



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

**A report on**

**Ysgol Penmachno  
Penmachno  
Betws-y-Coed  
Conwy  
LL24 0PT**

**Date of inspection: October 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:

<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 Gynradd Penmachno is situated in the centre of the village of Penmachno about four miles from Betws-y-coed in Conwy. It serves the village and the rural area nearby. It provides education for pupils aged between 3 and 11 years. There are 41 pupils on roll, which includes four of nursery age. There are two mixed-age classes at the school.

The school admits pupils part-time in the term following their third birthday and full-time in the September following their fourth birthday. About 20% of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority or mixed backgrounds.

Welsh is used as a teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English.

Six per cent of pupils are eligible for free school meals. Twelve per cent of pupils are on the school's additional learning needs register. No pupils have a statement of special educational needs.

The school was last inspected in March 2009. Since the inspection, there has been considerable change in staffing. The headteacher in charge has been in post since September 2013. In addition to the headteacher, who is in charge of a class in the Foundation Phase for four days a week, there is one full-time teacher and one part-time teacher. Both teachers were appointed in September 2015.

The individual school budget per pupil for Ysgol Penmachno in 2015-2016 is £5,056. The maximum per pupil in primary schools in Conwy is £9,616 and the minimum is £3,227. Ysgol Penmachno is in 13<sup>th</sup> position of the 57 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>Good</b>

### Current performance

The school's performance is adequate because:

- Nearly all pupils in the Foundation Phase are making progress and achieving well across the areas of learning and many pupils in key stage 2 are making appropriate progress
- Considering their linguistic background, pupils' Welsh language skills develop quickly and, by the end of key stage 2, the majority of them attain a good standard of bilingualism and move easily from one language to the other when discussing their work
- Most pupils behave well, and are courteous and welcoming
- Teachers provide an interesting range of learning experiences, which gain most pupils' enthusiasm and hold their interest
- The school has an inclusive and homely ethos in which pupils feel happy and safe
- The learning environment is used efficiently
- It has beneficial partnerships with parents, the local community and other organisations

However:

- There is not enough progress in the Welsh oral and writing skills of pupils in key stage 2
- Pupils do not make enough progress in their ability to use their extended writing skills and their numeracy skills across the curriculum in key stage 2
- Pupils at the school have attendance rates that are lower than those in similar schools
- There is not enough challenge to ensure that pupils of all abilities, especially those of higher ability, make full progress in key stage 2
- Assessment for learning practices are not implemented consistently enough across the school

### Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a robust vision, based on raising standards and providing stimulating experiences for all pupils
- All staff co-operate successfully to promote continuous and sustainable improvements
- The school implements a number of strategies to improve provision in order to

raise pupils' standards

- Governors have a sound understanding of the school's strengths and areas that need to be improved
- There is an effective self-evaluation process that makes good use of sound evidence to identify suitable priorities for improvement
- The school's development plan identifies clear priorities for improving pupils' standards and wellbeing

## **Recommendations**

R1 Raise pupils' standards of speaking and extended writing in Welsh in key stage 2

R2 Continue to improve attendance

R3 In key stage 2, ensure that all pupils make full use of their writing and numeracy skills at the appropriate level in their work across the curriculum

R4 Ensure that teachers provide a consistent challenge for pupils in key stage 2

R5 Ensure that the best practices for assessment for learning are implemented consistently across the school

### **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

On entry to the school, most pupils have basic skills that are appropriate to their age, except in Welsh, which is new to many of them. Nearly all pupils in the Foundation Phase make good progress and achieve well across the areas of learning. Many pupils make appropriate progress in key stage 2.

Considering their linguistic backgrounds, most pupils' oral skills in the Foundation Phase are developing quickly. Many of them across the phase communicate well in Welsh and use a wide range of appropriate vocabulary to accompany their work and class themes. In key stage 2, the majority of pupils talk about their work increasingly confidently in Welsh and express themselves clearly and accurately. However, pupils' range of vocabulary and accuracy of expression in Welsh in key stage 2 vary considerably. Many pupils, especially more able pupils, do not contribute at enough length when answering questions in Welsh. Most pupils in key stage 2 communicate clearly and effectively in English and use extended vocabulary. The majority attain a good standard of bilingualism and are able to change easily from one language to the other when discussing their work.

In the Foundation Phase, most pupils read fluently and meaningfully and at a level that is appropriate to their age and ability. They use appropriate strategies when reading unfamiliar words. Many pupils are able to discuss their favourite books and characters confidently. In key stage 2, most pupils read aloud increasingly accurately and confidently in Welsh and use their reading skills effectively to glean information, for example to support their work on the planets. By the end of the key stage, most of them read fluently with good expression and understanding in English. They apply their reading skills well, for example as they learn about the development of local castles in the Middle Ages.

By the end of the Foundation Phase, many pupils write effectively and have a sound understanding of adjectives and similes. Many pupils show increasing fluency and accuracy in their work. Pupils' extended writing skills are developing appropriately. In key stage 2, many pupils write purposefully in various forms, for example when writing arguments on renewable energy and when writing a dialogue between characters from Welsh legends. The majority extend their writing in interesting ways and punctuate and paragraph their work effectively in Welsh and English. However, there is not enough progress in their use of their extended writing skills in subjects across the curriculum. The presentation of work of the majority of pupils is not consistently good in key stage 2.

In the Foundation Phase, most pupils show a firm grasp of number facts and use this knowledge effectively to solve number problems in their activities. They apply their skills in measuring, shape and data-handling tasks with increasing accuracy. Most pupils collect, analyse and present information in the form of graphs effectively. Most pupils use their numeracy skills successfully in relation to their work across the areas

of learning, for example when measuring the distance a car travels on various surfaces. By the end of the Foundation Phase, many use correct mathematical vocabulary when discussing their work, and most are able to discuss their mathematical targets confidently. Most pupils in key stage 2 use a good variety of mental and written calculations in mathematics lessons accurately. They use mathematical language increasingly accurately. Many pupils make appropriate use of their data handling skills, for example when investigating what happens to the size of their shadow over time. However, key stage 2 pupils do not use and apply their numeracy skills frequently enough or effectively enough in other subjects across the curriculum.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plans. At times, pupils of higher ability in key stage 2 do not achieve as well as they could, especially in relation to their work across the curriculum.

Over recent years, there was a comparatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmarked performance in comparison with similar schools and national averages.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has placed the school mostly in the top 25% in comparison with similar schools over the last four years. At the higher outcome, pupils' performance varies greatly and there is no overall pattern.

At the end of key stage 2, pupils' performance at the expected level in English, mostly places the school in the top 25% in comparison with similar schools. Performance in Welsh, mathematics and science has varied greatly over a period of four years and there is no overall pattern. At the higher level, the school's performance has tended to place it in the bottom 25% in the four subjects.

### **Wellbeing: Adequate**

Nearly all pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve well in their personal and social development.

Most pupils' behaviour across the school is good and they are courteous and welcoming towards visitors. Pupils are very caring of each other and show respect for others during lessons and during play times. Pupils of all ages offer support and friendship to others consistently. The majority contribute their own ideas effectively to what they want to learn. However, pupils' skills to improve their own learning are only just beginning to develop.

The pupil's voice is given good attention, and the school responds well to the ideas of the school council. Members arrange activities to raise money for a number of charities. This has a positive effect on pupils' awareness of the needs of others; for example, they discuss and express an opinion intelligently on environmental developments in the area.

Pupils' attendance rates are lower than in similar schools. They have placed the school among the bottom 25% of similar schools over the last three years. Nearly all pupils arrive at school punctually.

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

Teachers provide appropriate schemes of work that meet the principles of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Provision in the Foundation Phase, inside and outside the classroom, is stimulating and fosters independent learning effectively. Provision in key stage 2 provides learning experiences that respond to most pupils' needs. However, there is not enough consideration of the needs of the wide range of ability and age within the classroom.

Teachers plan purposefully to interweave the Literacy and Numeracy Framework with activities across the curriculum. However, key stage 2 pupils do not receive enough opportunities to extend their extended writing and numeracy skills in a variety of activities across the curriculum.

Teachers provide various opportunities for pupils to participate in activities that develop and promote their knowledge of Welsh culture. The school provides purposeful opportunities for pupils to appreciate the work of Welsh authors and artists and in order to contribute successfully to Urdd activities.

The school ensures that pupils acquire a good awareness of sustainability issues through their thorough work in recycling and developing the gardens. The school's projects on overseas countries such as Zambia and an international scheme raise pupils' awareness of global citizenship successfully.

**Teaching: Adequate**

Teachers foster and maintain a good working relationship between them and pupils, and create a supportive learning atmosphere in lessons. Teachers have appropriate subject knowledge and explain new concepts clearly. In the majority of lessons, learning activities gain most pupils' enthusiasm and maintain their interest.

Where teaching is most effective, teachers set high expectations and the pace of lessons is good. They place a purposeful priority on developing pupils' key literacy and numeracy skills and there are regular opportunities for pupils to take an active part in their learning. In these lessons, teachers question children effectively in a way that encourages them to give extended answers.

Where teaching is less effective in key stage 2, there is not enough consideration for pupils' different ability levels. There is not enough of a challenge to ensure that pupils of all abilities take an active part in their learning. As a result, pupils do not foster independent learning skills and make full progress,



Teachers ensure that pupils are aware of lessons' learning aims and they offer valuable feedback to them in a timely fashion. Pupils' work is marked regularly. Where marking is most effective, teachers' comments give them clear guidance on how to improve their work. However, the best assessment for learning practices are not implemented consistently enough across the school.

The school has clear procedures for recording pupils' progress. Teachers use the results of assessments effectively in order to arrange additional support for specific pupils, which contributes to improving outcomes. Parents receive comprehensive information about their children's progress and annual reports meet statutory requirements.

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

The school is a caring, homely and inclusive community that promotes the wellbeing of all pupils well. It has appropriate policies and arrangements to promote eating and drinking healthily. There are effective procedures for promoting pupils' health and fitness, for example the Clwb Hwyl (Fun Club) after school. The school's activities within the community, such as services in the village, contribute effectively to developing pupils' social skills. The worshipful nature spirit that characterises the morning collective worship is a valuable contribution to pupils' spiritual and moral development. Recently, the school has adopted robust procedures to raise attendance rates, which are already beginning to have a positive effect.

The good working relationship that exists between the school and specialist agencies and services has a positive effect on the progress of specific pupils. An example of this is the link with the speech therapy service.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is good. Teachers use thorough processes to identify pupils' needs at an early stage. Daily individual support has a positive effect on pupils' development. Clear and attainable targets for pupils in their individual education plans link effectively to their targets in class. Parents and pupils are included in the process of producing and reviewing them.

### **Learning environment: Good**

The school is a happy community with a homely and inclusive ethos. All pupils have full access to the school curriculum. Clear policies and procedures ensure equal opportunities for everyone and promote equality and social diversity effectively. The school encourages co-operation, care and respect between adults and children and between children and each other successfully, and considers all individuals' contributions and viewpoints.

The school is situated on a pleasant site and the quality of the building is good. It offers plenty of space and purposeful use is made of all parts of the building and of the outdoor resources in order to meet the needs of the Foundation Phase. The whole site and the building are well maintained. The staff have created a safe and

attractive learning environment and there are displays in all parts of the school which celebrate pupils' work. The school's various outdoor areas, which include a vegetable garden and a nature area, encourage pupils to keep healthy and appreciate the environment around them. There is an extensive supply of resources for delivering lessons and activities across the curriculum.

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

The acting headteacher has a robust vision and a strong commitment to raising standards and offering stimulating experiences for all pupils. The quality of leadership that is provided in disseminating this vision ensures a clear and purposeful direction for the school. These high expectations have a positive effect on the school's current standards.

As a result, all staff now have a strong commitment to developing and promoting continuous and sustainable improvements through successful co-operation. Since her appointment, the headteacher has put several valuable strategies and processes in place, which focus specifically on raising standards. It is too early to see the real effect of this leadership system on pupils' outcomes.

Leaders use staff meetings effectively to discuss planning, priorities and pupils' progress regularly. Performance management is effective and linked to the school's priorities and pupils' performance. Arrangements are beginning to contribute appropriately to improvements in learning and teaching and provides opportunities for staff professional development.

The governing body is committed to the school's development and undertakes its duties conscientiously. Members have thorough knowledge of performance data and the school's strengths and areas to be developed. Their visits to the school help to give support and strategic direction, enable them to contribute more effectively to self-evaluation, and ensure a role that offers a greater challenge in processes.

The school responds positively to a number of local and national priorities. The Literacy and Numeracy Framework receives good attention in the school's current schemes of work and refining the principles of the Foundation Phase has led to progress in pupils' outcomes.

### **Improving quality: Good**

The school has effective self-evaluation systems that have been embedded firmly in a short time. The self-evaluation process is thorough and is based on direct evidence from lesson observations, scrutinising pupils' work, reviewing various aspects of provision and analysing data in detail. These strategies have already had a positive effect on the quality of provision. This is reflected in the obvious progress since the beginning of term. All staff contribute fully to the evaluation process. The school collects the opinions of pupils, parents and stakeholders effectively and acts on conclusions, for example when setting up the Clwb Hwyl.

The outcomes of the evaluation procedures are analysed and used purposefully to lead the school's strategic planning processes. The report offers an accurate assessment of the school's strengths and areas to be developed, and, as a result, leaders know the school well.

The school development plan links closely to the self-evaluation report and priorities focus clearly on improving pupils' standards of learning and wellbeing. Plans identify measurable targets with a timetable, staff responsibilities and short-term and long-term outcomes. There is a clear focus on developing pupils' skills. Actions are already beginning to have a positive effect on improving standards, for example the reading of boys who are under-achieving and the standard of writing across the school.

### **Partnership working: Good**

The school works effectively with a range of strategic partners, which has a positive effect on pupils' standards and wellbeing and extends learning experiences.

It has succeeded in establishing an open and welcoming ethos by developing effective links with all the members of the school community. This ensures parents' strong commitment to the school's aims and values. The considerable funding that is contributed by the friends of the school provides additional resources and supports expenditure for visits.

The school promotes robust links with agencies, associations and businesses for the benefit of pupils' education. The school makes good use of the support of individuals from the community to contribute their experience and support pupils' activities, for example to develop the nature garden.

The school's link to a country in Africa widens pupils' horizons and develops their understanding of differences in cultures and customs successfully.

The school has a successful partnership with the nursery group to ensure that pupils settle effectively in the Foundation Phase. The school co-operates close with its cluster of schools to standardise and moderate pupils' work, share experiences and exchange good practice. The close co-operation with the secondary school facilitates the transition and transfer process at the end of key stage 2.

### **Resource management: Adequate**

Thorough financial arrangements and efficient expenditure are linked well to the school's objectives, targets and priorities. The headteacher and governors monitor and manage expenditure regularly and there is effective use of various grants in order to support pupils.

Teachers make purposeful use of their planning, preparation and assessment time and these arrangements are managed well. Assistants offer robust support, which has a positive effect on pupils' development and attainment. As a result of the performance management process, the acting headteacher arranges relevant training to accompany the school's priorities and pupils' needs.

The school is a strong learning community and is a part of a number of networks that have a positive effect on raising standards. Staff develop their skills and professional knowledge by co-operating with other schools within professional learning networks. The successful co-operation to develop strategies within the cluster, such as numeracy reasoning tasks and raising boys' standards of literacy, is a good example of this.

The school has a range of standardised learning resources and teachers prepare interesting resources themselves. These are used purposefully to stimulate pupils. Staff make full use of the school's facilities to promote learning. The Foundation Phase makes full, natural use of the outdoor area to develop and promote pupils' skills and experiences across the areas of learning.

In terms of pupils' outcomes, and the quality of provision and learning experiences, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

There are many very small cohorts in many of the years of performance data in the Foundation Phase and key stage 2 for this school. In such a case, we do not include a performance data table.

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 to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	19	19 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	19	19 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	19	19 100%	0 0%	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	19	18 95%	1 5%	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.	19	19 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	19	19 100%	0 0%	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.	19	19 100%	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.	19	19 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	19	19 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I have enough books, equipment, and computers to do my work.	19	19 100%	0 0%	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.	19	18 95%	1 5%	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	19	18 95%	1 5%	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 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 Ddim yn gwybod	
Overall I am satisfied with the school.	18	14 78%	4 22%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	20	15 75%	5 25%	0 0%	0 0%	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	13 68%	6 32%	0 0%	0 0%	1	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	13 68%	6 32%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	19	12 63%	7 37%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	18	12 67%	6 33%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	19	14 74%	5 26%	0 0%	0 0%	0	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.	18	10 56%	8 44%	0 0%	0 0%	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	13 68%	6 32%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	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	
My child is encouraged to be healthy and to take regular exercise.	20	12 60%	7 35%	1 5%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	20	14 70%	6 30%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	9 75%	3 25%	0 0%	0 0%	7	Mae fy mhlentyn 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.	20	10 50%	8 40%	2 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	19	12 63%	5 26%	1 5%	1 5%	1	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.	16	10 62%	5 31%	1 6%	0 0%	4	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.	19	13 68%	6 32%	0 0%	0 0%	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.	12	9 75%	3 25%	0 0%	0 0%	7	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.	18	12 67%	5 28%	1 6%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	18	11 61%	7 39%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Edward Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
David Owen Jenkins	Lay Inspector
Llinos Mary Jones	Peer Inspector
Bethan Davies	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.