



*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 Glan Aber C.P.  
Boot End  
Bagillt  
Flintshire  
CH6 6LW**

**Date of inspection: July 2014**

**by**

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

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

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

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

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

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

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

<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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 03/09/2014**

## Context

Ysgol Glan Aber Community Primary School is an English-medium primary and nursery school in Bagillt in Flintshire. There are 122 pupils on roll between the ages of four and eleven years.

Currently, around 23% of pupils are eligible for free school meals. This is slightly higher than the local authority and Wales averages.

Nearly all of the pupils come from homes where the predominant language is English. Approximately 23% of pupils are on the school's additional learning needs register.

The last inspection was in June 2008. The current headteacher was appointed in 2011.

The individual school budget per pupil for Ysgol Glan Aber Community Primary in 2013-2014 means that the budget is £3,830 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Ysgol Glan Aber Community Primary is 29th out of the 72 primary schools in Flintshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- pupils' performance over the past two years at the end of the Foundation Phase and key stage 2 shows an improving trend;
- nearly all pupils make significant progress from their starting points;
- nearly all pupils are well-motivated and enthusiastic learners;
- behaviour is very good;
- working relationships between staff and pupils are very good;
- nearly all pupils with additional learning needs make good progress;
- teachers provide stimulating learning experiences for pupils; and
- teaching is effective throughout the school.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has established a clear vision and a shared sense of purpose for the future development of the school;
- there is a strong and supportive team ethos;
- staff use data very well to improve standards;
- governors have a clear understanding of the performance of the school compared with other similar schools and hold the school to account well;
- procedures for self-evaluation are effective in identifying strengths and priorities for improvement; and
- the school development plan has clear and appropriate priorities for improvement.

## **Recommendations**

R1 Raise standards in extended creative writing

R2 Improve attendance

R3 Improve the provision for global citizenship

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Many pupils enter the school with basic and social skills that are below average. However, teacher assessments show that nearly all pupils achieve good standards by the end of the Foundation Phase and maintain this good progress throughout key stage 2.

Throughout the school, nearly all pupils have very good listening skills and respect the views of others. Many pupils in the Foundation Phase have good oral skills. They express their ideas clearly and sensibly during activities, often using a broad vocabulary. By the end of key stage 2, most pupils discuss the content of books intelligently, and they express and justify their opinions confidently.

Most pupils in the Foundation Phase develop into enthusiastic readers. They learn the relationship between letters and sounds well, and use this knowledge effectively to read unfamiliar words. By the end of the Foundation Phase, many pupils read fluently, accurately and with good expression. Pupils' reading becomes increasingly fluent as they move from class to class. By the end of key stage 2, most pupils are confident, fluent readers who read widely for pleasure. They use higher-order reading skills appropriately, such as skimming and scanning, when locating information in books.

Throughout the school, pupils develop writing skills well. Most pupils' handwriting and presentation skills are developing well. In the Foundation Phase, many pupils form and space letters correctly. They write simple sentences and spell common words accurately in their writing across the curriculum. As they progress through key stage 2, many pupils write more complex sentences and use an increasingly ambitious vocabulary. They often write in a good variety of genres across the curriculum. However, many pupils do not develop their extended creative writing skills well.

In the Foundation Phase, nearly all pupils develop their mathematical skills successfully. They work with large numbers and use knowledge of number bonds to 20 to solve addition and subtraction problems well. As pupils progress through key stage 2, most pupils' mathematical skills develop appropriately. They estimate and measure volume accurately and recognise number patterns in problem-solving activities successfully. A few more able pupils succeed in constructing simple formulae to solve demanding problems.

All pupils display a positive attitude towards learning Welsh and have a growing awareness of the culture and heritage of Wales. Nearly all pupils make good progress in learning Welsh in the Foundation Phase. They speak, read and write with developing accuracy, appropriate to their age and ability. Through key stage 2, most pupils ask and answer questions clearly and read familiar texts independently

with expression. They write simple sentences correctly and spell common words accurately.

Nearly all pupils with additional learning needs make good progress in line with their abilities and individual targets. Support programmes for literacy and numeracy are effective in raising the standards achieved by targeted pupils.

Overall, the performance of pupils in achieving the expected outcome 5 at the end of the Foundation Phase is good. The school is in the top 25% when compared with similar schools for most areas of learning. The performance of pupils in achieving the higher-than-expected outcome 6 is also good in literacy and mathematical development when compared with levels in similar schools.

At the end of key stage 2, over the last five years, pupils' performance has been inconsistent, the school fluctuating between the top 25% and the bottom 25% of similar schools for performance in the core subjects. In 2013, all pupils achieve the expected level 4 in all the core subjects. This places the school in the top 25% when compared with similar schools. Pupils' performance at the higher-than-expected level 5 has also fluctuated, but in 2013 the school is in the top 25% of similar schools for all the core subjects.

### **Wellbeing: Good**

Nearly all pupils enjoy school life, and they feel safe and secure at school. They are enthusiastic, well-motivated learners. They sustain their concentration well and make clear progress in lessons. Most pupils develop as confident and independent learners who have a positive attitude to learning. Pupils of all ages understand the importance of eating healthily and taking regular exercise.

Attendance levels have improved consistently year on year over the last four years. The presence of Gypsy and Traveller pupils at the school has had a significant impact on the school's overall attendance figures. Over the past three years Gypsy and Traveller pupils' attendance has improved steadily. However, a very few pupils with very low attendance levels continue to have a substantial impact on the school's attendance figures. In 2013, pupils' attendance was 93.4% and this places the school in the lower 50% of similar schools. Nearly all pupils arrive at school punctually.

Pupils' behaviour in the school is very good and almost all pupils show respect for adults and each other. Pupils treat each other with care and respect. They have a high regard for their school and want to do their best. Most pupils talk confidently about their work and show pride in their achievements. They are aware of their targets and are very keen to improve their work. They evaluate their own learning and that of others using agreed success criteria successfully. Teachers offer pupils good opportunities to contribute to how and what they learn, which supports their ability to manage their own learning effectively.

The role of the school council has had a positive impact on school life. A good example of this is their involvement in the provision of after-school clubs. Committee members consult well with fellow pupils to seek their views and take matters forward

appropriately. This consultation has resulted in an increase in the number of pupils attending after-school clubs this year. Pupils have a good understanding of recycling and energy conservation. However, the role of the eco committee is at an early stage of development.

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

The curriculum is broad and balanced and covers all statutory requirements. Teachers work well together and plan detailed and comprehensive schemes of work. The curriculum offers pupils a wide range of stimulating learning experiences that contribute effectively to their achievement. The school's planning also promotes pupils' thinking and problem-solving activities effectively.

In the Foundation Phase and key stage 2, planning for the development of the key skills of literacy and numeracy is thorough and of good quality. The school has a clear action plan for implementing the Literacy and Numeracy Framework and this is developing well. Teachers plan stimulating cross-curricular learning activities that are effective in providing good opportunities for pupils to develop their skills in speaking, listening, reading and writing.

Teachers develop pupils' knowledge of the Welsh dimension effectively in topic work across the curriculum, especially in art, history and geography. All staff promote the Welsh language well through a good range of interesting activities in classes and residential visits to Glan-Ilyn. They all use Welsh regularly in lessons. They also promote Welsh effectively by displaying a good range of pupils' Welsh work around the school. In the Foundation Phase teachers provide successful range opportunities for pupils to develop their knowledge of Welsh systematically. However, provision in key stage 2 does not always challenge pupils to extend their Welsh oral and writing skills enough.

The school develops pupils' understanding of sustainability issues well. Pupils have opportunities to study the wider world, for example African tribal art, but, in general, the provision for developing pupils' knowledge and understanding of global citizenship is limited.

### **Teaching: Good**

All teachers plan lessons well and identify clear learning objectives. Teachers build upon pupils' previous learning experiences successfully in nearly all lessons. Most activities ensure that pupils take part actively in their learning. Staff ensure that lessons are interesting and use good resources that encourage pupils to explore a broad range of topics.

All teachers use an effective range of teaching approaches that enable pupils to develop a wide range of skills across the curriculum. They sequence activities well and ask effective questions that encourage pupils to think carefully and creatively. They also use pair and group work successfully to extend pupils' oral skills.

All teachers develop positive working relationships with pupils and ensure that pupils are well motivated and show a keen interest in their learning. They provide individuals and groups of pupils with valuable learning experiences and opportunities to make progress. In most lessons, teachers move pupils' learning forward at an appropriate pace and set challenges that stimulate and stretch them. However, in a very few lessons, teachers do not match specific tasks to the needs of pupils enough.

Assessment for learning is effective. All teachers make the learning intentions clear and agree success criteria with their classes at the start of lessons. As a result, pupils understand what they have to do and judge their own progress accurately. Staff encourage pupils consistently to evaluate their own and each other's work, and to set their own targets.

All teachers mark pupils' work regularly and they track pupils' progress appropriately against clear targets. They give pupils regular feedback on their work. Teachers use this information well to inform their short-term and long-term planning and to set individual pupil targets.

The school has clear assessment and tracking procedures, which enable staff to identify any pupils who are underperforming and to help plan the next steps for them. A system of moderation involving all teachers ensures that assessments are accurate at the end of the Foundation Phase and key stage 2. Annual reports to parents are detailed and informative.

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

There are effective arrangements to promote pupils' health and wellbeing. The school has the appropriate arrangements for promoting healthy eating and drinking. Pupils in Years 3 and 4 lead a successful entrepreneurial initiative that ensures that pupils have a healthy choice of snack at break time.

The school makes effective use of specialist services to provide for pupils' individual needs. It has developed close links with the social inclusion services, local support groups and national children's charities to meet the diverse needs of individual pupils. There is a successful programme for teaching personal and social skills.

All staff contribute to pupils' moral development well through their emphasis on good behaviour. They reinforce school rules appropriately in all activities and on the playground. The school promotes pupils' cultural awareness successfully through a wide range of interesting topics and themes, which enhance pupils' knowledge of the local area and Wales. Staff provide well for pupils' spiritual development through regular and interesting acts of collective worship. In religious education work, pupils reflect on their own beliefs and those of other religions appropriately.

Provision for pupils with additional learning needs is good. The school has effective procedures and systems in place to identify at an early stage any pupils with additional learning needs or support requirements. Teachers plan appropriate programmes to help identified pupils to catch up in the areas where they are falling behind. Teachers and teaching assistants monitor the progress of these pupils

carefully. As a result, nearly all of these pupils make good progress in literacy and numeracy.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school provides a caring, welcoming and inclusive environment. All staff treat pupils equally, fairly and with respect. Pupils have equal access to the curriculum and extra-curricular activities.

The school building is secure and well maintained. All staff ensure that pupils respect the learning environment. Staff make very good use of all the available space. At present, classroom sizes are just sufficient for the numbers on roll. The school has made all the adjustments possible within the current building to accommodate the rising pupil numbers. The grounds are safe, secure and well maintained. The outdoor areas have a number of attractive features, such as the forest school site. The school complies with disability access and facilities and there are suitable equality policies in place.

Learning resources, including the recently-updated information and communication technology (ICT) equipment, meet pupils' needs well. There is an appropriate range of books available for pupils in classes and in the well-organised library area, which pupils visit regularly. Displays throughout the school are of high quality, depicting curriculum areas and children's work. They are attractive and informative, and they help to enhance and support pupils' learning.

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

The headteacher has established a clear vision and direction for the school. All staff share this vision of ensuring that all pupils reach their full potential. The headteacher, staff and governors work very closely together to create a whole-school ethos, which promotes teamwork and fosters each individual's wellbeing.

The headteacher has high expectations of staff and pupils, and communicates these well. Performance management arrangements challenge all teaching staff and teaching assistants appropriately to raise standards and improve the quality of provision. These arrangements also support teachers and teaching assistants to improve their practice through setting targets that focus on whole-school developments.

The governing body provides valuable support for the school's life and work and holds managers and leaders to account effectively. It is highly effective as a critical friend, both in supporting the school and in setting challenging targets for improvement. Governors have a clear understanding of how the school's performance outcomes compare with those of similar schools in Wales. They use

this information, as well as regular visits to classes, to set a clear strategic direction for the school. The governing body fulfils its statutory obligations well.

The school responds effectively to local and national priorities. The whole-school approach to implementing the Literacy and Numeracy Framework is having a positive impact on pupils' ability to use and apply their skills across the curriculum. The well-established Foundation Phase curriculum promotes pupils' independent learning skills successfully.

### **Improving quality: Good**

The school's self-evaluation process is a thorough and well established procedure in the life of the school, which draws on the views of staff, governors, parents and pupils well. The headteacher has a clear vision for school improvement and for the wellbeing of pupils and staff. The school's development plan is a useful tool in helping to sustain good practice and to drive forward improvement.

The school conducts a detailed analysis of data on pupils' progress and attainment and compares its performance comprehensively with that of pupils in Wales and those in similar schools. There is an effective programme by which leaders and managers monitor the quality of teaching and the standard of pupils' work. The performance management system is valuable in acknowledging achievement of all teachers and teaching assistants and identifies ways for them to secure improvements in their work.

Current improvement plans focus strongly on developing pupils' key skills and maximising the benefits from the implementation of the Literacy and Numeracy Framework. The teachers belong to a suitable range of number of networks of professional learning communities. For example, teachers have worked with local school to raise pupils' Welsh language standards and to model effective practice. The local authority uses the school as an example of good practice in the implementing the Foundation Phase.

### **Partnership working: Good**

The school keeps parents well informed about school life through regular weekly newsletters, open mornings in classes and a programme of induction evenings. The headteacher is readily available to meet with parents and addresses any concerns that arise promptly. The family learning initiative and the appointment of a Parent Support Advisor are good examples of a positive home-school partnership that works effectively for the benefit of the pupils and their families.

There are effective partnerships between the school and other agencies in the community, including health and social services. The pupils work well with police on the 'Young Kids Old People Scheme', which focuses on keeping local elderly people safe through raising their awareness of the dangers of responding to cold callers.

The school works collaboratively with a number of partners to check that teacher assessments are valid and accurate. The good transition arrangements within the school from Foundation Phase to key stage 2 and from key stage 2 to the local

secondary school enable pupils to transfer smoothly to the next stage of their learning.

The school enriches pupils' learning experiences well through strong links with the local community. Pupils develop good entrepreneurial skills by purchasing fruit and banking money for the healthy-eating tuck shop. Visits to school from a commercial interior design company and local accountant develop pupils' awareness of the world of work well. A group of older pupils have also benefited from free swimming lessons sponsored by a local business.

### **Resource management: Good**

The school manages its resources appropriately. The headteacher and the governing body's finance committee monitor the school's budget effectively. Spending decisions relate well to priorities for improvement identified through the self-evaluation process and set out in the school development plan.

The headteacher deploys teachers efficiently to make best use of their knowledge and skills. Performance management arrangements are effective and meet statutory requirements. The school sets relevant performance management targets for all teachers and teaching assistants which link closely to the school development plan. This has a direct impact on raising pupils' standards in many aspects of their work in English and mathematics, particularly for pupils with additional learning needs. Teachers' planning, preparation and assessment time is purposeful and well managed. Staff use learning resources of good quality throughout the school to support pupils' learning effectively.

In view of the effective way the school uses its funds and the good standards achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

There are small numbers of pupils in each year group, which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 in language, literacy and communication skills has improved, moving the school from the higher 50% to the top 25% of similar schools. The performance of pupils in mathematical development has also improved and in 2013 places the school in the higher 50% of similar schools. The performance of pupils in personal and social development places the school in the top 25% of similar schools in 2013, as does pupils' achievement at the higher outcome (outcome 6) for mathematical development. However, performance in language, literacy and communication skills has fallen, moving the school from the top 25% in 2012 to the higher 50% of similar schools in 2013. Similarly, performance in personal and social skills has moved the school from the top 25% to the lower 50% between 2012 and 2013.

By the end of the Foundation Phase in 2013, pupils' performance at the expected level in each learning areas as well as in the Foundation Phase indicator is generally well above the average for the family of schools. Pupils' achievement at the higher levels is above the family average in language, literacy and communication skills, and around the family average for mathematical development. However, in 2013 achievement in personal and social development is significantly below the family average.

In key stage 2, performance at the expected level 4 has varied over the last four years when compared to that of similar schools. Performance in English and mathematics has varied, moving the school between the top 25%, lower 50% and bottom 25%. The school's performance in science has placed it in the top 25% of similar schools for three of the past four years. The performance of more able pupils at level 5 has improved over the past three years and, in 2013, the school is in the top 25% for all three subjects.

The proportion of pupils who achieve level 4 in English, mathematics and science in 2013 is higher than the family average. The percentage of pupils who achieve a higher level than expected is also higher than the family average in all subjects.

Over time and due to small numbers of pupils in the cohort, there is no significant difference between the attainment of pupils eligible for free school meals and other pupils. In general, boys' performance is slightly weaker than that of girls, but these results vary considerably each year and there is no consistent pattern due to the small numbers in each cohort.

## 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.	34	34 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		0%	0%	
The school deals well with any bullying.	33	33 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		0%	0%	
I know who to talk to if I am worried or upset.	34	33 97%	1 3%	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	34	34 100%	0 0%	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.	34	33 97%	1 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		0%	0%	
I am doing well at school.	34	34 100%	0 0%	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.	34	34 100%	0 0%	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.	34	34 100%	0 0%	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.	33	33 100%	0 0%	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.	34	34 100%	0 0%	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.	34	30 88%	4 12%	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.	33	32 97%	1 3%	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.	17	15 88%	1 6%	0 0%	1 6%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	16 94%	0 0%	0 0%	1 6%	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.	17	16 94%	1 6%	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.	17	16 94%	0 0%	1 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	17	12 71%	4 24%	0 0%	1 6%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	17	15 88%	1 6%	1 6%	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.	17	14 82%	3 18%	0 0%	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.	16	12 75%	2 12%	1 6%	0 0%	1	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.	17	15 88%	1 6%	0 0%	1 6%	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.	17	14 82%	2 12%	1 6%	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.	17	15 88%	1 6%	0 0%	1 6%	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'.	17	14 82%	2 12%	1 6%	0 0%	0	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.	17	15 88%	1 6%	1 6%	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.	17	14 82%	2 12%	0 0%	1 6%	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.	17	13 76%	2 12%	1 6%	0 0%	1	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.	17	14 82%	2 12%	1 6%	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.	16	12 75%	2 12%	1 6%	0 0%	1	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.	17	12 71%	4 24%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	17	15 88%	1 6%	0 0%	1 6%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Ann Jones	Reporting Inspector
Nia Daly	Team Inspector
Justine Barlow	Lay Inspector
Paul Welsh	Peer Inspector
Paul Noon	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.