



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 Tudno
Trinity Avenue
Llandudno
Conwy
LL30 2SJ**

Date of inspection: November 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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Publication date: 30/01/2015

Context

Ysgol Gynradd Tudno is situated in the coastal town of Llandudno. The school serves the town and the nearby area. There are 230 pupils on roll at present. A resource centre for pupils who have moderate additional learning needs has been established at the school. It is part-time provision for pupils at the school and from other schools in the authority.

The school admits pupils to the reception class in the September following their fourth birthday. Pupils are taught in nine classes, which include seven single-age classes and two mixed-age classes, including the unit. The nursery provision is part-time.

About 28% of pupils are eligible for free school meals at present, which is higher than the average for Wales. About 2% of pupils come from Welsh-speaking homes. Since September 2014, the school has been considered a linguistic category four school and provides 20% of its education to pupils through the medium of Welsh.

There are a very few pupils from an ethnic minority background at the school at present, along with a very few pupils for whom English is an additional language. In addition, a very few pupils are in the care of the local authority.

About 18% of pupils are on the additional learning needs register, which includes a very few pupils who have a statement of special educational needs.

The school was last inspected in November 2008. The headteacher has been in post since September 2014.

The individual school budget per pupil for Ysgol Tudno in 2014-2015 is £4,381. The maximum per pupil in primary schools in Conwy is £15,278, and the minimum is £3,190. Ysgol Tudno is in the 27th position of the 59 primary schools in Conwy in terms of the school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is adequate because:

- most pupils across the school participate enthusiastically in their learning;
- pupils' attitudes to learning and using the Welsh language are positive;
- most pupils listen and respond well in lessons;
- attendance has been mostly in the top 25% in comparison with the attendance levels of similar schools; and
- the school makes very effective use of the pupil deprivation grant.

However:

- pupils at the end of the Foundation Phase do not use their reading and writing skills at an appropriate level across areas of learning;
- pupils' reading skills have not developed well enough in Welsh;
- the numeracy and information and communication technology (ICT) skills of pupils in key stage 2 have not developed enough;
- there are no robust assessment procedures in place in key stage 2; and
- the school does not meet the requirements of the National Curriculum, nor the principles of the Foundation Phase, fully.

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- the school's leaders do not know the school well enough;
- there are no procedures for managing teachers' performance that are operational annually;
- the school has not set targets for improving provision and standards;
- the school's leaders do not observe lessons, monitor schemes of work and their implementation in the classroom;
- leaders have not submitted the current self-evaluation report to the governing body; and
- the school has not made enough progress against many of the recommendations in the previous inspection.

Recommendations

- R1 Raise standards of reading and writing in Welsh as a first language and as a second language
- R2 Raise standards of written English across the school
- R3 Ensure that numeracy and ICT skills are developed purposefully in key stage 2
- R4 Ensure that teaching challenges pupils and develops them to become independent learners
- R5 Ensure that assessment procedures are sound in key stage 2
- R6 Develop the senior management team's strategic role by focusing on establishing robust arrangements for monitoring teaching and learning
- R7 Strengthen the role of governors in the self-evaluation and planning for improvement process and challenge the school about its performance

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will produce an action plan that shows how it will address the the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Across the school, most pupils participate appropriately in their learning and are prepared to offer suitable answers. Many pupils in the Foundation Phase listen attentively and converse confidently about their work, using suitable syntax and vocabulary that is appropriate to their age and ability. In key stage 2, many pupils concentrate well in lessons and take an interest in their work. Many communicate clearly and confidently and join in classroom discussions appropriately. By the end of key stage 2, a few more able pupils use wider vocabulary in the context of the work. An example of this is the ability to conduct a mature discussion as pupils discuss biographies.

In the Foundation Phase, many pupils read meaningfully and pay suitable attention to punctuation, using a variety of strategies when reading unfamiliar words. A few more able pupils are able to discuss the contents of the book sensibly and make predictions on the basis of what has been read. In key stage 2, many pupils read correctly and show an appropriate understanding of the text. They read meaningfully and hold the listener's interest well. Many pupils at the top end of the school use higher reading skills confidently when gleaning information.

In the Foundation Phase, the majority of pupils write appropriately in a variety of written forms such as a letter, diary and report. Many pupils are able to organise information, using simple sentence structures. In general, the majority use robust syntax and spell familiar words correctly. A very few more able pupils write at greater length and punctuate their work consistently. However, pupils do not write independently regularly enough and do not use their literacy skills at the appropriate level across the areas of learning.

In key stage 2, many pupils write appropriately for various purposes and show a sound awareness of the various forms. A few more able pupils develop their ideas interestingly and at length. Pupils have begun to use their reading and writing skills across the curriculum more consistently. For example, in history work, many are able to write a personal letter, using appropriate vocabulary to create empathy. In general, many pupils' handwriting and presentation of work are neat.

Pupils' attitudes towards learning and using the Welsh language are positive. Across the school, most pupils listen and respond well to a range of instructions, greetings and simple questions in Welsh. The very few pupils who are more confident in Welsh are able to hold a short conversation and use specific vocabulary within the context of the task. Most pupils use simple phrases and patterns in their written work, but they do not write independently frequently enough. Many Welsh speakers do not write more extended pieces regularly and their reading skills have not developed sufficiently in Welsh.

In the Foundation Phase, most pupils have a sound understanding of how to organise and use number effectively in their learning activities. Many are able to use

correct units when measuring and weighing objects. However, the standards of a few more able pupils have not developed fully. In the class's theme work, many pupils are able to collect, record and interpret data appropriately. An example of this is pupils collecting data, and creating a graph when conducting a traffic investigation.

By the end of key stage 2, most pupils have a sound understanding of number patterns and they perform mental calculations and explain the strategies that they use effectively. A majority of pupils use their problem-solving skills confidently and use various strategies. However, examples of pupils using their numeracy skills across the curriculum are very scarce, especially at the top end of the school.

Most pupils with additional learning needs make appropriate progress in line with their targets.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome has varied between the upper 50% and the bottom 25% in comparison with the performance of similar schools in literacy and communication in English. There has been a downward trend over the last three years. The school's performance in mathematical development has been in the upper 50% for two of the last three years. The school's performance at the higher outcome over the last three years in literacy and communication in English has risen from the bottom 25% to the top 25%, in comparison with the performance of similar schools. Performance in mathematical development overall has been in the bottom 25% or the lower 50% over the same period.

At the end of key stage 2, the school's performance at the expected level over the last four years has varied overall from the lower 50% to the top 25% in English, mathematics and science. The school's performance in Welsh has been consistently in the top 25% for the last three years. The school's performance at the higher than expected level in mathematics has been in the top 25% for three of the last four years, whilst performance in Welsh and science has been in the bottom 25% for two of the last four years. Performance in English has risen from the lower 50% to the upper 50% over the last two years. Over time, performance at the higher level has varied without an obvious trend.

There is no obvious pattern in the achievements of pupils who are eligible for free school meals in comparison with their peers at the end of the Foundation Phase. However, the achievement of this group of pupils is not as good at the higher levels in English and mathematics in comparison with the achievement of pupils who are not eligible.

Wellbeing: Good

Many pupils have a good awareness of the requirements of living healthily through classroom activities and the 'Bwyd o Bwys' (Important Food) club. By taking responsibility for running the fruit shop and growing vegetables in the school garden, pupils' understanding of eating healthily is developing well.

Pupils' behaviour is very good in lessons and around the school. They are courteous to each other, adults and visitors. Many pupils show interest in their work and remain

on task for specific periods. However pupils' independence skills across the school have not developed sufficiently. Most pupils co-operate effectively in their groups and respond effectively to their tasks, but pupils' ability to work independently and to take responsibility for their own learning has not developed as well.

Over the last four years, the school's attendance levels have been mostly in the top 25% in comparison with the attendance levels of similar schools.

Through the work of the school council, the eco committee and the fair trade committee, pupils make robust decisions that affect the life of the school, and they take pride in this. An example of this is their contribution to promoting the importance of fair trade. Pupils contribute effectively to the local community through a variety of activities such as visiting local businesses and an old people's home.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Unsatisfactory

The school provides a curriculum that gains pupils' interest in the learning experiences. Pupils' experiences are enriched appropriately through visits to the community and visitors to the school. However, the school does not ensure that all aspects of the National Curriculum, such as music, geography and ICT, are developed fully. Nor has the school planned to ensure that the principles of the Literacy and Numeracy Framework have been embedded in the schemes of work. As a result, pupils do not develop their skills successfully across the curriculum.

The school provides good support for those pupils who are eligible for free school meals. This is a strength at the school. However, provision for more able and talented pupils does not challenge and extend them effectively enough or regularly enough.

The school has begun to plan for developing literacy and numeracy skills throughout the school. However, this has not been embedded clearly in the plans. As a result, pupils do not have regular opportunities to develop their literacy, numeracy and ICT skills fully. The principles of the Foundation Phase are in place at the school but very little use is made of the outdoor area.

The school develops pupils' Welsh language oral skills and the Cwricwlwm Cymreig well. Pupils are aware of the advantages of learning Welsh and the role of Welsh ambassadors gives pupils at the top end of the school a valuable opportunity to promote the Welsh language. The school provides rich opportunities for pupils to compete in eisteddfodau and visit historical places in Wales.

Through the work of the eco committee, the school implements valuable sustainable practices such as recycling materials, saving energy and the 'Dim Sbwriel' (No Rubbish) project. This develops pupils' understanding suitably of the importance of operating sustainably.

As a result of the theme work, the school provides appropriate opportunities for pupils to develop their knowledge of global citizenship by comparing China with the local area and researching European countries.

Teaching: Adequate

In most classrooms, teachers create a good relationship with pupils. They plan stimulating experiences that gain pupils' interest and keep them on task successfully. Most teachers manage pupils' behaviour effectively. Teachers make good use of classroom assistants to support learners.

In many lessons, presentations are lively and teachers question effectively in order to ensure that pupils have understood. However, in a few classes, teachers over-direct and there is an over-dependence on worksheets. This limits opportunities for learners to develop as independent learners and to produce extended pieces of writing.

Nearly all teachers give constant oral feedback to pupils and mark pupils' work regularly. However, written comments do not always refer to the success criteria and do not identify clearly enough what pupils need to do to improve, especially at the end of the Foundation Phase. The majority of teachers provide useful opportunities for pupils to assess their own work and that of their peers.

Teachers in the Foundation Phase keep a useful record of pupils' development and have produced individual profiles to record every pupil's progress. This good practice has not permeated across the school. As a result, links between assessment, planning and delivering lessons are not strong enough.

End of year reports for parents and guardians do not identify clearly enough the steps that pupils need to take in order to develop further.

Care, support and guidance: Good

Good behaviour is promoted effectively by rewarding pupils in a weekly assembly that celebrates pupils' attainment, commitment and behaviour effectively. The school promotes pupils' spiritual, moral, social and cultural development well through daily assemblies across the school. There are effective arrangements to support pupils' health and wellbeing successfully. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school has regular links with specialist agencies such as the police, health, psychological and counselling services and social services in order to support vulnerable pupils. The quality of support for pupils who have emotional and behavioural problems is good and develops their independence as pupils very effectively. This is promoted very successfully in the unit that is situated on the school site.

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

The school identifies pupils' learning needs at an early stage by analysing data and the results of internal tests. Information is shared with teachers frequently, in order to

ensure suitable planning for these pupils. The school uses a suitable intervention programme in order to develop individuals' literacy skills. Good use is made of the inclusion advisory teacher in order to support pupils who have additional learning needs. The co-ordinator tracks pupils' progress and analyses the results of tests effectively. This gives a robust overview of the progress of individuals and specific groups of learners.

Learning environment: Good

The school is a close and welcoming community and there is a warm atmosphere among staff and pupils. Clear policies and procedures ensure equal opportunities for all and promote equality successfully. The curriculum is accessible to all pupils and a supportive ethos among staff ensures good behaviour across the school. Racial tolerance and equality receive appropriate attention through theme work.

The school makes appropriate use of the building but not enough use is made of the outdoor area to promote the principles of the Foundation Phase fully. The buildings and grounds are maintained well and they provide a purposeful environment for play and learning. Good use is made of sports facilities in the area to enrich the opportunities that are provided at the school. There are colourful and stimulating displays in each classroom and in communal areas that celebrate pupils' work and successes well.

The school has a good range of resources. They are of good quality and are used purposefully to support teaching and learning.

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

The new headteacher has begun to develop the responsibilities of the new senior management team and lay the foundations for developing each member's role. The school now has a suitable management structure and teachers' job descriptions reflect their roles and responsibilities clearly. There is an ethos of enthusiastic co-operation among the leadership and the staff, and teachers are beginning to work in teams across the school. However, these developments are recent and the school's leaders have not sufficient impact on addressing aspects that need to be improved. As a result of a lack of monitoring of schemes of work and their effect, leaders at the school are not aware of the important gaps in the learning experiences that are offered to pupils.

The headteacher has responded quickly to the need to establish performance management arrangements for the management team and set purposeful targets in order to develop their skills and responsibilities. However, the leadership has not ensured that performance management procedures are in place for the remainder of the staff. Teachers' performance is not managed annually and targets have not been set in order to improve provision and standards.

The governing body is supportive of the school and is beginning to develop its roles and understand its responsibilities. Governors have begun to visit the school to look

at aspects of provision and to listen to pupils reading. However, they do not have a good enough understanding of the school's performance. As a result, the governing body cannot challenge the school or operate sufficiently effectively as a critical friend.

The governing body has not played a part in the process of producing the self-evaluation report or setting priorities for improvement. It has not held the school to account for standards, provision and leadership, or ensured that many recommendations from the previous inspection have been achieved.

Improving quality: Unsatisfactory

The school has a self-evaluation report that is based on raising standards. However, the report is too long and leaders have not identified the important aspects that need to be improved in terms of provision and leadership. The self-evaluation report does not show that the new leaders know the school well enough.

The self-evaluation report includes a thorough analysis of data but the remainder of the report has not been based sufficiently on direct evidence. The school's leaders do not observe lessons, monitor schemes of work or check whether the content is delivered in classrooms. The school pays appropriate consideration to the opinions of staff, pupils and parents.

There is a clear link between the findings of the self-evaluation report and priorities in the school development plan. However, the report has not identified all of the important aspects that need to be improved.

Partnership working: Good

The school has appropriate strategic partnerships that contribute well to improving pupils' standards of wellbeing. It has an effective relationship with parents. Information is shared appropriately through regular newsletters. Recently, a parents' forum was established, in which parents meet to discuss their ideas and play a more prominent role in the school's decisions. This has led to improving safety on the school site.

The school has effective links with the community, which provides valuable experiences for them. Thanksgiving festivals are held annually in the local church or chapel. This develops pupils' awareness of their community and the importance of contributing to it.

Transition arrangements between the school and the secondary school are effective, and include visits from staff and pupils. This ensures a smooth transfer as pupils move from the primary to the secondary sector.

Recently, the school has formed a number of partnerships with schools in the cluster and beyond to share good practice. This has led to improving provision for more able and talented pupils and to standardise and moderate pupils' work. However, these partnerships have not had enough time to have an effect on provision and pupils' outcomes.

The school co-operates very successfully with a number of the authority's services in order to ensure appropriate support for vulnerable pupils and to develop pupils' wellbeing.

Resource management: Adequate

The school is staffed appropriately. Support staff make a valuable contribution in terms of providing effective support to groups of pupils and individuals. The school makes very effective use of the deprivation grant, and provision and expenditure are monitored carefully by the school's leaders.

Teachers make suitable use of their planning, preparation and assessment time. Recently, the school has provided opportunities for continuous professional development for the school's staff. Teachers have benefited from opportunities to receive training in specific areas and to observe good practice in other schools.

The school's expenditure decisions link appropriately to priorities for pupils' wellbeing and raising standards. The budget is monitored suitably by the school's leaders and the local authority.

Considering pupils' achievement over time, value for money is adequate.

Appendix 1: Commentary on performance data

6622061 - Ysgol Tudno

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	29	29	26
Achieving the Foundation Phase indicator (FPI) (%)	75.9	75.9	53.8
Benchmark quartile	3	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	29	29	26
Achieving outcome 5+ (%)	86.2	79.3	53.8
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	17.2	31.0	34.6
Benchmark quartile	4	2	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	29	29	26
Achieving outcome 5+ (%)	86.2	89.7	84.6
Benchmark quartile	2	2	3
Achieving outcome 6+ (%)	13.8	17.2	0.0
Benchmark quartile	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	29	29	26
Achieving outcome 5+ (%)	86.2	89.7	96.2
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	20.7	27.6	34.6
Benchmark quartile	4	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.

6622061 - Ysgol Tudno

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	31	28	27	25
Achieving the core subject indicator (CSI) (%)	77.4	92.9	85.2	80.0
Benchmark quartile	3	1	2	3
English				
Number of pupils in cohort	31	28	27	25
Achieving level 4+ (%)	77.4	92.9	88.9	80.0
Benchmark quartile	3	1	2	4
Achieving level 5+ (%)	25.8	25.0	33.3	32.0
Benchmark quartile	3	3	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	31	28	27	25
Achieving level 4+ (%)	90.3	96.4	92.6	84.0
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	45.2	25.0	63.0	44.0
Benchmark quartile	1	3	1	1
Science				
Number of pupils in cohort	31	28	27	25
Achieving level 4+ (%)	90.3	96.4	92.6	84.0
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	12.9	14.3	33.3	24.0
Benchmark quartile	4	4	2	3

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.	108	105 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	106	103 97%	3 3%	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	102 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	107	102 95%	5 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	108	105 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	106	99 93%	7 7%	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.	107	107 100%	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.	108	104 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.	104	93 89%	11 11%	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	95 89%	12 11%	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.	104	68 65%	36 35%	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	105	90 86%	15 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Fewer than 10 responses were received. No data will be shown.

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Maldwyn Pryse	Team Inspector
Margaret Watkins	Lay Inspector
Catrin Pritchard	Peer Inspector
Iona Hughes	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 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.