



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

A report on

**Ysgol Bro Aled Llansannan
Llansannan
Denbigh
Conwy
LL16 5HN**

Date of inspection: October 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 Bro Aled is situated in the village of Llansannan and is maintained by Conwy authority. Numbers at the school have decreased consistently over the last two years. At present, there are 57 pupils on roll, including 12 of nursery age. Pupils are taught in three mixed classes.

Over the last three years, about 9% of pupils are eligible for free school meals, which is considerably lower than the average for Wales. Eighty-nine per cent of pupils come from Welsh-speaking homes. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of ensuring that they are bilingual by the time they transfer to the secondary school. About 11% of pupils are on the additional learning needs register. A very few pupils are from an ethnic minority background, along with a very few pupils who are looked after by the authority.

The school was last inspected in June 2009. There has been a great deal of change to the school's staffing over the last year. The headteacher has been in post since September 2014. During the inspection, an acting headteacher was in charge of the school, and has been since mid-September 2015.

The individual school budget per pupil for Ysgol Bro Aled in 2015-2016 is £4,574. The maximum per pupil in primary schools in Conwy is £6,763 and the minimum is £2,889. Ysgol Bro Aled is in 20th place of the 47 primary schools in Conwy in terms of 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:

- Many pupils make suitable progress in their learning during their time at the school
- Most pupils across the school concentrate well in lessons and take an interest in their work
- Nearly all pupils' behaviour is good in lessons and around the school
- Pupils' attendance has placed the school in the top 25% and the upper 50% in three of the last four years in comparison with similar schools

However:

- A few more able pupils do not make enough progress in their numeracy skills in key stage 2
- There are no regular opportunities for pupils to develop their skills successfully enough across a range of subjects
- Teaching does not provide enough of a challenge for pupils, especially in key stage 2
- Over-direction by teachers across the school limits pupils' ability to be independent learners and to take an active part in their own learning

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- The school's strategic leadership has been ineffective for some time
- Leaders do not have a clear vision for the school's strategic development
- The governing body does not fulfil its statutory duties fully
- The headteacher and leaders do not have a clear enough picture of the school's strengths and the important aspects that need to be improved in terms of provision and leadership
- Leaders do not monitor progress against the school's improvement targets effectively enough
- Leaders do not monitor the school's expenditure appropriately
- Leaders do not manage staff performance and develop their skills appropriately

However:

- In a short time, the acting headteacher's leadership has begun to set a direction

for the school

- The school has a number of effective partnerships that contribute appropriately to provision and pupils' standards of achievement and wellbeing

Recommendations

- R1 Raise pupils' standards of numeracy, especially more able pupils
- R2 Ensure that plans for key stage 2 respond to the current curriculum and develop pupils' skills purposefully
- R3 Improve the quality of teaching across the school, by extending the level of challenge for more able pupils and developing pupils to be independent learners
- R4 Strengthen the school's leadership to operate more strategically in order to evaluate the school's processes and improve pupils' achievement
- R5 Strengthen the governors' role so that they operate more strategically when planning for improvement, and ensure that they fulfil their duties
- R6 Ensure that leaders address the safeguarding issues
- R7 Strengthen the self-evaluation process in order to identify clearly the areas to be improved by monitoring and acting on findings

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 recommendations. Estyn will monitor the school about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils' basic skills on entry to the school are strong and many make suitable progress in their learning during their time at the school. However, more able pupils do not always attain higher standards. Pupils who have additional learning needs make appropriate progress from their starting point.

Most pupils in the Foundation Phase listen attentively and communicate clearly in Welsh, using robust syntax and vocabulary that is appropriate to their age and ability. By the end of the phase, many discuss confidently, for example when comparing their local area with Conwy and a very few more able pupils use wider vocabulary. Most pupils in key stage 2 concentrate well in lessons and take an interest in their work. Most of them communicate clearly and confidently and join in class discussions enthusiastically; for example, pupils express an opinion on the importance of caring for the environment and produce rules for the countryside effectively. By the end of key stage 2, many pupils discuss aspects of their work on Patagonia confidently and give valid reasons for having to emigrate to the country.

In the Foundation Phase, many pupils read with accuracy and an understanding of the text. They make appropriate progress in their reading from their starting point, and a very few more able pupils discuss their favourite characters, but at a very elementary level. Pupils use a range of appropriate strategies when reading unfamiliar words and deciding on meaning. In key stage 2, many pupils read a range of materials in both languages appropriately and their understanding of the text is good. By the end of the key stage, many pupils show a good awareness of the audience when reading aloud. Many pupils are able to glean relevant information from a text effectively. An example of this is pupils finding facts in order to write a speech against the drowning of the Tryweryn Valley.

In the Foundation Phase, most pupils make good progress in their writing skills. By the end of the phase, most of them use their literacy skills effectively and write sensibly and independently. An example of this is pupils writing a blurb on a book called 'Ryan a'i Esgidiau Glaw' (Ryan and his Wellington Boots). Many pupils use conjugated verb forms consistently and punctuate their work appropriately. Most of them use a good range of rich vocabulary when writing poetry based on the story of Barti Ddu (Black Bart). In key stage 2, many pupils write intelligently in a variety of forms in both languages. Many produce pieces of extended writing in Welsh, using a wide range of verbs in their work. An example of this is a diary about one of the characters in a book called 'Ta Ta Tryweryn'. In general, many pupils show a fairly firm grasp of form when writing in English, and develop their ideas imaginatively and spell fairly correctly. However, pupils do not write to the same standard across a range of subjects in either language. Over-use of worksheets limits pupils' ability to develop their literacy skills successfully across the curriculum.

In the Foundation Phase, most pupils use and apply their numeracy skills confidently in a variety of situations. Many are able to describe the characteristics of 2D and 3D shapes accurately. By the end of the phase, most pupils have a sound understanding of time and they read digital and analogue clocks confidently. Many pupils use standard units accurately when measuring the length of objects and weighing them. Pupils' numeracy skills are developed appropriately across the areas of learning. An example of this is pupils calculating the number of 3D shapes when building a model of Conwy Castle.

In key stage 2, most pupils' standards in lessons and mathematics are appropriate. Many pupils use a suitable variety of calculation methods correctly when solving numerical problems. Many pupils present and interpret data confidently, for example when collecting information and producing and analysing various graphs. However, pupils do not use and apply the numeracy skills that they learn in mathematics lessons consistently enough across the curriculum. A few more able pupils do not make enough progress in their numeracy skills.

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 benchmarked performance in comparison with similar schools and in comparison with national averages.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome has varied, moving it between the top 25% and the bottom 25% in comparison with similar schools in literacy and communication in Welsh and mathematical development. Over the last three years, there has been an obvious downward trend in all areas of learning.

The school's performance at the higher outcome has varied, moving it between the top 25% and the bottom 25% in mathematical development. The school's performance in literacy and communication in Welsh has placed the school in the bottom 25% and the lower 50% for the last four years.

At the end of key stage 2, the school's performance at the expected level in all core subjects has varied, moving it between the bottom 25% and the top 25%. Overall, there has been a downward trend in all core subjects over the last two years.

The school's performance at the higher level shows the same pattern overall. Performance in science has placed the school consistently in the bottom 25% in comparison with similar schools, whilst the school's performance in Welsh has placed it in the top 25% and the upper 50% for three of the last four years.

Wellbeing: Adequate

Almost all pupils' behaviour is good in lessons and around the school. They are courteous to each other, to adults and to visitors. Most pupils in the Foundation Phase show appropriate interest in their work and many remain on task for specific periods. The oldest pupils at the school do not take enough of a role in their own learning as their targets are not specific enough. However, the independent learning skills of a majority of pupils have not developed fully.

Over the last four years, pupils' attendance has varied. In comparison with similar schools, attendance has placed the school in the top 25% and the upper 50% in three of the last four years. On the whole, pupils' punctuality is appropriate.

Nearly all pupils feel safe at the school and know to whom to turn if they are concerned. Most pupils have a sound awareness of the requirements of living, eating and drinking healthily. Most pupils take advantage physical exercise activities. This promotes their understanding of keeping healthy effectively.

Through the work of the school council and the eco group, pupils make robust decisions that affect school life, and they take pride in this. An example of this is the way in which pupils have created a vegetable garden and an insect garden. Pupils at the school contribute regularly to the local community paper, 'Y Gadlas', which is an effective way of sharing the school's work within the local community and increasing pupils' literacy skills.

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

The school has suitable curricular plans that meet the needs of many pupils. Plans in the Foundation Phase are comprehensive and provide a range of valuable experiences for pupils. Recently, the school has embedded the requirements of the Literacy and Numeracy Framework in the cross-curricular plans for key stage 2. However, this has not been developed fully or been co-ordinated purposefully. As a result, there are no regular opportunities for pupils to develop their skills successfully enough across a range of subjects. Plans do not extend a few more able pupils effectively enough.

Provision for the Welsh language and the Welsh dimension are robust and enable pupils to learn about the culture of their local area and the whole of Wales successfully. An example of this is art work that is based on the styles of Welsh artists.

The school plans appropriate opportunities to develop pupils' knowledge of global citizenship and fair trade issues through the class theme work. An interesting example of this is the work on the theme of 'Bwyd y Byd' (World Food).

The eco group contributes effectively to reducing waste, for example through recycling plastic, food and clothes. As a result, most pupils' understanding of the importance of caring for the wider world is sound.

Teaching: Adequate

Across the school, teachers plan interesting experiences that build suitably on pupils' previous learning. There is a clear emphasis on delivering a practical curriculum in the Foundation Phase, which engenders curiosity and a desire among pupils to learn. There is effective co-operation between teachers and assistants, which provides appropriate support for individuals and specific groups of learners. This ensures that many pupils make purposeful progress in lessons. Staff model clear language, which

contributes well to pupils' standards of oral language. However, over-direction by teachers across the school limits pupils' ability to be independent learners and to take an active role in their own learning.

In the Foundation Phase, where teaching is most effective, presentations are lively and gain pupils' interest well. Teachers question suitably, which enables pupils to elaborate upon and explain their answers. However, where teaching is less effective, tasks do not always challenge pupils to attain their full potential, especially in key stage 2.

Suitable learning objectives are shared with pupils at the beginning of the lesson, but they are not incisive enough to challenge more able pupils. Teachers mark pupils' work regularly and pupils have a good understanding of the marking method. In general, teachers' comments are constructive, but they do not always give clear enough guidance to pupils on what needs to be done to improve their work, especially in the core subjects.

Teachers and staff use an appropriate range of assessment materials and standardised tests to assess pupils' progress. The school uses an electronic system appropriately to track pupils' progress. However, teachers do not use the information that arises from this effectively enough to track the progress of specific groups of pupils.

Annual reports to parents include purposeful comments on their child's progress, along with sensible targets.

Care, support and guidance: Unsatisfactory

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

The school is an inclusive community that gives good support to all pupils. They receive regular opportunities to reflect and develop their spiritual, moral, social and cultural aspects through school and whole-class assemblies regularly.

There are effective arrangements to support pupils' health and wellbeing. Through effective co-operation with specialist agencies such as the police, the local doctor and dentists, pupils have suitable support. The school celebrates pupils' successes effectively by keeping individual reward charts and house points, along with 'seren yr wythnos' (star of the week) in order to reward good work. Pupils take pride in this and it has a positive effect on their attitude to their learning and behaviour. The school makes appropriate arrangements for promoting drinking and eating healthily.

The special needs co-ordinator and school staff provide suitable support for pupils who have additional learning needs. This ensures that pupils have full access to all aspects of school life. However, the progress-tracking system does not always ensure that provision has a positive effect on pupils' achievement and progress. There are suitable individual education plans in place and parents have an opportunity to discuss and review plans appropriately.

Learning environment: Adequate

The school is a friendly community which has an inclusive ethos. The school's policies promote equality and equal access to provision.

The school makes good use of the school building and grounds, which encourages pupils to keep healthy and appreciate the environment around them. The building is attractive and provides an effective learning environment for pupils. Displays of pupils' work in the rooms and along the corridors celebrate their work well. Suitable use is made of the outdoor area to implement the principles of the Foundation Phase. The community centre is used regularly for a range of beneficial activities by the school.

The school has an adequate supply of resources for lessons and to develop pupils' digital skills. The school site and buildings are kept clean and tidy. However, a number of aspects of the site cause concern in terms of safeguarding pupils.

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

Over time, the school's strategic leadership has been ineffective. Leaders do not have a clear vision for the school's strategic development. Leaders do not monitor progress against their targets effectively enough and they have not addressed specific shortcomings quickly enough, for example within provision, monitoring and planning for improvement.

Staff do not have current job descriptions, and as a result, they are not sufficiently aware of their roles and responsibilities. For example, they do not take an effective role when monitoring the quality of teaching and learning. As a result, their knowledge of the school's standards and performance is limited.

In a short time, the leadership of the acting headteacher in charge is beginning to set a direction for the school. She has a suitable and clear vision for developing the school and, in a very short time, she has shared it with staff and pupils. She has put a few strategies in place, for example by conducting weekly staff meetings in order to create an ethos of sharing information, co-operating as a team and improving staff's understanding of the school's performance data.

The school's leaders have not addressed national priorities quickly enough, such as the Literacy and Numeracy Framework, assessment for learning and using and monitoring the Pupil Deprivation Grant. As a result, the effect on pupils' outcomes is limited.

Governors are supportive of the school, but over time, they have not contributed effectively enough to setting the school's strategic direction. They conduct regular meetings; however, their meetings do not focus robustly enough on the school's performance standards and pupils' standards of attainment. Their understanding of how to challenge the school and hold it to account about its performance is limited. They do not fulfil their statutory duties fully.

Improving quality: Unsatisfactory

The headteacher and leaders do not have a clear enough picture of the school's strengths and the important aspects that need to be improved in terms of provision and leadership.

The latest self-evaluation report is based on a very small range of evidence. The headteacher has started to monitor the quality of teaching and learning, but reports do not identify clearly the strengths and areas to be improved. As a result, leaders do not have robust knowledge of pupils' standards of work and attainment so that they are able to address weaknesses and plan to improve them. The school's stakeholders do not play a prominent enough role in the process. The school does not collect and analyse the views of parents, governors or pupils effectively enough.

The school has an improvement plan; however, there is no clear link between it and the self-evaluation document. The most recent school development plan, under the leadership of the acting headteacher, identifies a wide number of priorities for improvement along with responsibilities, costs, implementation time and success indicators. However, not enough attention is paid to raising pupils' standards of attainment. Priorities are not always specific enough or the success indicators quantitative enough. This limits the school's ability to evaluate progress meaningfully against the success indicators.

The school has made little progress against the recommendations in the previous inspection, for example to improve the strategic planning, develop appropriate self-evaluation arrangements, ensure suitable curricular plans in key stage 2 and meet statutory requirements. On the whole, the school does not have a successful history of using appropriate systems to review progress, identify areas to be improved and take effective steps to rectify them.

Partnership working: Adequate

The school has a number of effective partnerships that contribute effectively to provision and pupils' standards of achievement and wellbeing.

The weekly newsletter to parents gives purposeful information about the school's activities. Recently, the school has adopted links to social websites and this is beginning to strengthen the link between the school and parents.

There is a good partnership between the school and the nursery group that meets in the school building. Transition sessions between the group and the school ensure that new pupils cope quickly on entry to the school.

The school co-operates suitably with schools in the cluster to moderate and standardise work jointly at the end of key stage 2. This raises teachers' awareness of the requirements of attainment levels appropriately.

The school takes regular advantage of opportunities to take part in activities in the community. There is a strong link with the local church and chapels. There is a beneficial link with the local hospital, where pupils sing carols every year. These links raise pupils' awareness of the importance of being a part of the community.

Local authority and consortium officials have supported the school regularly with regular visits and reports that provide comments to improve the school's provision, standards and self-evaluation processes. However, there is no evidence that the support has had enough of an effect on provision, leadership or pupils' standards of attainment.

Resource management: Unsatisfactory

The school has a high level of staff in order to correspond to the needs of pupils. Over the last year, staffing instability has had a considerable effect on the running of the school.

There are no performance management arrangements for staff at any level, and they have not received training or shared good practice with other teachers within or outside the school. Over the last year, teachers had not had their statutory time for planning, preparation and assessment.

Leaders do not monitor the school's expenditure appropriately, and the Pupil Deprivation Grant is not used to meet the needs of pupils appropriately enough. For example, although expenditure on training such as literacy and numeracy has been identified in the plan, the school has made little use of funding for the purposes of training. As a result, there has been a very limited effect on pupils' outcomes and wellbeing, including pupils who are eligible for free school meals.

Considering the weaknesses in monitoring funding, the ineffective use of the Pupil Deprivation Grant and pupils' standards of achievement, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6622132 - Ysgol Bro Aled, Llansannan

Number of pupils on roll	61
Pupils eligible for free school meals (FSM) - 3 year average	6.1
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	9	5	8
Achieving the Foundation Phase indicator (FPI) (%)	*	88.9	80.0	75.0
Benchmark quartile	*	3	4	4
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	*	9	5	8
Achieving outcome 5+ (%)	*	88.9	80.0	75.0
Benchmark quartile	*	3	4	4
Achieving outcome 6+ (%)	*	22.2	20.0	12.5
Benchmark quartile	*	3	4	4
Mathematical development (MDT)				
Number of pupils in cohort	*	9	5	8
Achieving outcome 5+ (%)	*	88.9	80.0	87.5
Benchmark quartile	*	3	4	4
Achieving outcome 6+ (%)	*	77.8	0.0	0.0
Benchmark quartile	*	1	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	9	5	8
Achieving outcome 5+ (%)	*	88.9	100.0	100.0
Benchmark quartile	*	4	1	1
Achieving outcome 6+ (%)	*	77.8	80.0	100.0
Benchmark quartile	*	1	2	1

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.

6622132 - Ysgol Bro Aled, Llansannan

Number of pupils on roll	61
Pupils eligible for free school meals (FSM) - 3 year average	6.1
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	11	*	11	8
Achieving the core subject indicator (CSI) (%)	81.8	*	72.7	75.0
Benchmark quartile	4	*	4	4
English				
Number of pupils in cohort	11	*	11	8
Achieving level 4+ (%)	100.0	*	81.8	87.5
Benchmark quartile	1	*	4	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	11	*	11	8
Achieving level 4+ (%)	100.0	*	81.8	75.0
Benchmark quartile	1	*	4	4
Achieving level 5+ (%)	54.5	*	45.5	62.5
Benchmark quartile	1	*	2	1
Mathematics				
Number of pupils in cohort	11	*	11	8
Achieving level 4+ (%)	81.8	*	81.8	75.0
Benchmark quartile	4	*	4	4
Achieving level 5+ (%)	*	*	45.5	*
Benchmark quartile	*	*	3	*
Science				
Number of pupils in cohort	11	*	11	8
Achieving level 4+ (%)	100.0	*	100.0	87.5
Benchmark quartile	1	*	1	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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.	18	17 94%	1 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	18	14 78%	4 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	18	17 94%	1 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	18	18 100%	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.	18	15 83%	3 17%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	18	13 72%	5 28%	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.	18	15 83%	3 17%	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.	18	14 78%	4 22%	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.	18	17 94%	1 6%	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.	18	15 83%	3 17%	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.	18	8 44%	10 56%	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	18	12 67%	6 33%	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.	11	4 36%	6 55%	0 0%	1 9%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	11	10 91%	0 0%	1 9%	0 0%	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.	11	9 82%	1 9%	1 9%	0 0%	0	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.	10	4 40%	5 50%	1 10%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	10	5 50%	3 30%	2 20%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	11	4 36%	6 55%	1 9%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	11	3 27%	8 73%	0 0%	0 0%	0	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.	11	3 27%	5 45%	2 18%	1 9%	0	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.	11	5 45%	5 45%	0 0%	1 9%	0	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.	10	3 30%	7 70%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	11	6 55%	4 36%	0 0%	1 9%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	10	3 30%	4 40%	1 10%	2 20%	1	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.	11	2 18%	3 27%	4 36%	2 18%	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.	11	6 55%	4 36%	1 9%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	8	3 38%	3 38%	0 0%	2 25%	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.	11	6 55%	4 36%	1 9%	0 0%	0	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.	6	2 33%	2 33%	1 17%	1 17%	3	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.	10	3 30%	4 40%	2 20%	1 10%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	8	2 25%	3 38%	1 12%	2 25%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Anwen Eluned Griffith	Reporting Inspector
Buddug Mai Bates	Team Inspector
David Owen Jenkins	Lay Inspector
Alan Jones	Peer Inspector
Rhian 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.