



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Bod Alaw
Abergele Road
Colwyn Bay
Conwy
LL29 7ST**

Date of inspection: February 2016

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: 07/04/2016

Context

Ysgol Gynradd Bod Alaw is in the town of Colwyn Bay and is maintained by Conwy local authority. It serves the town, in addition to the nearby rural area.

The school provides for pupils aged between 3 and 11 years of age. Welsh is the school's everyday language and the main medium of teaching and learning. English is taught formally in key stage 2. About 63% of pupils come from Welsh-speaking homes. Very few pupils are from an ethnic minority background.

Children are admitted to the nursery class on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 317 pupils on roll. They are taught by eight full-time teachers and seven part-time teachers.

About 8% of pupils are eligible for free school meals, which is considerably lower than the national average.

Twenty-two per cent of pupils are on the school's additional learning needs register. These figures compare closely with the percentages for Wales. A very few pupils have a statement of special educational needs.

The headteacher was appointed in September 2011. The school was last inspected in September 2009.

The individual school budget per pupil for Ysgol Bod Alaw in 2015-2016 is £3,421. The maximum per pupil in primary schools in Conwy is £9,616 and the minimum is £3,227. Ysgol Bod Alaw is in 52nd position of the 57 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	Good

Current performance

The school's performance is adequate because:

- Many pupils make appropriate progress during their time at the school
- Most pupils are confidently bilingual by the end of key stage 2
- Most pupils show an interest in their work and their behaviour and attitudes to learning are good
- Teachers provide a range of interesting learning experiences, which, overall, meet most pupils' needs
- The standard of teaching is consistently good
- The good quality of care, support and guidance have a positive effect on pupils' standards and wellbeing

However:

- Over time, pupils' standards of attainment across the school do not compare well with standards in similar schools
- Most pupils in key stage 2 do not develop their writing skills in English effectively across the curriculum

Prospects for improvement

Prospects for improvement are good because:

- The headteacher and the senior management team provide robust leadership, which has a clear focus on raising standards
- All members of staff co-operate effectively as a team
- Members of the governing body hold the school to account regularly and effectively for its performance
- The school improvement plan is detailed and identifies relevant and specific targets for establishing and developing new processes
- The school works successfully with a range of partners, which has a positive effect on pupils' standards and wellbeing

Recommendations

- R1 Continue to improve standards of language and mathematics across the school, and science in key stage 2
- R2 Ensure a wider range of opportunities for pupils in key stage 2 to develop their writing skills in English across the curriculum
- R3 Set more challenging targets for pupils and strengthen teachers' marking comments to ensure that pupils understand better what they need to do to improve

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?

Adequate

Standards: Adequate

On entry to the school, pupils' basic skills vary. However, many make appropriate progress during their time at the school. Although Welsh is a new language for a minority, the oral skills of pupils who come from non-Welsh speaking homes develop very quickly. Nearly all pupils who have additional learning needs make appropriate progress against their individual targets.

In the Foundation Phase, most pupils make very good progress in their ability to communicate in Welsh and use an increasing range of vocabulary when conversing with adults or discussing their work. They listen attentively during lessons and communicate purposefully and confidently in classroom discussions. By the end of the Foundation Phase, nearly all pupils are able to use the Welsh language increasingly confidently whilst undertaking their activities and at other times during the day.

In key stage 2, most pupils use Welsh and English confidently orally in a range of interesting situations. They listen well and contribute confidently to discussions and respond by using varied vocabulary that is relevant to the topic. When recalling previous learning about the senses, namely work in the autumn term, they discuss the work confidently and knowledgeably. By the end of key stage 2, most pupils are confidently bilingual.

In the Foundation Phase, most pupils make good progress in learning to read and show a good understanding of what they are reading. Many enjoy reading aloud and do this increasingly confidently. By the end of the phase, many pupils read fluently and meaningfully with sensible expression. Many are able to discuss their books confidently, converse about their favourite books and name their favourite author.

In key stage 2, many pupils read accurately and fluently in Welsh and English. They are able to discuss the main elements of the stories and books they like, in addition to their favourite authors. Older pupils develop their higher reading skills appropriately and predict, explain, question and summarise information effectively. They use their skills purposefully when gleaning information in their research work.

In the Foundation Phase, many pupils, from a very early age, show a good understanding of punctuation and write simple sentences correctly. By the end of the phase, most use various adjectives and interesting similes to enrich their work. Many pupils create extended work of a good standard when writing a story, for example when they write about their favourite superheroes.

In key stage 2, many pupils make appropriate progress in their ability to write in various forms in Welsh. By the end of the key stage, many punctuate and paragraph their work suitably. However, most pupils do not develop their writing skills in English consistently enough across the curriculum. On the whole, presentation of work and handwriting are good across the school.

Most pupils in the Foundation Phase develop their numeracy skills successfully in mathematics lessons. Older pupils show a firm grasp of number facts and use this information effectively to solve problems when dealing with money and fractions. Most are able to apply their numeracy skills appropriately when working across the curriculum, for example when using symmetry to create superheroes' shields and creating a timetable for feeding zoo animals. Many pupils' mental mathematics skills are developing well.

Most pupils in key stage 2 show a sound understanding of numeracy terms and apply their skills well. They have a thorough understanding of fractions, percentages and decimals. By the end of the key stage, many are confident in using a wide range of strategies to solve problems. Many are skilful in estimating and reason their answers maturely, for example when measuring angles and identifying and indicating right angles, and acute and obtuse angles. They analyse data confidently and the majority are able to produce appropriate graphs independently, for example to show the number of creatures in the school garden.

Over time, pupils' standards of attainment across the school do not compare well with standards in similar schools.

At the end of the Foundation Phase, over a period of four years, the school's performance at the expected outcome is consistently lower than the median in language and mathematics skills in comparison with levels in similar schools. During the same period, the school's performance at the higher outcomes in language and mathematics has varied, placing the school in the upper 50% of similar schools in three of the four years.

At the end of key stage 2, during the same period, the school's performance at the expected level in Welsh, apart from one year, has been consistently below the median. Performance in English and mathematics is inconsistent and has varied, moving the school between the top 25% and the bottom 25% of similar schools. In science, performance has moved the school between the upper 50% and the bottom 25%.

Performance at the higher level in Welsh has placed the school in the upper 50% of similar schools in three of the last four years, but performance in English, mathematics and science has been consistently below the median. Over the last four years, the number who are eligible for free school meals has been small, and therefore any sensible comparison between them and other pupils is unreliable.

Wellbeing: Good

Nearly all pupils state that they feel safe at school and know to whom to turn for support and advice. They have a sound understanding of the importance of eating healthily and keeping fit.

Standards of behaviour are high and nearly all pupils are polite and courteous. They show respect and care towards their peers and work happily and conscientiously together.

Across the school, most pupils show good interest, enthusiasm and commitment in their work. Pupils' ability to evaluate their own work is developing appropriately across the school, and the majority are beginning to show a clear awareness of what they need to do to improve their work, especially in language.

Through the procedures of the school council and the eco council, many pupils take advantage of the good opportunities that there are for them to express their views and take part in a variety of activities. Members of the school council are proud of their contributions, for example when suggesting that the school provides personal boxes for pupils in the Foundation Phase and key stage 2 to keep their belongings.

Most pupils develop their social skills effectively and are proud of their efforts to raise money in aid of charities such as Children in Need. They take pride in opportunities to serve in local chapels and churches by taking part in services and concerts.

Over the last four years, attendance rates, apart from in 2015, have been higher than the average for similar schools. Most pupils arrive at school punctually.

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

The school plans a variety of interesting learning experiences, which meet the principles of the Foundation Phase, the requirements of the National Curriculum and the agreed syllabus for religious education. The detailed and comprehensive planning meets most pupils' needs effectively.

Schemes of work pay appropriate attention to the requirements of the Literacy and Numeracy Framework. Teachers plan jointly to ensure regular opportunities to reinforce these skills and pupils' information and communication technology (ICT) skills. However, there are not enough opportunities for pupils to develop their writing skills in English across the curriculum.

The school enriches pupils' learning experiences successfully by organising appropriate visits to places of interest, and inviting visitors to the school to discuss specific issues, for example visits to Colwyn Bay Zoo, Penrhyn Castle and Nant y Coed coppice. Extra-curricular activities such as the sports club contribute well to enriching pupils' experiences and to their wellbeing.

The school promotes the Welsh language successfully and encourages pupils to use it continuously as a medium of communication. The Welsh dimension, including promoting information about the culture and history of Wales, permeates through all the school's life and work. The experiences are enriched further by visits by poets and artists in residence to the school, along with opportunities for pupils to compete in eisteddfodau and study the local environment and Welsh history.

The curriculum provides suitable opportunities for pupils to learn about sustainable development and global citizenship. For example, members of the eco committee are successful in raising other pupils' awareness of the importance of recycling and saving energy.

Teaching: Good

Teachers have a sound knowledge of the principles of the Foundation Phase and the requirements of the National Curriculum. They plan interesting activities that motivate pupils to work conscientiously in groups and independently. They question probingly in order to expand pupils' understanding and encourage them successfully to use their thinking skills regularly.

All members of staff model language well, and encourage pupils to develop their oral skills in a wide range of different contexts. There is a positive working relationship between adults and pupils in every class.

Teachers use a wide range of teaching methods and resources very thoughtfully to assist with learning. They share lesson aims and success criteria carefully with pupils at the beginning of each lesson. The work is revised effectively.

Teachers provide useful oral feedback for pupils during lessons. They mark pupils' work regularly, but constructive comments on how to improve work are inconsistent. There are good procedures in place to provide opportunities for pupils to evaluate their own work and, at times, their peers' work, against the success criteria set.

The school has thorough procedures to track pupils' progress, including beneficial use of standardised tests and teachers' assessments. Teachers understand pupils' needs well. However, they do not always use that information to set challenging enough targets to enable them to move along effectively to the next stage in their learning.

Annual reports for parents include clear information about each pupil and meet statutory requirements.

Care, support and guidance: Good

The robust quality of care, support and guidance has a positive effect on pupils' standards and wellbeing.

The school has appropriate arrangements for promoting eating and drinking healthily and for ensuring that pupils understand the importance of keeping fit. A wide range of extra-curricular clubs contribute to this.

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

The school promotes pupils' spiritual, moral and cultural development successfully, by providing regular collective worship assemblies and through daily lessons. Opportunities for pupils to reflect on contemporary topics, such as caring for the environment and considering people who are less fortunate than themselves, are reflected in the respect that they show for one another and for adults.

Provision for pupils who have additional learning needs is effective. Teachers identify any additional learning needs quickly, arrange support appropriately and monitor pupils' progress regularly. Staff ensure that individual education plans are detailed and reflect parents' views when they are reviewed.

Effective use is made of specialist services, such as language therapists and the support of the nurture group, for pupils who need specific support. This provision has a positive effect on pupils' confidence and achievements.

Learning environment: Good

The school is a welcoming and caring community, in which pupils feel happy and safe. All pupils have an equal right to all areas of provision and they are encouraged to contribute fully to school life. The site and building are completely accessible and the school's values and objectives lead to an appreciation and recognition of diversity effectively.

There is a varied range of equipment and resources of good quality in classrooms and in the outdoor play areas, and these are used appropriately. Comprehensive use is made of the outdoor areas in the Foundation Phase.

There are stimulating and attractive displays of pupils' achievements and successes around the school. These create an interesting learning environment and support learning effectively. They also engender pupils' pride in their work.

The building and grounds are well-maintained and the school uses its site appropriately. The school site is safe for pupils.

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

The headteacher provides robust leadership that has a clear focus on providing rich learning experiences and raising standards. She has a purposeful vision to develop the role of the senior management team, which has only very recently been established with the current members. They are already co-operating successfully to create an effective learning community. This ensures that all strategies and plans that have been introduced recently have a positive influence on pupils' standards.

Conscientious teachers and assistants co-operate closely as a team. The headteacher ensures that purposeful and relevant staff meetings are held weekly with a comprehensive timetable for teachers, assistants and the senior management team. These are an opportunity to monitor pupils' progress and standards of work regularly.

There are effective performance management arrangements in place, which include relevant targets for staff linked to whole-school priorities, along with more personal objectives to develop specific aspects of teachers' work further. The school responds successfully to local and national priorities such as developing pupils' higher reading skills and encouraging them to use their numeracy skills appropriately across the curriculum.

Members of the governing body are committed to the school and supportive of it. They visit classrooms regularly and observe whole-school issues regularly. Following these constructive visits, they have an increasing understanding of the

school's strengths and areas to be improved. As a result, governors' strategic role in the self-evaluation process and prioritising improvements is developing robustly and they are able to hold the school to account regularly and effectively for its performance.

Improving quality: Good

Under the leadership of the headteacher and the senior management team, a culture of self-evaluation and planning for improvement is developing well. Self-evaluation arrangements are now an important part of the life and work of the school and are having a positive effect on pupils' standards, for example when developing to be confident communicators in Welsh and improving reading skills.

The self-evaluation report identifies the school's strengths clearly, and the areas that need to be developed further. A wide range of evidence is used to support the views in the report, namely data analysis, scrutinising pupils' work, monitoring teaching and collecting the views of parents and pupils.

The headteacher has developed a comprehensive programme in order to ensure that governors spend time at the school observing lessons, scrutinising books, talking to children and leading training sessions. These visits focus well on standards and the senior management team use the outcomes of observations carefully as part of the self-evaluation process.

The school improvement plan is detailed and identifies relevant and specific targets for establishing and developing new processes. There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan includes detailed actions and measurable success criteria that focus well on pupils' outcomes and relevant costs. The senior management team monitors the effect of the priorities in the plan thoroughly by using an appropriate monitoring timetable.

Partnership working: Good

The school works effectively with a range of partners that contribute well to the provision and have a positive effect on pupils' standards and wellbeing.

The school's Friends' Association is very active and has raised considerable sums of money towards the school's work; for example, raising money to buy more ICT resources has led to an improvement in pupils' computer standards. By buying an external notice-board for the school, it is easier to share information about events and so on with parents.

The school has developed an effective commercial partnership, and has received sponsorship from local businesses. This provides good opportunities for pupils to practise their numeracy and literacy skills in a commercial context.

By keeping a close and regular link with the local nursery group, the school facilitates the arrangements for admitting new pupils. Similarly, the effective transition

arrangements with the secondary school ensure progression and continuity in pupils' learning experiences as they move to the next stage in their education.

By co-operating successfully with staff from other schools in the cluster to standardise and moderate pupils' work, the school ensures accuracy and consistency in their assessments.

The school has established a number of robust partnerships with a variety of local authority officers and specialist agencies. This has had a positive effect on pupils' wellbeing and attainment.

Resource management: Adequate

The school's staffing level meets the requirements of the curriculum and covers all aspects of the school's work. The headteacher is effective in identifying individual teachers' competence, strength and interest and, as a result, allocates responsibilities purposefully.

The school has robust performance management procedures and useful training supports this successfully. The whole staff's continuous professional development links clearly to the school's priorities for improvement.

The school is an effective learning community. A healthy culture of successful co-operation within the school and between schools in the cluster has a positive effect on the quality of provision and on pupils' achievement, for example raising standards of reading and writing.

Teachers make good use of their planning, preparation and assessment time and the arrangements allow teachers to co-operate in teams to plan.

The headteacher and governors manage the school budget well. They make efficient funding decisions in order to meet the school's needs. This ensures a good supply of resources that respond to all pupils' needs. Leaders make effective use of money from other sources to improve the garden and outdoor area and buy information technology resources.

The school uses the Pupil Deprivation Grant skilfully to provide more support for pupils who are eligible for free school meals. In the main, the grant funds additional assistants to support groups and individuals and it is having a positive effect on pupils' basic mathematics skills and wellbeing.

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

Appendix 1: Commentary on performance data

6622114 - Ysgol Bod Alaw

Number of pupils on roll	331
Pupils eligible for free school meals (FSM) - 3 year average	7.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	38	46	33	40
Achieving the Foundation Phase indicator (FPI) (%)	86.8	63.0	87.9	90.0
Benchmark quartile	2	4	3	3
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	38	46	33	40
Achieving outcome 5+ (%)	89.5	65.2	87.9	90.0
Benchmark quartile	2	4	3	3
Achieving outcome 6+ (%)	31.6	32.6	42.4	37.5
Benchmark quartile	2	2	2	3
Mathematical development (MDT)				
Number of pupils in cohort	38	46	33	40
Achieving outcome 5+ (%)	92.1	69.6	90.9	95.0
Benchmark quartile	2	4	3	3
Achieving outcome 6+ (%)	31.6	26.1	48.5	45.0
Benchmark quartile	2	3	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	38	46	33	40
Achieving outcome 5+ (%)	92.1	95.7	97.0	97.5
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	60.5	56.5	66.7	80.0
Benchmark quartile	1	2	2	2

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.

6622114 - Ysgol Bod Alaw

Number of pupils on roll	331
Pupils eligible for free school meals (FSM) - 3 year average	7.9
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	39	40	40	46
Achieving the core subject indicator (CSI) (%)	97.4	92.5	85.0	87.0
Benchmark quartile	1	2	4	4
English				
Number of pupils in cohort	39	40	40	46
Achieving level 4+ (%)	94.9	100.0	90.0	89.1
Benchmark quartile	2	1	4	4
Achieving level 5+ (%)	23.1	30.0	17.5	34.8
Benchmark quartile	4	3	4	4
Welsh first language				
Number of pupils in cohort	39	40	40	46
Achieving level 4+ (%)	87.2	95.0	90.0	87.0
Benchmark quartile	3	1	3	4
Achieving level 5+ (%)	25.6	27.5	22.5	43.5
Benchmark quartile	2	2	4	2
Mathematics				
Number of pupils in cohort	39	40	40	46
Achieving level 4+ (%)	97.4	92.5	92.5	93.5
Benchmark quartile	1	2	3	3
Achieving level 5+ (%)	20.5	30.0	27.5	39.1
Benchmark quartile	4	3	4	4
Science				
Number of pupils in cohort	39	40	40	46
Achieving level 4+ (%)	97.4	97.5	92.5	87.0
Benchmark quartile	2	2	4	4
Achieving level 5+ (%)	30.8	30.0	17.5	39.1
Benchmark quartile	3	3	4	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 learner questionnaires

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.	99	97 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	96	82 85%	14 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	93 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	98	98 100%	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.	98	96 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	96	92 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.	98	96 98%	2 2%	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.	98	90 92%	8 8%	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.	96	77 80%	19 20%	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.	98	97 99%	1 1%	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.	95	77 81%	18 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	99	85 86%	14 14%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses 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.	54	15 28%	21 39%	14 26%	4 7%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	55	25 45%	28 51%	1 2%	1 2%	0	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.	54	26 48%	26 48%	2 4%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	52	16 31%	17 33%	16 31%	3 6%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	48	10 21%	34 71%	3 6%	1 2%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	50	13 26%	20 40%	11 22%	6 12%	5	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	51	18 35%	19 37%	8 16%	6 12%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	45	4 9%	19 42%	12 27%	10 22%	8	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	50	16 32%	22 44%	4 8%	8 16%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	50	23 46%	23 46%	2 4%	2 4%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	53	24 45%	25 47%	3 6%	1 2%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	11 26%	20 47%	4 9%	8 19%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	55	12 22%	20 36%	16 29%	7 13%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	55	23 42%	14 25%	13 24%	5 9%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	51	21 41%	19 37%	6 12%	5 10%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	49	11 22%	28 57%	7 14%	3 6%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	38	9 24%	18 47%	7 18%	4 11%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	53	16 30%	20 38%	12 23%	5 9%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	47	10 21%	11 23%	12 26%	14 30%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Hazel Hughes	Team Inspector
William Glyn Griffiths	Team Inspector
Meleri Cray	Lay Inspector
Emyr Wyn Davies Jones	Peer Inspector
Delyth Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.