



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

Report on

**Ysgol Gynradd Henllan
Denbigh Street
Henllan
Denbigh
Denbighshire
LL16 5AW**

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 Henllan is situated in the village of Henllan, which is on the outskirts of the town of Denbigh in Denbighshire. There are 60 pupils between 3 and 11 years of age on roll, including nine part-time nursery children. They are arranged into four mixed-age classes.

Very few pupils come from homes where Welsh is spoken as a first language. A little over a quarter of pupils have additional learning needs, which is higher than the national percentage. About 16.6% of pupils are eligible for free school meals, which is much lower than the national percentage.

The individual school budget per pupil for Ysgol Henllan in 2014-2015 is £5,543. The maximum per pupil in primary schools in Denbighshire is £9,103 and the minimum is £2,902. Ysgol Henllan is in ninth position of the 47 primary schools in Denbighshire in terms of the school budget per pupil.

The headteacher was appointed to the post in September 2013.

The school was last inspected in May 2009.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning
- Most pupils' standards of literacy and numeracy are good
- Most pupils are making good progress in Welsh
- Pupils enjoy coming to school and they have a sound understanding of how to keep healthy
- Attendance rates are consistently high
- Teaching and assessment are good across the school
- Learning experiences gain the interest of all pupils
- The school is an inclusive community that takes great care of all pupils' wellbeing and safety

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has high expectations and has established purposeful procedures for raising standards and improving provision
- Members of staff fulfil their roles rigorously and co-operate closely as a team
- Governors have a thorough knowledge of pupils' standards of achievement
- There are thorough self-evaluation processes that use a wide range of direct evidence
- A range of partnerships have a positive effect on standards and extend pupils' learning experiences considerably
- Effective performance management arrangements lead to improvements in teaching and learning
- The school provides good value for money

Recommendations

R1 Provide more extending work for more able and talented pupils

R2 Improve the quality of pupils' handwriting and presentation of work

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Considering their starting point on entry to the school, most pupils make good progress in their learning. They recall previous learning well and respond positively to their learning experiences. Most acquire knowledge and new skills effectively and apply these to new situations, for example as pupils in the Foundation Phase solve practical problems in the learning areas or as key stage 2 pupils conduct scientific investigations.

During their time at the school, most pupils make good progress in their ability to speak, read and write in Welsh and English.

With the support of adults, most pupils in the Foundation Phase communicate orally in Welsh appropriately and use an increasing range of vocabulary when discussing their work. By the end of the phase, nearly all pupils converse confidently with adults in both languages. Many turn voluntarily to reading books and most pupils in Year 2 read meaningfully and at a level that is appropriate to their age and ability. The most confident readers express an opinion about their favourite characters and events and show good understanding. Most pupils write appropriately for a range of purposes and with increasing accuracy.

When discussing the content of books or when using specialist subject vocabulary and terms, most pupils in key stage 2 explain information and express their ideas clearly. Many read extended texts independently and use a good range of strategies to understand the meaning of words and sentences. Almost all apply their reading skills effectively in order to glean information from various sources such as books and websites. Many pupils write confidently for a wide range of purposes, for example when writing poetry about endangered animals in Africa.

Only a few pupils across the school produce neat handwriting and present their work tidily.

Most pupils in the Foundation Phase develop their numeracy skills successfully in mathematics lessons and when working in the learning areas. Older pupils show a firm grasp of number facts and use this knowledge effectively to solve number problems in their activities. They interpret information that is presented in different graphs or diagrams accurately and use mathematical vocabulary correctly to discuss their work. As they undertake investigative activities, for example discovering pupils' favourite toys, they make effective use of tables and graphs to record their results.

By key stage 2, most pupils address practical numeracy skills systematically. However, although almost all pupils handle number work confidently, many of them are uncertain when performing mental calculations. By Years 5 and 6, nearly all pupils handle seven-digit numbers and percentages confidently and use a number of strategies to check their answers. Older pupils in the key stage collect data from a

number of sources and present it clearly in the form of tables and graphs, for example when they undertake investigative tasks such as comparing the climates of Botswana and Wales.

Over recent years, the school has often had a comparatively small number of pupils (ten or fewer) in year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages. In comparison with other similar schools, the proportion of pupils in the Foundation Phase who achieved outcome 5 in the last three years, has placed the school mostly in the top 25% for mathematics and the lower 50% for literacy. In two of the three years, the proportion who achieved at outcome 6 has placed the school in the bottom 25% for both areas.

In two of the last four years, performance at the end of key stage 2 at level 4 in Welsh and science has placed the school in the upper 50% in comparison with similar schools. Over the same period, performance in English and mathematics has placed it mostly in the bottom 25% of similar schools. More often than not, performance at level 5 has placed the school in the bottom 25% in the four subjects.

On the whole, girls and boys achieve equally. There are no significant differences between the performance of those who are eligible for free school meals and the remainder of pupils.

Wellbeing: Good

All pupils feel safe at the school and are free from any physical or verbal abuse. They have a sound understanding of how to keep healthy and appreciate the opportunities to have healthy foods and to develop fitness.

Without exception, pupils say that they enjoy coming to school. Nearly all are motivated, polite and courteous to everyone around them and behave responsibly. Pupils of all ages co-operate in a friendly way in groups and, as they move around the school or play in the playground, they are careful of other pupils.

As they mature, the majority of pupils have an appropriate idea of what they need to do to improve. By the end of key stage 2, they have a clear understanding of their personal targets and they know when they have achieved these targets.

Pupils take good advantage of regular opportunities to voice an opinion and to make decisions about their learning. They respond enthusiastically to the valuable opportunities they have to shoulder responsibilities, for example when undertaking the duties of 'today's helper' in the classroom or when taking care of the hens in the copse. The school council and the eco committee fulfil their responsibilities effectively and play an important role in the school's social life.

Practices such as holding a fair in the church hall and co-operating with a local housing association to plant and water flowers in the village have a positive effect on the development of pupils' social skills and strengthen their involvement in their community.

Attendance rates are consistently high, and have placed the school among the top 25% of similar schools over the last four years. Most pupils are punctual when arriving at school in the morning.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Through thorough planning, the school provides learning experiences that gain all pupils' interest. Planning responds fully to the requirements of the National Curriculum and the Foundation Phase. Schemes of work pay due attention to developing skills across the curriculum and short-term planning is detailed enough to ensure progression in learning from day to day. Staff evaluate weekly plans regularly in order to plan more purposefully for the next steps in pupils' learning. Although a prominent place is given to pupils' interests when planning the curriculum, learning experiences do not always provide enough challenge for more able and talented pupils.

The National Literacy and Numeracy Framework has been embedded firmly in the schemes of work of all classes. Provision for developing Welsh is effective and helps most pupils to make good progress from their starting point. By studying the work of Welsh artists, teachers provide valuable opportunities for pupils to learn about the cultural and historical features of Wales.

Through the work of the school council, the eco committee and curricular experiences, the school ensures that pupils have a good awareness of the importance of saving energy, recycling and reducing waste.

There is effective provision for promoting pupils' understanding of the wider world. The links that have been created with other countries such as Poland, Hungary and Turkey contribute successfully to increasing pupils' understanding of their role as global citizens.

Teaching: Good

Teachers and learning assistants are robust language models for pupils. They co-operate effectively in order to provide stimulating learning experiences to develop pupils' Welsh language skills. Use is made of a range of teaching strategies, including group work, and lessons are delivered in a lively and enthusiastic way. Most activities that are provided offer good opportunities for many pupils to extend their knowledge and understanding and to develop their learning skills effectively. However, in the majority of lessons, there is a lack of challenge in the tasks that are provided for pupils of higher ability. Through purposeful intervention and skilful questioning, staff challenge many pupils to achieve well and to ensure their commitment to the work in hand.

Teachers' probing comments on pupils' written work enable every individual to know what they have achieved and what they need to do to improve.

A robust system has been established throughout the school for setting individual targets for pupils. The practice in key stage 2 of including pupils in the process strengthens their learning skills and gives them more responsibility for their learning.

The school has effective arrangements for assessment, recording and tracking every pupil's progress as they move through the school. This enables staff to identify any underachievement quickly and to provide additional support for individual pupils as needed.

Annual reports to parents are of good quality and give them beneficial information about their children's progress and wellbeing.

Care, support and guidance: Good

The school has a happy and familial atmosphere in which adults and pupils show respect and care for each other. The school promotes pupils' spiritual, moral, social and cultural development successfully. Collective worship sessions and a range of curricular and extra-curricular activities contribute effectively to these areas.

There are appropriate arrangements to promote healthy eating and drinking and suitable opportunities to promote pupils' fitness.

The school makes effective use of specialist agencies, including language therapists, educational psychologists and the health services, in order to ensure that pupils receive appropriate help and support.

Provision for pupils who have additional learning needs is extremely effective. The school ensures a high level of support for these pupils, and uses a thorough system for targeting pupils who need additional help. Intervention programmes are purposeful and respond to the needs of individuals and groups of pupils very successfully. The individual education plans that are provided for all pupils who have additional learning needs are detailed and include clear targets. Parents are included in the process of producing and reviewing plans.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school is a caring community that takes great care of every pupil's wellbeing and safety. Staff ensure that all pupils are treated fairly and that they have full access to the curriculum and all the school's activities. There is a good working relationship between all staff and pupils, and pupils are proud of their school. There are colourful displays around the building which celebrate the school's core values, and pupils understand them and respond well to them.

The school building and grounds are of good quality and maintained to an appropriate standard. Full use is made of the rooms and outdoor areas, for example the copse and the play area, in order to enrich pupils' learning experiences. Displays on classroom walls celebrate pupils' work and experiences and contribute significantly to creating an interesting learning environment.

There is a suitable range of resources, including information and communication technology, which are of good quality and used effectively to support learning.

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

The headteacher has a clear vision for developing and setting a firm strategic direction for the school's work. In a short time, she has shared her vision very successfully with staff, parents and governors. She has high expectations and has established purposeful and clear procedures for all staff in order to raise standards and improve provision. This has created a strong team spirit in the school.

The school's development aims correspond clearly with national priorities, especially those that are linked with raising standards of literacy and numeracy.

All members of staff are aware of their roles and responsibilities and fulfil them thoroughly. They co-operate closely as a team and meet regularly to discuss pupils' attainment and plan jointly. Under the headteacher's leadership, they are very willing to share expertise and good practices among themselves and to attempt new initiatives.

The school is supported well by the governors, who have a thorough knowledge of pupils' standards of achievement. They are prepared to support the school as a critical friend and to hold the school to account on the basis of the information they receive. They have thorough knowledge of provision in the school's classrooms.

Improving quality: Good

Recently, the school's leaders have established robust procedures to evaluate its effectiveness. This self-evaluation process is thorough. The headteacher collects a wide range of direct evidence, which contributes considerably to the self-evaluation process by asking the opinions of pupils and their parents regularly. Leaders analyse pupils' performance data in detail, and undertake thorough monitoring evaluations of standards and the quality of teaching and learning. This creates an accurate picture and understanding of the school's strengths and weaknesses. The school's practice of targeting and focusing specifically on the needs of pupils from disadvantaged backgrounds enables almost all individuals to achieve to their full potential.

The self-evaluation report is of appropriate quality and identifies strengths and areas to be developed well. All members of staff have a part in implementing strategies and they fulfil their responsibilities effectively.

The school improvement plan links clearly with the self-evaluation process and includes priorities that have been scheduled effectively and the part of all members of staff in implementing is defined clearly. However, although the success criteria focus clearly on pupils' outcomes, they are not quantitative enough.

Partnership working: Good

The school has productive partnerships that have a positive effect on standards and extend pupils' learning experiences considerably.

The strong and effective partnership between the school and the home ensures that parents are very knowledgeable about the content of the curriculum and that they are also aware of the school's current priorities for improvement. Parents receive detailed information about their child's progress and targets, as well as advice about how they can help them to improve.

The effective relationship between the school and a variety of voluntary agencies and organisations enables staff to introduce associated programmes that improve pupils' outcomes and wellbeing. A notable example of this is the close co-operation between the school and the nursery group, which is situated in the school hall. The Foundation Phase teacher's practice of supporting the development of literacy and numeracy of children in the nursery group once a week prepares children well for moving into the reception class. Effective transfer arrangements with the local secondary school ensure that there is progression and continuity in pupils' learning experiences as they take the next step in their learning.

The school co-operates purposefully with a nearby school to standardise and moderate work in order to help teachers to understand better the expected standards at the end of key stage 2.

An active partnership between the school and the local community enriches pupils' learning experiences considerably, for example as they worked with members of the community to create a bee garden in the village.

Resource management: Good

The school's resources are managed effectively. In lessons and during specific sessions such as group reading, the school makes purposeful use of support staff to give valuable support to individuals and groups of pupils. The headteacher and governors keep a close eye on the financial situation and expenditure links well with targets and the school development plan.

Teachers make good use of their planning, preparation and assessment to work jointly, and arrangements are managed effectively. The headteacher's practice of teaching each class in turn during these periods enables her to have a good overview of standards across the school.

Assistants and teachers work well as a team to deliver their plans, which have a positive influence on pupils' attainment, especially those of lower ability.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide valuable opportunities to promote all staff's professional development through a comprehensive training programme. These have had a positive effect on standards in reading and numeracy.

The effect of learning resources is evaluated carefully to ensure that they are suitable for all pupils and provide opportunities to develop pupils' skills. New resources to support numeracy are having a positive effect on pupils' mathematical development.

The pupil deprivation grant is used purposefully in order to raise standards of numeracy and literacy of specific groups of pupils.

Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6632127 - Ysgol Henllan

Number of pupils on roll	68
Pupils eligible for free school meals (FSM) - 3 year average	24.8
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	8	7	7
Achieving the Foundation Phase indicator (FPI) (%)	75.0	85.7	85.7
Benchmark quartile	3	2	2
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	8	7	7
Achieving outcome 5+ (%)	75.0	85.7	85.7
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	0.0	0.0	28.6
Benchmark quartile	4	4	2
Mathematical development (MDT)			
Number of pupils in cohort	8	7	7
Achieving outcome 5+ (%)	100.0	100.0	85.7
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	0.0	0.0	28.6
Benchmark quartile	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	8	7	7
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	37.5	57.1	28.6
Benchmark quartile	2	2	4

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.

6632127 - Ysgol Henllan

Number of pupils on roll
 Pupils eligible for free school meals (FSM) - 3 year average
 FSM band

68
 24.8
 4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	7	*	*	12
Achieving the core subject indicator (CSI) (%)	71.4	*	*	83.3
Benchmark quartile	4	*	*	3
English				
Number of pupils in cohort	7	*	*	12
Achieving level 4+ (%)	71.4	*	*	75.0
Benchmark quartile	4	*	*	4
Achieving level 5+ (%)	28.6	*	*	16.7
Benchmark quartile	3	*	*	4
Welsh first language				
Number of pupils in cohort	7	*	*	12
Achieving level 4+ (%)	42.9	*	*	83.3
Benchmark quartile	4	*	*	2
Achieving level 5+ (%)	0.0	*	*	16.7
Benchmark quartile	4	*	*	3
Mathematics				
Number of pupils in cohort	7	*	*	12
Achieving level 4+ (%)	71.4	*	*	91.7
Benchmark quartile	4	*	*	2
Achieving level 5+ (%)	14.3	*	*	0.0
Benchmark quartile	4	*	*	4
Science				
Number of pupils in cohort	7	*	*	12
Achieving level 4+ (%)	85.7	*	*	91.7
Benchmark quartile	4	*	*	2
Achieving level 5+ (%)	28.6	*	*	0.0
Benchmark quartile	3	*	*	4

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 the learner questionnaire

Primary survey (all pupils)

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	26	26 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	26	26 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	26	26 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	26	26 100%	0 0%	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.	26	26 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	26	26 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	26	26 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	26	26 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	26	26 100%	0 0%	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.	26	24 92%	2 8%	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.	26	23 88%	3 12%	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	26	24 92%	2 8%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn 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.	15	12 80%	3 20%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	5 33%	10 67%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	15	11 73%	3 20%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	15	10 67%	4 27%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	15	11 73%	3 20%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	9 60%	5 33%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	15	8 53%	7 47%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	6 43%	7 50%	0 0%	0 0%	1	Mae fy mhlentyn 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.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	15	7 47%	7 47%	1 7%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	15	9 60%	5 33%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	12	4 33%	6 50%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	15	9 60%	5 33%	1 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	15	10 67%	5 33%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

William Williams	Reporting Inspector
Buddug Bates	Team Inspector
David Jenkins	Lay Inspector
Rhian Jones	Peer Inspector
Mair Evans	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.