



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 Morfa
Ffordd y Morfa
Abergele
Conwy
LL22 7NU**

Date of inspection: February 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Glan Morfa is situated on the outskirts of Abergele within the Conwy authority. Pupils come from the town and the surrounding area.

Currently, there are 238 pupils on roll ranging from 4 to 11 years of age. Pupils are admitted to the school full-time in the September following their fourth birthday. Currently, 25 children attend the nursery on a part-time basis. The school has nine classes, six of which are single-age classes.

Approximately 39% of pupils come from Welsh-speaking homes. Most pupils come from a white British background, and approximately 2% come from different ethnic backgrounds.

Fourteen per cent (14%) of learners are eligible for free school meals. This is below the average for the authority and the percentage across Wales. Twenty-one per cent (21%) of learners have been identified by the school as having additional learning needs.

The headteacher was appointed in September 2008. The school was last inspected in April 2010.

The individual school budget per pupil for Ysgol Glan Morfa in 2014-2015 is £3,190. The maximum per pupil in primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Glan Morfa is in 59th place of the 59 primary schools in Conwy in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Many pupils make good progress in their learning
- Considering their linguistic background, pupils' Welsh skills develop very quickly
- Most pupils make good progress in their speaking and listening, reading and writing skills
- Most pupils work together effectively in lessons
- Nearly all pupils' behaviour is very good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision based on ensuring high standards
- The school has effective procedures and policies that contribute successfully to realising its objectives
- The school has an accurate understanding of its strengths and areas for improvement
- In the main, the governing body challenges the school effectively in areas that need to be improved

Recommendations

- R1 Ensure that pupils use their numeracy skills at the appropriate level across the curriculum
- R2 Improve pupils' attendance
- R3 Refine assessment for learning procedures in order to ensure that pupils understand what they need to do to improve their work, and appropriate opportunities for them to respond to feedback
- R4 Develop the role of curriculum leaders further

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their time at the school, many pupils make good progress in their learning. Considering their linguistic background, pupils' oral Welsh skills develop very quickly. Most pupils use Welsh confidently when working in classes and in informal situations. This is a strong feature throughout the school.

By the end of the Foundation Phase, most pupils can speak clearly and contribute appropriately to discussions, focusing on the subjects and taking turns to speak. They listen carefully, understand the main points and ask for an explanation, if necessary. In key stage 2, most pupils are able to use formal language successfully and vary the expression, tone and volume of their voice to engage listeners' interest. Nearly all pupils listen well and respect other pupils' oral contributions.

In the Foundation Phase, most pupils are able to read aloud confidently, give attention to punctuation and vary the intonation, voice and speed of their reading meaningfully. They have an interest in books, and nearly all pupils choose their books independently by the end of the Foundation Phase. In key stage 2, most pupils read in line with their age and ability in both languages. They read confidently, fluently and with a good understanding. Most pupils use a wide range of methods to enable them to read unfamiliar words successfully. Many are able to scan appropriately in order to discover the broad content of the text.

Most pupils show continuous development in terms of their early writing skills. Many pupils in the Foundation Phase write meaningfully for different purposes and create text that makes sense to the reader. They use appropriate and interesting vocabulary, and begin to vary sentences and punctuate correctly. By the end of the Foundation Phase, most use their writing skills appropriately in their work across the curriculum. In key stage 2, many pupils make appropriate progress in their writing skills in Welsh and English across the curriculum. They have an increasing grasp of accuracy and punctuation, and the majority of pupils organise their work effectively into paragraphs.

Although many pupils' handwriting flows and is legible, the presentation of work of a very few pupils across the school is not neat enough.

Many pupils make appropriate progress in their grasp of basic number skills. By the end of the Foundation Phase, most pupils are able to use different combinations of money to pay for items up to £1 and read and write numbers up to 100. In general, many pupils' mathematics skills in key stage 2 are sound, and most use a variety of calculation methods correctly. However, there are very few examples of pupils throughout the school applying their numeracy skills in other areas and subjects across the curriculum.

At the end of the Foundation Phase, performance in 2012 and 2013 at the expected level in all areas of learning has placed the school either among the lower 50% or the bottom 25% in comparison with similar schools. In 2014, the school's performance places it in the top 25% for all areas of learning. In general, over the last three years, performance at the higher outcome (outcome 6) in literacy has varied, moving the school between the upper 50% and the lower 50% of similar schools. Performance in mathematics at this level has placed it in the upper 50% in 2012, but in the bottom 25% in 2013 and 2014.

In key stage 2, the school's performance at the expected level 4 has varied over the last four years in comparison with that of similar schools. In general, in 2011 and 2013, performance in all subjects placed the school in the bottom 25% or the lower 50% of similar schools, and in the upper 50% and the top 25% in 2012 and 2014. There is a similar pattern in the school's performance at the higher level (level 5).

Pupils with additional learning needs make appropriate progress against their individual targets, but pupils of higher ability do not always achieve as well as they could in their numeracy skills.

There is no significant pattern of difference between the achievement of pupils who are eligible for free school meals in comparison with their peers.

Wellbeing: Adequate

Most pupils have a good awareness of eating and drinking healthily in addition to the importance of a balanced diet and regular exercise. They feel safe and happy at school and know whom to approach for support and advice. Most pupils work effectively together in lessons and nearly all pupils behave very well.

In general, pupils are increasingly confident in setting and monitoring their own targets, but they are not always clear enough about how to improve their learning.

The school council and eco council are well established, and they understand their roles clearly. They made a valuable contribution to decisions at the school, and members take their responsibilities seriously, for example to ensure the effective use of energy around the school.

Pupils take part successfully in a range of activities, locally and further afield, for example through Urdd activities and taking part in Remembrance Sunday activities. Pupils choose 'yard buddies' each term who are responsible for ensuring that everyone gets along during break time. This prepares them well in life skills and social skills.

Most pupils arrive at school punctually. Between 2010 and 2012, pupils' attendance placed the school among the upper 50% and the top 25% in comparison with similar schools. However, since then, there has been a decreasing trend in attendance, and in 2013 and 2014, it places the school in the lower 50% and the bottom 25% in comparison with similar schools.

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

Learning experiences: Good

Staff plan a variety of effective learning experiences, that engage pupils' interest and respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education.

Schemes of work give appropriate attention to developing literacy skills across the curriculum, giving due attention to the Literacy and Numeracy Framework. Teachers place a strong emphasis on raising pupils' standards by targeting effective reading and oral activities. As a result, many pupils have a good grasp of literacy skills and apply their skills robustly across a range of forms. Planning for developing pupils' information and communication technology (ICT) skills is robust and enables pupils to use a range of up-to-date resources in order to support their learning effectively. However, the new process of planning numeracy skills has not had enough time to have a positive effect on pupils' outcomes.

Activities that have been planned for the outdoor areas provide valuable learning experiences for pupils. Homework reinforces what pupils learn in the classroom successfully.

The sense of belonging to the community and the Welsh dimension are embedded in the school's ethos and permeate all of its activities. Educational visits and use of the local community and visitors, such as Welsh authors and artists, enrich pupils' learning experiences effectively.

Education for sustainable development and global citizenship is delivered well through the curriculum and through the school council's and eco council's activities. The school offers a range of valuable experiences that ensure that pupils have a good awareness of recycling issues. The school has used a scheme by the British Council to deliver French and Italian lessons in order to expand pupils' knowledge of foreign countries.

Teaching: Good

Most teachers have good subject knowledge and they plan a range of interesting activities that stimulate pupils effectively. Learning assistants make a significant contribution to improving pupils' learning. Throughout the school, staff model polished Welsh, which promotes the development of pupils' oral language well.

In most lessons in which teaching is good, teachers explain new concepts clearly, ensure that sessions have a good pace, and ask challenging questions. In the main, classroom management is robust and staff create a friendly and caring ethos. In the few classes in which teaching is less effective, activities do not offer sufficient challenge to extend more able pupils.

Teachers have appropriate assessment for learning strategies. They offer suitable opportunities for pupils to assess their own work and that of their peers. Teachers share objectives and discuss success criteria with pupils appropriately. In general,

teachers mark pupils' written work thoroughly and give them valuable oral feedback during lessons. In the most beneficial marking and feedback, comments enable pupils to know how well they are doing and what are the next steps in their learning. However, the way forward is not always clear enough for pupils to be able to improve their work, and there are not enough opportunities for pupils to respond appropriately to feedback.

The school has rigorous procedures for tracking pupils' progress, including beneficial use of standard tests and teachers' assessments. Teachers and assistants understand pupils' needs well and use this information to set specific targets and to provide effective tasks for pupils in order to move them forward to the next stage in their learning.

Parents receive comprehensive information about their children's progress and development through consultation evenings and appropriate reports.

Care, support and guidance: Good

The school is an inclusive and caring community in which adults and pupils treat each other and others with respect. The high level of care and co-operation between staff and pupils contributes well to pupils' wellbeing. The school's arrangements for promoting healthy eating and drinking are successful. Extra-curricular activities promote pupils' fitness effectively.

The school promotes pupils' spiritual, moral, social and cultural development successfully. These aspects are reinforced well through regular class, department and whole-school assemblies and through curricular activities.

The school makes good use of specialist services that ensure that pupils receive professional information and support, where necessary. Speech, language and occupational therapists are examples of effective co-operation with external agencies that improves the outcomes of a specific cohort of pupils. Pupils and parents feel confident about approaching members of staff if they need advice and guidance.

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

Pupils with additional learning needs have full access to the National Curriculum. Staff identify pupils' needs at an early stage and target additional support and implement purposeful support programmes. The additional learning needs co-ordinator works closely with staff and parents to agree on comprehensive individual education plans. Pupils participate fully in the process and their targets are reviewed regularly.

Learning environment: Good

The school has an inclusive ethos and all pupils feel that they are fully appreciated. It is a happy community with a familial environment in which all pupils are offered equal access to the curriculum. Staff set high expectations in terms of behaviour. There is co-operation, care and tolerance between adults and pupils, and between the pupils themselves.

The school's accommodation is well maintained. The school's outdoor areas encourage pupils to appreciate keeping healthy and the environment. The extensive outdoor grounds are well kept, tidy and safe. Purposeful use is made of all parts of the building and outdoor resources to meet the needs of the Foundation Phase appropriately.

The school has a suitable supply of resources for lessons. Displays in classrooms and throughout the school are attractive and colourful, and they celebrate pupils' successes effectively. This stimulates learning.

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

Leadership: Good

The headteacher has a clear vision based on ensuring high standards and pupils' wellbeing. He succeeds in conveying that vision to staff, pupils, parents and governors. He is supported well by the deputy headteacher and staff.

Staff's job descriptions are clear and they undertake their roles and responsibilities effectively. The senior management team, which includes the headteacher and the deputy headteacher, gives staff clear guidance. Recently, the school has developed the role of curriculum leaders. However, it is too early to see the effect of their work.

The school has effective procedures and policies that contribute successfully to realising its objectives. The school responds appropriately to a number of local and national priorities. The principles of the Foundation Phase are implemented in full and have an appropriate effect on pupils' standards. The school responds to national priorities appropriately, for example by using the deprivation grant effectively to raise the standards of group of learners.

The governing body provides effective support to the school's life and work. Governors receive valuable reports regularly, and are very aware of the school's priorities. They have a good knowledge of the school's performance in comparison with that of other schools and consider standards by scrutinising pupils' books. In the main, they challenge the school effectively in areas that need to be improved.

Improving quality: Good

The school has an accurate understanding of its strengths and areas for improvement. Good attention is given to the views of staff, parents, governors and pupils as part of the self-evaluation process. The school bases the self-evaluation on evidence from monitoring lessons, scrutinising pupils' work and detailed data analysis. These procedures contribute effectively to the self-evaluation report, which provides a balanced view of the school. However, the report does not always evaluate the effect of strategies effectively enough.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan identifies clearly the actions in order to ensure improvement. It is costed carefully and the timescale for action and staff responsibilities are clear. It is an active document that is reviewed regularly by staff and governors. However, not all priorities include targets that are challenging enough or measurable.

The school has made sound progress in terms of addressing the recommendations from the last inspection. This has led to an improvement in standards and provision.

Partnership working: Good

The school works successfully with a range of partners. This has a positive effect on pupils' attainment and wellbeing. There is a robust relationship between the school and parents, and the school benefits from the activities of the parent teacher association. They purchase suitable resources, such as reading books, which enrich pupils' learning.

The school works closely with the nursery group on the site in order to ensure that children settle quickly in the reception class. The arrangements for transferring older pupils to the secondary school prepare them well for the next stage in their education.

The school fosters a beneficial partnership with services provided by the local authority and the consortium in order to develop staff and respond to pupils' needs. Teachers work effectively with nearby schools, schools in the family and the secondary school. They benefit from these experiences and teachers develop their skills in assessing and moderating pupils' work, creating educational resources jointly and sharing good practice.

An appropriate partnership exists between the school and the local community. The school has valuable links with the chapels in the area and local businesses. Pupils' contribution to community activities, along with visitors to the school, enriches learning experiences well.

Resource management: Good

The school manages its resources skilfully. There are enough teachers to cover all aspects of the school's work. Effective use is made of staff expertise, and classroom assistants work effectively with teachers to support pupils successfully in their work.

Teachers use their planning, preparation and assessment time effectively. Due attention is given to the continuous professional development of all staff, and performance management processes support this appropriately. The school has suitable resources that reinforce pupils' learning experiences.

The school works effectively within networks of professional practice with schools within the cluster, and this contributes significantly to enriching provision, for example to ensure more accurate assessment and levelling of pupils' work.

The school makes appropriate use of the deprivation grant to support specific groups of pupils in order to raise their standards of reading and numeracy. With the support of the governing body, the headteacher manages the use of financial resources effectively to support the school's priorities.

Considering the good outcomes, the school provides good value for money.

Appendix 1: Commentary on performance data

6622112 - Ysgol Glan Morfa

| | |
|--|-----------------|
| Number of pupils on roll | 236 |
| Pupils eligible for free school meals (FSM) - 3 year average | 10.9 |
| FSM band | 2 (8%<FSM<=16%) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|------|------|-------|
| Number of pupils in Year 2 cohort | 26 | 30 | 33 |
| Achieving the Foundation Phase indicator (FPI) (%) | 76.9 | 76.7 | 100.0 |
| Benchmark quartile | 4 | 4 | 1 |
| Language, literacy and communication skills - English (LCE) | | | |
| Number of pupils in cohort | * | * | * |
| Achieving outcome 5+ (%) | * | * | * |
| Benchmark quartile | * | * | * |
| Achieving outcome 6+ (%) | * | * | * |
| Benchmark quartile | * | * | * |
| Language, literacy and communication skills - Welsh (LCW) | | | |
| Number of pupils in cohort | 26 | 30 | 33 |
| Achieving outcome 5+ (%) | 80.8 | 86.7 | 100.0 |
| Benchmark quartile | 3 | 3 | 1 |
| Achieving outcome 6+ (%) | 30.8 | 23.3 | 33.3 |
| Benchmark quartile | 2 | 3 | 2 |
| Mathematical development (MDT) | | | |
| Number of pupils in cohort | 26 | 30 | 33 |
| Achieving outcome 5+ (%) | 84.6 | 86.7 | 100.0 |
| Benchmark quartile | 4 | 3 | 1 |
| Achieving outcome 6+ (%) | 26.9 | 13.3 | 15.2 |
| Benchmark quartile | 2 | 4 | 4 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 26 | 30 | 33 |
| Achieving outcome 5+ (%) | 92.3 | 96.7 | 100.0 |
| Benchmark quartile | 3 | 3 | 1 |
| Achieving outcome 6+ (%) | 46.2 | 23.3 | 51.5 |
| Benchmark quartile | 2 | 4 | 3 |

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

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

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

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

6622112 - Ysgol Glan Morfa

| | |
|--|-----------------|
| Number of pupils on roll | 236 |
| Pupils eligible for free school meals (FSM) - 3 year average | 10.9 |
| FSM band | 2 (8%<FSM<=16%) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|-------|-------|------|------|
| Number of pupils in Year 6 cohort | 18 | 14 | 15 | 20 |
| Achieving the core subject indicator (CSI) (%) | 77.8 | 92.9 | 86.7 | 95.0 |
| Benchmark quartile | 4 | 2 | 3 | 2 |
| English | | | | |
| Number of pupils in cohort | 18 | 14 | 15 | 20 |
| Achieving level 4+ (%) | 77.8 | 100.0 | 86.7 | 95.0 |
| Benchmark quartile | 4 | 1 | 4 | 2 |
| Achieving level 5+ (%) | 0.0 | 35.7 | 40.0 | 35.0 |
| Benchmark quartile | 4 | 3 | 2 | 3 |
| Welsh first language | | | | |
| Number of pupils in cohort | 18 | 14 | 15 | 20 |
| Achieving level 4+ (%) | 77.8 | 92.9 | 86.7 | 95.0 |
| Benchmark quartile | 4 | 2 | 3 | 2 |
| Achieving level 5+ (%) | 5.6 | 42.9 | 20.0 | 40.0 |
| Benchmark quartile | 4 | 1 | 3 | 2 |
| Mathematics | | | | |
| Number of pupils in cohort | 18 | 14 | 15 | 20 |
| Achieving level 4+ (%) | 88.9 | 92.9 | 86.7 | 95.0 |
| Benchmark quartile | 3 | 2 | 4 | 2 |
| Achieving level 5+ (%) | 0.0 | 21.4 | 33.3 | 65.0 |
| Benchmark quartile | 4 | 4 | 3 | 1 |
| Science | | | | |
| Number of pupils in cohort | 18 | 14 | 15 | 20 |
| Achieving level 4+ (%) | 100.0 | 100.0 | 93.3 | 95.0 |
| Benchmark quartile | 1 | 1 | 3 | 3 |
| Achieving level 5+ (%) | 5.6 | 35.7 | 26.7 | 45.0 |
| Benchmark quartile | 4 | 2 | 4 | 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 survey (all pupils)

Denotes the benchmark – this is the 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. | 109 | 105 96% | 4 4% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 104 | 94 90% | 10 10% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 108 | 99 92% | 9 8% | 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 | 109 | 107 98% | 2 2% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | 97% | 3% | |
| There are lots of chances at school for me to get regular exercise. | 108 | 103 95% | 5 5% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 105 | 101 96% | 4 4% | 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. | 108 | 105 97% | 3 3% | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd. |
| | | 99% | 1% | |
| I know what to do and who to ask if I find my work hard. | 107 | 103 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. | 107 | 84 79% | 23 21% | 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. | 107 | 92 86% | 15 14% | 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. | 103 | 83 81% | 20 19% | 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 | 107 | 91 85% | 16 15% | 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 the 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. | 98 | 54 55% | 40 41% | 3 3% | 0 0% | 1 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 98 | 70 71% | 24 24% | 3 3% | 0 0% | 1 | 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. | 98 | 63 64% | 33 34% | 1 1% | 0 0% | 1 | 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. | 98 | 56 57% | 39 40% | 1 1% | 0 0% | 2 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 97 | 55 57% | 39 40% | 0 0% | 1 1% | 2 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 46% | 45% | 4% | 1% | | |
| Teaching is good. | 96 | 53 55% | 39 41% | 1 1% | 1 1% | 2 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 60 | 36 60% | 20 33% | 0 0% | 0 0% | 4 | 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. | 57 | 29 51% | 18 32% | 1 2% | 0 0% | 9 | 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. | 98 | 58 59% | 36 37% | 1 1% | 1 1% | 2 | 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. | 96 | 53 55% | 41 43% | 0 0% | 0 0% | 2 | 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. | 97 | 65 67% | 30 31% | 0 0% | 0 0% | 2 | 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'. | 90 | 41 46% | 29 32% | 4 4% | 0 0% | 16 | 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. | 97 | 41 42% | 41 42% | 13 13% | 0 0% | 2 | 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. | 97 | 48 49% | 38 39% | 9 9% | 0 0% | 2 | 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. | 95 | 43 45% | 31 33% | 5 5% | 0 0% | 16 | 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. | 59 | 27 46% | 24 41% | 5 8% | 0 0% | 3 | 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. | 83 | 33 40% | 26 31% | 3 4% | 0 0% | 21 | Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 43% | 33% | 4% | 1% | | |
| There is a good range of activities including trips or visits. | 95 | 44 46% | 32 34% | 14 15% | 2 2% | 3 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 54% | 38% | 5% | 1% | | |
| The school is well run. | 95 | 45 47% | 41 43% | 5 5% | 0 0% | 4 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 32% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|--------------------|---------------------|
| Tony John Bate | Reporting Inspector |
| Kevin Davies | Team Inspector |
| David Owen Jenkins | Lay Inspector |
| Peter John Leggett | Peer Inspector |
| Hugh Rhys-Williams | School 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
- 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.