



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 Maes Owen
Morfa Avenue
Foryd
Conwy
LL18 5LE**

Date of inspection: December 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:

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

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

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Context

Ysgol Maes Owen Junior School is in Kinmel Bay and serves the town itself and the outlying areas of Towyn and Rhyl.

The school has 222 pupils, taught in eight mixed age classes consisting of four Year 3 and 4 classes and four Year 5 and 6 classes. In addition, there is a 12 place resource base catering for pupils with moderate learning difficulties, which caters for pupils from within the school and from other local schools.

Around 36% of pupils are eligible for free school meals, which is significantly higher than local and national averages.

The school identifies 34% of its pupils as having additional learning needs. No pupils have statements of special education needs. Nearly all pupils speak English as their first language. No pupils speak Welsh as their first language. A very few pupils are looked after by the local authority.

The current headteacher was appointed as acting headteacher in January 2013 and as permanent headteacher in September 2013. There have been a number of staff changes since then, including the appointment of a new deputy head in January 2014. The school was last inspected in September 2008.

The individual school budget per pupil for Ysgol Maes Owen in 2014-2015 means that the budget is £3,962. The maximum per pupil in the primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Maes Owen is 35th out of the 59 primary schools in Conwy in terms of its school budget per pupil.

Summary

| | |
|---|-----------------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Good |

Current performance

The school's current performance is adequate because:

- in 2014, performance at the expected levels for pupils at the end of key stage 2 showed notable improvement from performance in the previous three years;
- pupils' attendance is improving as a result of a range of new and effective strategies;
- most teachers plan interesting lessons and use a good range of effective teaching strategies to engage pupils;
- care, support and guidance for all pupils are of high quality; and
- the school promotes strong social and moral values that result in almost all pupils being polite, helpful and very well behaved.

However:

- pupils do not extend their skills enough by writing longer pieces for a wide range of different audiences or purposes or learn to improve their work by redrafting;
- pupils' standards of handwriting, punctuation, and grammar are too variable;
- the school's curriculum does not always allow enough opportunities for pupils to apply their numeracy skills across the curriculum; and
- teachers do not always use marking to follow up on common errors in pupils' work consistently enough.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior leadership team provide strong leadership and clear strategic direction, which they communicate well to staff, pupils, governors and parents;
- there is clear evidence of improvement across key aspects of the school's work during the last year, particularly in the quality of teaching, the strong provision for pupils' wellbeing and improved standards in pupils' reading and mathematical skills;
- the school improvement plan focuses clearly on improving standards;
- there are worthwhile links with a range of partners to improve pupils' standards and enhance their wellbeing; and
- the school manages its financial and staff resources effectively.

Recommendations

- R1 Improve pupils' handwriting, punctuation and grammar and ensure that they develop redrafting strategies to improve their written work
- R2 Improve pupils' ability to write at length for different audiences and purposes
- R3 Provide more opportunities for pupils to apply their numeracy skills across the curriculum
- R4 Ensure that teachers use marking more consistently to follow up on common errors in pupils' work and help pupils to know how they can improve

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils make sound progress in many aspects of their work. They have good recall of the work they have covered and build appropriately on their skills as they move through the school. Most pupils with additional learning needs achieve well against the targets in their individual education plans. Many pupils who receive support to improve their literacy and numeracy skills make worthwhile progress in intervention groups. Nearly all pupils in the resource base make good progress, particularly in developing their communication skills, both in the resource base and when working in their mainstream class lessons. They achieve well in line with their abilities.

Most pupils develop their oracy skills well, so that by the end of key stage 2 nearly all speak confidently in class and enjoy discussing topics in pairs, group and class work. Nearly all pupils enjoy engaging visitors in conversation to explain their work and to discuss trips and visits. Many older pupils speak clearly and confidently and express their ideas and opinions eloquently. Most pupils listen well and sustain their levels of concentration for appropriate lengths of time.

In the last year, throughout the school, most pupils have made a notable improvement in developing functional reading skills. As they move through lower key stage 2, they develop effective strategies to decode words and, by the end of key stage 2, most pupils read at a level at least in accordance with their age and they enjoy reading. Most pupils read with expression and have a clear understanding of what they have read. Many pupils that are more able use strategies such as skimming and scanning effectively to research and extract information from text and from the internet.

Pupils across the school make suitable progress in developing their writing skills. By the end of key stage 2, a majority of pupils develop neat handwriting and convey their ideas successfully using interesting vocabulary in short paragraphs, for instance when describing a wolf or to set a scene from the 'Iron Man' story. However, most pupils do not extend their skills enough by writing longer pieces for a wide range of different audiences or purposes. Although the content of pupils' work is sometimes imaginative, across the key stage, the quality of pupils' writing varies too much. Many pupils' use of punctuation is sporadic and standards of handwriting vary considerably. Many pupils do not develop good redrafting skills in order to improve their work effectively. Most pupils apply their literacy skills across the curriculum at an appropriate level.

Many pupils make good progress with their spoken Welsh and most pupils display enthusiasm for learning the Welsh language. Most are able to use Welsh confidently, for example in the role of Helpwr Heddiw. Many pupils acquire a suitable range of sentence patterns and use these accurately in oral tasks. Pupils' reading and writing skills show a steady progression through the key stage. Many older

pupils are beginning to use patterns that are more complex in their writing. Pupils' ability to use incidental Welsh in a range of activities across the curriculum is developing appropriately.

Most pupils across key stage 2 are developing good mathematical skills. They show a sound understanding of a range of mathematical concepts and use the correct mathematical vocabulary when talking about their work. By the time they reach Year 6, many understand place value to thousands and can round numbers and decimals accurately. Many pupils have good mental recall of multiplication facts and calculate fractions with speed and accuracy. However, pupils' application of their numeracy skills to interpret data in a variety of forms, including line graphs, is at an early stage of development. Many pupils' problem-solving abilities are developing appropriately, for example in solving problems relating to time or money. Although pupils achieve good standards in mathematics lessons, they do not use their numeracy skills frequently enough in other areas of the curriculum.

Over the last four years, performance at the end of key stage 2 has been variable when compared with that of similar schools. In English, mathematics and science at the expected level 4, performance has varied, moving the school between the bottom 25% and the higher 50% of similar schools. At the higher-than-expected level 5, performance in science and mathematics has shown a general upward trend, moving the school from the lower 50% to the higher 50%. In English, the school has progressed from the lower 50% to the top 25% of similar schools. However, teacher assessments of pupils' work in English and science, at the higher-than-expected level 5, do not always accurately reflect the standards seen in the scrutiny of pupils' work during the inspection. Over the last four years, pupils eligible for free school meals perform consistently less well than other pupils in all three subjects.

Wellbeing: Good

Nearly all pupils show a good understanding of the importance of keeping healthy and maintaining a healthy lifestyle through eating and drinking healthily and taking regular exercise.

Pupils' behaviour is exemplary in and around the school, resulting in the school being a calm and orderly learning community. Nearly all pupils are courteous and respectful of each other and adults and feel happy and safe in school. Nearly all pupils display a pride in their school and demonstrate positive attitudes to their learning.

The school's involvement in the community is good. For example, they sing carols at a local residential home. This supports the development of pupils' social skills well. The work of the school council is developing well; pupils feel that the school listens to and respects their views, and that they influence decisions made by the school. These include the redecoration of pupils' toilets and the development of a trim trail to enhance the outdoor learning environment.

Many pupils are confident about making choices about how and what they learn. At the beginning of each topic, pupils choose which areas they would like to investigate further and teachers adapt their planning accordingly.

Pupils' attendance has improved in the last year due to a range of new and effective strategies and the diligent work of the family liaison officer. The school reports its rate of attendance in 2014 as 93%. School attendance was in the higher 50% when compared to that of similar schools in two out of the last four years. The number of persistent absentees has reduced significantly and most pupils arrive on time for school and start their lessons promptly.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Adequate

During the last year, the school's review of its curriculum and the introduction of a topic-based scheme are ensuring more breadth of curriculum coverage. Topics provide nearly all pupils with a wide range of interesting learning experiences. However, an over reliance on published schemes limits opportunities for more creativity and flexibility in teachers' approach to lesson planning. As a result, pupils' extended and creative writing skills are underdeveloped.

Teachers and leaders review their planning regularly to build progressively on pupils' previous learning. This ensures an appropriate focus on developing pupils' skills in numeracy. However, in too many instances teachers miss opportunities for pupils to apply their numeracy skills in other subjects. The school is making appropriate progress with the implementation of the National Literacy and Numeracy Framework. Teachers place strong emphasis on raising pupils' standards in reading and this develops pupils' enthusiasm for reading well. The school plans a range of effective intervention strategies, which support targeted pupils successfully and ensure that these pupils improve their literacy skills appropriately.

The school develops pupils' Welsh language skills and their knowledge of the culture and heritage of Wales effectively. Provision includes holding an annual eisteddfod and visiting a Welsh language residential centre. In art lessons, pupils study the Welsh artist Shani Rhys Jones and, in English, they read a variety of stories about Welsh myths and legends.

Pupils benefit from a wide range of visits, cultural activities and extra-curricular clubs, which further enhance their time in school. The 'Fair Trade' and 'International Week' help pupils to learn about different cultures and languages, and develop their understanding of global citizenship well.

Teaching: Good

Nearly all teachers and teaching assistants motivate and engage pupils well. The strong working relationships and use of positive praise support pupils' wellbeing effectively and give them confidence to undertake new learning experiences independently.

Most teachers successfully plan interesting lessons that build on pupils' prior learning. However, work for pupils that are more able is not always sufficiently challenging enough. Nearly all teachers use open-ended questions to develop pupils' thinking skills and to extend their learning well. All teachers set out learning

objectives clearly and lesson introductions are brisk and purposeful. As a result, most pupils sustain interest in their learning and progress well. However, in a very few lessons, teachers talk for too long and this means a lack of time for pupils to engage in the follow-up task in order to make suitable progress. In most lessons, classroom management is effective and this promotes very good behaviour and sustained concentration on tasks. Classroom assistants support pupils' work well in lessons and withdrawal sessions.

All teachers mark pupils' work regularly and comment positively on pupils' achievements. In the best practice, they focus well on helping pupils to know how to improve their work and to achieve their targets. However, teachers do not always follow up on common errors in pupils' writing well enough.

In all classes, teachers and pupils use a good range of assessment for learning strategies and pupils assess their own work with increasing accuracy. The use of peer assessment is developing well, and many older pupils apply success criteria well to make helpful comments on the quality of their work and that of others.

Teachers use a broad range of assessments and a computerised tracking system to monitor pupils' progress effectively. They use this information to identify and meet the needs of individuals and specific groups of pupils appropriately. Annual reports to parents are of a good quality and keep parents well informed about their child's progress.

Care, support and guidance: Good

The school has appropriate arrangements to promote healthy eating and drinking. Members of the pupils' nutrition action group are effective in educating their peers about having healthy snacks, and a cookery club develops pupils' understanding of the importance of a healthy diet well. All pupils have good opportunities to be physically active, with suitable games and sports clubs running during playtimes and lunchtimes. The school provides a caring and nurturing environment where staff place a high emphasis on pupils' wellbeing.

Provision in lessons, the physical environment, school assemblies and visits contributes to developing pupils' spiritual, cultural, moral and social skills well. The family liaison and support staff that run the nurturing programmes, such as the 'Pyramid Club', make a significant contribution to improving the attendance and wellbeing of targeted pupils. Work within personal and social development lessons enables nearly all pupils to have good opportunities to reflect on their own emotions and to understand how these can affect their behaviour. This contributes strongly to the caring ethos and the exemplary behaviour of nearly all pupils.

The schools works closely with a broad range of external agencies to support vulnerable pupils and pupils with specific learning needs highly effectively. Teachers identify pupils with additional learning needs at an early stage. The school provides strong support through intervention and nurture programmes and uses detailed targets in individual education plans well to monitor pupil progress. Teachers work effectively with teaching assistants, specialist support staff and the resource centre to ensure that these pupils are able to access the curriculum to the best of their ability.

The school's arrangements for safeguarding pupils meet the requirements and give no cause for concern. The school promotes internet safety actively throughout the school and most pupils have a good awareness of this.

Learning environment: Good

The school is a welcoming and inclusive community, which values and treats all pupils equally. All members of staff work together closely to celebrate pupils' talents and differences and to develop their self-esteem. This means that all pupils feel valued and have high levels of wellbeing. The school has clear anti-bullying initiatives, which ensure that nearly all pupils feel safe and secure and know whom to turn to if an issue arises. Pupils have access to all aspects of the curriculum and to the extensive range of engaging extra-curricular activities. The school uses the pupil deprivation grant well to provide access for vulnerable pupils to clubs such as street dance and cookery. This boosts their self-esteem and develops their understanding of healthy eating and the importance of exercise well.

The school site is safe, secure, and well maintained. Displays throughout the school celebrate pupils' achievements well and provide a good focus for learning. All staff use the outdoor area and locality well to enrich pupils' learning experiences. Visits to the local beach and the railway station support pupils' understanding their locality, the jobs it provides and its features. There is a wide range of resources of good quality to support pupils' learning. The new school library is developing pupils' enjoyment in reading and the use of computer tablets supports pupils' literacy skills well.

| | |
|--|-------------|
| Key Question 3: How good are leadership and management? | Good |
|--|-------------|

Leadership: Good

The headteacher and deputy head provide strong leadership and manage the school very efficiently. Senior leaders have a clear vision for the development of the school, which they communicate well to staff, pupils, governors and parents. The headteacher has high expectations of staff and pupils, based on a sound understanding of the strengths of the school and its priorities for development. She provides a good balance of challenge and support. All staff have a clear understanding of their roles and responsibilities and undertake these conscientiously and purposefully.

Since her appointment, the headteacher, with the support of the governing body, has made many important changes and improvements. The adequate grade awarded for standards differs from the good grade awarded for leadership. This is because leaders have been effective recently in raising standards, but this has not had time to impact fully on the results at the end of key stage 2. Improvements in pupils' reading skills, Welsh language skills and their application of literacy skills are evident across the school. In addition, the consistency of good quality teaching strategies helps to drive school improvement effectively. Senior management and staff meetings focus well on school improvement priorities. Leaders monitor the impact of decisions made at these meetings appropriately. All staff share good practice, work well as a team and participate fully in decision-making. They are making suitable progress in developing a skills based approach to planning the curriculum, in line with the National Literacy and Numeracy Framework.

The school takes good account of local and national priorities. This has led to improvements in pupils' attendance and in the effective promotion of healthy eating and drinking initiatives. The school has made worthwhile progress in addressing the link between under-achievement and deprivation. This is beneficial to pupils' wellbeing.

Governors have a clear understanding of the current performance of the school and ensure that it meets its statutory obligations appropriately. They undertake their role as critical friends well and are supportive in helping to move the school forward. Governors are developing their ability to analyse the information on pupil outcomes in order to focus more effectively on standards. They ask challenging questions and share the aim of senior managers to improve the school's performance.

Improving quality: Good

The school's self-evaluation report is comprehensive and identifies the strengths and areas for development clearly. The process of self-evaluation is well established and managers involve all staff and governors appropriately. Subject leaders produce detailed subject plans that provide useful information for informing the self-evaluation process. The school takes good account of the views of parents through questionnaires, and of the views of pupils through the school council. As a result of feedback from parents the school runs 'family learning' workshops. This enables parents to support the development of their child's reading and numeracy skills effectively.

Leaders and managers use a range of strategies to monitor the school's work effectively. These include observing lessons and scrutinising pupils' work. Members of staff with lead responsibilities for curriculum areas work very closely with teachers and learning support assistants to review pupils' progress and the quality of provision. This informs future planning well. Teachers are becoming more experienced and effective in carrying out this work and this is helping to raise pupils' standards, particularly in mathematics, reading and Welsh. All staff use a range of performance data regularly to monitor pupils' progress and to plan for improvement effectively. For example, the school carefully evaluates the progress pupils make on intervention programmes and, when necessary, teachers revise their planning so that tasks best suit pupils' needs.

The school bases its development plan and priorities for improvement firmly on the outcomes of the self-evaluations of all aspects of school life. The plan contains clear and measurable success criteria, realistic timescales and costings. School improvement priorities link directly with performance management targets and staff training needs.

Partnership working: Good

The school works well with a range of partners to improve pupils' standards and enhance their wellbeing. Parents feel comfortable in approaching the school with suggestions. The school actively seeks feedback from them in order to bring about improvements for their children and the parents' forum gives parents regular opportunities to voice their opinion about school matters. Family learning projects focusing on literacy and numeracy skills help parents to support their children's education at home effectively.

Close links with the community enrich pupils' learning well, for example working with the local town council to organise a 'Woodland Fun Week' and participating in the 'Knitter Bug' project. This provides good opportunities to enhance pupils' literacy, numeracy, creative and social skills.

There are strong transition links with the local infant school. Teachers from the junior school teach a series of lessons to Year 2 pupils and this enables them to become familiar with the key stage 2 teaching methodology and to meet staff prior to their transfer. As a result, pupils settle quickly into their new school. There are effective transition arrangements for pupils moving to the high school that enable nearly all pupils to move to the next stage of education with confidence. The school shares the use of a mini bus and budgeting for staff training and development effectively with the feeder infant school. This improves pupils' learning experiences and makes best use of available monies.

The school has worthwhile links with a range of professional education and health partners to improve working practices. Recent school projects, such as the 'Pyramid Club', have a positive effect on raising pupils' self-esteem and engagement in learning, and in improving the attendance of targeted pupils.

The link between the consortium and the school has a beneficial effect on teaching and learning. The sharing of good practice is helping to raise standards. There is constructive co-operation with other primary schools for the levelling of pupils' work. This is helping teachers to have clear expectations about pupils' performance and a better understanding of next steps. However, this is at an early stage of development.

Resource management: Adequate

The school deploys teachers and support staff well to meet the needs of pupils and to make effective use of their skills and expertise. All teachers receive appropriate time for planning, preparation and assessment, and senior managers receive additional non-contact time for leadership duties, when required.

All staff benefit from a wide range of professional development opportunities and the school uses the performance management process well to identify teachers' training needs. The impact of the recent training on 'what makes effective teaching?' is evident in the good practice observed throughout the school.

All teachers take part in networks of professional practice within the school and beyond, and this positively influences the quality of provision and the use of assessment within the school. An example is the way teachers use a range of data to monitor pupils' progress and to set purposeful pupil targets, which improves standards in reading and mathematics.

The school manages its budget efficiently to meet the priorities outlined in the school improvement plan, for example in purchasing guided reading resources and enhancing the indoor and outdoor environment to support effective learning.

Managers make worthwhile arrangements to ensure that the school uses the Welsh Government grant appropriately, to reduce the impact of poverty through the provision of targeted intervention programmes to raise standards of literacy and to provide nurture programmes to raise pupils' self-esteem. The family liaison officer also works closely with families to improve many targeted pupils' attendance successfully.

The school manages financial and staff resources effectively. However, many new initiatives are at an early stage and have not had time to impact fully on raising pupils' standards. As a result, the school provides adequate value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

6622110 - Ysgol Maes Owen

| | |
|--|-------------|
| Number of pupils on roll | 242 |
| Pupils eligible for free school meals (FSM) - 3 year average | 34.2 |
| FSM band | 5 (32%<FSM) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|------|------|------|
| Number of pupils in Year 6 cohort | 68 | 79 | 61 | 66 |
| Achieving the core subject indicator (CSI) (%) | 73.5 | 48.1 | 67.2 | 83.3 |
| Benchmark quartile | 3 | 4 | 4 | 2 |
| English | | | | |
| Number of pupils in cohort | 68 | 79 | 61 | 66 |
| Achieving level 4+ (%) | 79.4 | 69.6 | 68.9 | 83.3 |
| Benchmark quartile | 3 | 4 | 4 | 2 |
| Achieving level 5+ (%) | 25.0 | 21.5 | 32.8 | 39.4 |
| Benchmark quartile | 3 | 3 | 1 | 1 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 68 | 79 | 61 | 66 |
| Achieving level 4+ (%) | 79.4 | 57.0 | 83.6 | 87.9 |
| Benchmark quartile | 3 | 4 | 2 | 2 |
| Achieving level 5+ (%) | 25.0 | 11.4 | 26.2 | 28.8 |
| Benchmark quartile | 3 | 4 | 2 | 2 |
| Science | | | | |
| Number of pupils in cohort | 68 | 79 | 61 | 66 |
| Achieving level 4+ (%) | 80.9 | 72.2 | 82.0 | 84.8 |
| Benchmark quartile | 4 | 4 | 3 | 3 |
| Achieving level 5+ (%) | 22.1 | 21.5 | 21.3 | 31.8 |
| Benchmark quartile | 3 | 3 | 3 | 2 |

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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. | 101 | 99 98% | 2 2% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 98 | 91 93% | 7 7% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 103 | 97 94% | 6 6% | 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 | 102 | 101 99% | 1 1% | 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. | 103 | 94 91% | 9 9% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 97 | 95 98% | 2 2% | 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. | 103 | 99 96% | 4 4% | 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. | 102 | 98 96% | 4 4% | 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. | 102 | 90 88% | 12 12% | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol. |
| | | 91% | 9% | |
| I have enough books, equipment, and computers to do my work. | 103 | 97 94% | 6 6% | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith. |
| | | 95% | 5% | |
| Other children behave well and I can get my work done. | 93 | 55 59% | 38 41% | 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 | 101 | 84 83% | 17 17% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | 84% | 16% | |

Responses to parent questionnaires

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

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school. | 26 | 12 46% | 10 38% | 3 12% | 1 4% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 26 | 14 54% | 10 38% | 1 4% | 1 4% | 0 | Mae fy mhentyn yn hoffi'r ysgol hon. |
| | | 73% | 26% | 1% | 0% | | |
| My child was helped to settle in well when he or she started at the school. | 26 | 13 50% | 10 38% | 1 4% | 2 8% | 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. | 26 | 13 50% | 9 35% | 1 4% | 2 8% | 1 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 26 | 6 23% | 13 50% | 2 8% | 4 15% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 45% | 4% | 1% | | |
| Teaching is good. | 25 | 9 36% | 14 56% | 0 0% | 0 0% | 2 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 26 | 10 38% | 14 54% | 1 4% | 0 0% | 1 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 63% | 33% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 26 | 10 38% | 10 38% | 2 8% | 3 12% | 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. | 26 | 13 50% | 10 38% | 2 8% | 0 0% | 1 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 58% | 33% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 26 | 10 38% | 14 54% | 1 4% | 0 0% | 1 | 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. | 26 | 14 54% | 7 27% | 4 15% | 0 0% | 1 | 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'. | 26 | 10 38% | 11 42% | 0 0% | 2 8% | 3 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 50% | 34% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 26 | 11 42% | 13 50% | 2 8% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 49% | 40% | 8% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 26 | 12 46% | 11 42% | 3 12% | 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. | 26 | 10 38% | 8 31% | 5 19% | 1 4% | 2 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 45% | 39% | 7% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 26 | 9 35% | 14 54% | 1 4% | 0 0% | 2 | Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 56% | 38% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 26 | 7 27% | 10 38% | 5 19% | 3 12% | 1 | Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 42% | 33% | 4% | 1% | | |
| There is a good range of activities including trips or visits. | 25 | 9 36% | 15 60% | 1 4% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 26 | 11 42% | 7 27% | 5 19% | 1 4% | 2 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 1% | | |

Appendix 3

The inspection team

| | |
|-------------------------|---------------------|
| Mrs Susan Davies | Reporting Inspector |
| Mr Peter Duncan Haworth | Lay Inspector |
| Mrs Sioned Thomas | Team Inspector |
| Mr Andrew Jones | Peer Inspector |
| Mrs Catrin Foulkes | Nominee |

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.