Inspector
Susan Roden	Lay Inspector
Sian Jones-Evans	Peer Inspector
Margaret Lonsdale	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.