



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

**A report on**

**Ysgol Glan Gele  
Ffordd Y Morfa  
Abergele  
Conwy  
LL22 7NU**

**Date of inspection: July 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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Glan Gele Infants is in the coastal town of Abergele in the Conwy local authority. It serves a Communities First Area, which is designated as having one of the highest levels of deprivation in Wales. The school has 307 pupils on roll, including the nursery. There are 11 classes.

Around 34% of pupils are eligible for free school meals, which is notably above the local and national averages. The school identifies 28% of pupils as having additional learning needs, which is just above the national average. Very few pupils have statements of special education needs. No pupils speak Welsh as their first language at home and a very few pupils speak English as an additional language. The headteacher took up her post in 2007. The school's last inspection was in October 2009.

The individual school budget per pupil for Ysgol Glan Gele Infants in 2014-2015 means that the budget is £3,579 per pupil. The maximum per pupil in the primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Glan Gele Infants is 50th out of the 59 primary schools in Conwy in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is excellent because:

- Nearly all pupils make very strong progress as they move through the Foundation Phase, often from low starting-points
- Most pupils read fluently and have the skills to tackle difficult, unfamiliar words confidently
- Throughout the school, the overall quality of pupils' writing is excellent, and most older pupils produce writing of a high standard using an extensive range of vocabulary to engage the reader successfully
- Nearly all pupils use and apply their numeracy skills successfully in a wide range of purposeful activities across the areas of learning
- Provision for the development of pupils' thinking skills is outstanding and, as a result, most pupils are independent and reflective learners
- Nearly all pupils display positive attitudes to learning and their behaviour is exemplary
- Teachers have consistently high expectations of pupils
- The school provides outstanding levels of care, support and guidance for pupils and parents
- Indoor and outdoor learning environments are vibrant and engaging
- Staff make imaginative use of all available space to maximise opportunities for learning and this is highly beneficial in raising pupils' standards of numeracy and developing their problem-solving skills

### Prospects for improvement

Prospects for improvement are excellent because:

- The headteacher inspires staff to achieve excellence in their work
- The headteacher establishes a culture of openness, trust and accountability among staff, pupils, governors and parents
- All members of staff work closely together to create a supportive whole-school ethos with superb levels of teamwork
- The governing body is extremely effective and provides high levels of support and challenge to the school
- The school's arrangements for monitoring and planning for further improvements are of a very high standard
- The full involvement of staff at all levels in implementing school improvement is highly effective in taking forward priorities and driving up standards
- The school makes robust use of data to ensure that pupils are on track and receive the most appropriate support if they begin to fall behind

- Staff share best practice and engage purposefully in professional networks with other schools and partners
- The school has an excellent range of partnerships that enrich and support pupils' learning and wellbeing effectively, and partnerships with parents are very strong
- Leaders use the Pupil Deprivation Grant highly effectively to reduce the impact of poverty on the attainment and wellbeing of targeted pupils

## Recommendations

R1 Improve the presentation of pupils' work

R2 Improve attendance

R3 Develop marking so that it identifies clearly how pupils might improve their work and encourage pupils to use their personal targets when assessing their own progress

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

**Key Question 1: How good are outcomes?**

**Excellent**

### **Standards: Excellent**

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills below the level expected for their age, particularly in literacy and numeracy. Over time, nearly all pupils make very strong progress as they move through the Foundation Phase. As a result, by Year 2, most pupils attain the expected level for their age in literacy and mathematical development and around half attain the higher-than-expected level. Many pupils with additional learning needs make good progress with their reading and writing. This enables them to access all areas of learning more readily. Pupils that are more able often reach standards well above those expected for their age.

Across the school, nearly all pupils listen well to adults and to each other. Older pupils talk enthusiastically about their work, and ask and answer questions using extensive and interesting vocabulary. Pupils that are more able adapt their speech successfully for a range of purposes, for example when recording a play script linked to their 'under the sea' role-play area. By the end of the Foundation Phase, most pupils read fluently and have the skills to tackle difficult, unfamiliar words confidently. They read with good expression and understand what they have read.

Throughout the school, the overall quality of pupils' writing is excellent. By the end of Year 2, most pupils write engaging and extended pieces for a variety of purposes in English lessons and in their work across the curriculum. They produce writing of a high standard using an extensive range of vocabulary to engage the reader successfully. Pupils that are more able make good use of redrafting to refine and improve their work, for example in their story writing about 'The Magic Brush'. However, standards of presentation and handwriting across the school vary too much. Nearly all pupils use a suitably wide range of punctuation accurately, spell simple words correctly and make plausible attempts when spelling words that are more difficult.

Across the Foundation Phase, nearly all pupils develop their numeracy skills successfully in a wide range of purposeful activities across the areas of learning. Most pupils use appropriate mathematical vocabulary, make sound use of practical apparatus to support them in their calculations and record their results well. In Year 2, most pupils add and subtract using tens and units, halve and double numbers and approach problem-solving with confidence. For example, they use tally marks and bar charts effectively to record the results of surveys and can extract and interpret data from these accurately.

Nearly all pupils use their thinking skills well, for example at the start of each topic when they pose interesting questions to research and answer. Older pupils take part in an entrepreneurial activity when they are challenged to make a profit. This supports the development of their problem-solving and thinking skills in a beneficial way.

Most pupils across the school make suitable progress in learning Welsh. They ask and respond to simple questions enthusiastically following basic patterns as they talk about the weather, likes and dislikes. Many older pupils read familiar texts with appropriate expression and understanding and write in a variety of forms following learned language patterns correctly.

Pupil performance at the end of the Foundation Phase over the last three years, at the expected outcome 5 and the higher-than-expected outcome 6, in literacy and mathematical development places the school consistently in the top 25%, when compared with similar schools. Pupils eligible for free school meals generally attain as well as other pupils at the expected outcome for their age. However, they tend to perform less well at the higher-than-expected outcome. At the expected outcome 5, there is no notable difference in the performance of boys and girls. However, at the higher-than-expected outcome, girls tend to outperform boys in literacy and boys tend to outperform girls in mathematical development.

**Wellbeing: Good**

Nearly all pupils display positive attitudes to learning. Their behaviour around the school is exemplary and they are polite and courteous to each other and visitors. Most understand the need for rules and talk confidently about values, such as happiness, honesty and respect. They co-operate well with teachers, teaching assistants and each other in learning activities and at play. In lessons, nearly all display high levels of engagement in their learning. Nearly all pupils feel safe and happy in school and know they can go to an adult or an older pupil if they need help or support.

Most pupils have a good knowledge of what they need to eat to be healthy and they enjoy opportunities to be active in school. Many participate enthusiastically in music and movement exercises at lunchtimes. These have a positive impact on their wellbeing and help them to develop good social skills.

Pupils have appropriate input into what and how they are going to learn. The school council and eco committee make valuable contributions to improving the learning environment. For example, the toilets are decorated regularly with themes chosen by the pupils. The eco-committee make regular improvements to the school grounds, which enhance the learning environment for everyone.

Most pupils attend regularly and on time. When compared with levels in similar schools, attendance has generally remained in the higher 50% for three of the last four years. Most recently, the school dropped to the bottom 25% when compared with similar schools. However, this is mainly due to two periods where illness affected a significant minority of pupils.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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**Learning experiences: Excellent**

The school provides an exceptional range of indoor and outdoor learning experiences of high quality. Teachers and support staff plan together effectively to



ensure that they build upon pupils' prior learning and take into account the needs and interests of all pupils. As a result, nearly all pupils are highly motivated by the stimulating activities provided and make very strong progress. There are numerous and purposeful opportunities for pupils to use and apply their literacy and numeracy skills across all areas of learning, for example the daily estimating and counting of eggs laid by the school chickens. This has a notable impact on raising pupils' standards of literacy and numeracy.

The creative use of information and communication technology (ICT) enhances opportunities for the development of pupils' speaking and listening skills in English and Welsh. Pupils listen and respond to recorded Welsh questions and phrases. This is beneficial in developing their Welsh oracy skills and confidence in using the language. Provision for the development of pupils' thinking skills is outstanding and, as a result, most pupils are independent and reflective learners.

The school provides pupils and parents with a wide range of innovative learning experiences and extra-curricular activities. These further enrich and enhance pupils' learning experiences and promote parental involvement and engagement effectively. These include the Glan Gele 50 charter, which is a list of fifty exciting experiences to undertake before leaving the school. Examples include jumping over waves on the beach and watching chicks hatch. The use of forest school and beach school allows pupils and parents to develop their literacy and numeracy skills in interactive and fun ways.

Provision for the development of pupils' Welsh skills and the promotion of pupils' understanding and appreciation of the culture and heritage of Wales are strong. All staff promote the Welsh language well and pupils benefit from the positive role models they hear and the wealth of cultural artwork within the school environment.

The school promotes awareness of sustainability and energy conservation effectively. It has very well-developed partnerships with other schools, institutions and individuals in several countries, such as Uganda and Bulgaria. These develop pupils' knowledge and awareness of their roles as global citizens well.

### **Teaching: Excellent**

In nearly all lessons across the school, teachers engage and motivate pupils successfully. They use a wide range of exciting teaching and learning approaches and resources, including ICT and the outdoor environment, to enhance pupils' learning experiences effectively. Teachers have very high expectations and provide outstanding levels of challenge for all pupils, asking a very good range of questions to consolidate pupils' learning. Most teachers have a clear understanding of what they want pupils to achieve and they ensure that pupils are aware of the learning objectives at the start of lessons. Teaching assistants work closely with the teacher and make valuable contributions to pupils' learning. All staff have good working relationships with pupils that foster positive attitudes to learning. In the best instances, they respond flexibly to pupils' needs and interests to make the most of learning opportunities as they arise. This contributes well to the progress and achievement of each individual. In most classes, the effective use of open-ended questioning encourages pupils to use their thinking and problem-solving skills well, express their opinions confidently and work co-operatively.

Teachers mark pupils' work regularly and offer supportive comments. However, they do not always identify clearly enough how pupils might improve their work or encourage pupils to use their personal targets when assessing their own progress. Recent developments, such as the use of 'clever clogs' target books, are beginning to help pupils to improve their work. As a result, a majority of older pupils discuss their learning and their steps towards improvement knowledgeably, and the use of peer assessment by pupils is developing appropriately.

Teachers use the school's extensive tracking system skilfully to identify pupils' achievements and to plan effectively for the next steps in their learning. As a result, teachers know their pupils very well. This is a strength of the school and helps nearly all pupils to make exceptional progress from their differing starting points.

Parents receive useful information about their child's progress and achievements in detailed and informative mid-year and end-of-year reports, and through regular parents' meetings.

### **Care, support and guidance: Excellent**

The school provides outstanding levels of care, support and guidance for pupils and parents. There is a clear focus on developing pupils' wellbeing across the school, resulting in nearly all pupils being happy, enthusiastic and confident learners. The school is very successful in developing and instilling a 'can do' culture in its pupils. Pupils know what to do if they need help. For example, at lunchtimes they find older pupils who act as 'play rangers' to look after them and to play games with them. This contributes to pupils' social and moral development successfully.

The school makes appropriate arrangements for promoting healthy eating and drinking, for example through regular cookery classes with pupils and parents using produce from the school vegetable patch. Teachers develop pupils' social skills effectively. For example, older pupils take responsibility for caring for the school's chickens. There are numerous opportunities for pupils to work with artists and to participate in sporting activities. This supports their cultural development and understanding of the heritage of the area successfully. Daily acts of collective worship and strong provision for religious education provide purposeful opportunities for pupils to reflect on spiritual matters and to develop their sense of awe and wonder appropriately.

The quality of the provision for pupils with additional learning needs and the school's work with external agencies and specialists is excellent. This is highly beneficial in supporting the most vulnerable pupils and their families. There are a series of outstanding and innovative intervention programmes. These include the 'Pirates Group' and the 'Rockets Reading Booster Club'. They provide pupils with very purposeful opportunities to raise their feelings of self-worth and to improve their reading and spelling skills, particularly those of boys. Regular reviews of pupil progress and detailed assessment information ensure that almost all pupils with additional learning needs meet their challenging targets and make good, and often very good, progress.

There are well-established and effective systems in place to promote pupils' attendance and to monitor their punctuality. Staff monitor attendance data well, and the family liaison assistant engages purposefully with families to encourage improved attendance. However, these systems have yet to impact fully on overall rates of attendance. Arrangements for safeguarding pupils meet requirements and give no cause for concern. Pupils have a good understanding of how to keep themselves safe when using the internet.

### **Learning environment: Excellent**

The school provides an extremely caring and welcoming environment, which is beneficial in supporting the differing learning needs of all pupils. All members of staff work closely together to celebrate pupils' talents and differences and to raise their expectations about they can achieve in school and in life. Pupils receive equal access to all areas of learning. They collaborate well and have high levels of care and support for each other. Nearly all pupils are confident and independent learners and are able to share their thoughts and ideas openly and clearly.

All staff promote tolerance and respect and they challenge any discrimination effectively. They celebrate diversity well through acts of worship and in topic work about other cultures and faiths. Health and safety have a high priority and, as a result, the school site is safe and secure. There are effective procedures to manage the movement of a large number of young pupils around the school, creating a calm and orderly learning environment.

The internal and external accommodation is extremely attractive, vibrant and very well maintained. Teachers make imaginative use of the space available to maximise opportunities for learning. Displays are of exceptionally high quality and celebrate pupils' learning and achievements very well. Resources are easily accessible and very well organised and this helps to promote pupils' independence well. Staff make very good use of the extensive outdoor areas and locality. For example, the forest school area, mud kitchen area and digger land provide superb learning experiences. These are highly beneficial in raising pupils' standards, especially their numeracy and problem-solving skills.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

The headteacher provides outstanding strategic leadership based on an extensive understanding of the school's strengths and priorities for improvement. Her very purposeful and inspirational leadership has established a culture of openness, trust and accountability among staff, pupils, governors and parents. As a result, all members of the school community share a commitment to improvement, which is central to school life. The headteacher challenges underperformance robustly and has very high expectations of all staff and pupils. As a result, pupils achieve very well and they have excellent attitudes to learning.

The headteacher shares key responsibilities well among staff at all levels. All staff work closely together to create a supportive whole-school ethos with superb levels of

teamwork. They challenge each other appropriately through regular monitoring of planning, observation of lessons and scrutiny of pupils' work. This ensures that they address key priorities efficiently and effectively. The mentoring and development of staff are a significant strength. All staff have relevant, clearly-defined job descriptions, which leaders review regularly through effective performance management arrangements. Leaders use targets set to drive forward school development priorities very well. For example, changes to the way teachers plan for the development of pupils' numeracy skills across the curriculum enable most pupils to work at a very high standard.

Meetings focus well on school improvement priorities and involve all staff. Leaders monitor the impact of decisions made at these meetings robustly. Staff share good practice well and address national and local priorities very effectively, with a strong commitment to ensuring that all pupils benefit fully from the school's provision. The school reduces the impact of poverty on educational attainment very successfully, for example through highly effective health and wellbeing initiatives. The school implements the philosophy of the Foundation Phase very well and develops pupils' thinking skills in an exemplary way. This results in high levels of pupils' independent learning. Leaders share this good practice with other schools regularly.

The governing body is extremely effective and provides high levels of support and challenge to the school. Governors have a thorough understanding of the school's performance data and its strengths and areas for development. They carry out a notable number of visits to classes to monitor lessons and to consider pupils' work.

### **Improving quality: Excellent**

The school's arrangements for monitoring and planning for further improvements are of a very high standard. Robust procedures for self-evaluation include monitoring pupils' books, the use of 'learning walks', lesson observations and rigorous analysis of a range of data. An outstanding feature is the way the school uses the self-review process to create the best possible conditions for each individual pupil to develop and flourish academically, socially and emotionally. The full involvement of every member of staff in implementing school improvement is highly effective in taking forward priorities and driving up standards. For example, the introduction of a systematic approach to reading and writing, with a strong emphasis on the teaching of phonics, has had a notable impact on raising pupils' standards at the higher-than-expected outcome in literacy.

The school regularly seeks the views of governors, parents and pupils. Leaders make extensive use of this information to improve aspects of school life. For example, pupils' suggestions have led to re-zoning of the playground to allow a range of exciting and engaging activities to take place. As a result, pupils' behaviour is exemplary and their social skills are well developed.

The school improvement plan is clear and detailed. It links well to the outcomes of self-evaluation and to national priorities. Targets within the plan are measurable and focus well on raising pupils' standards and improving provision. Teachers and support staff produce detailed and informative action plans, which support robust monitoring of progress and identify specific training and resource needs well. The school has a proven track record for implementing change carefully and effectively in terms of raising pupil outcomes and standards of wellbeing.

The school is a strong learning community. Staff share best practice and display a strong commitment to improving their own through involvement in networks with other schools and partners. The school regularly acts as a hub for the professional development of teachers locally and further afield, for example sharing its work on parent partnerships and using the outdoors to support the development of pupils' literacy and numeracy skills.

### **Partnership working: Excellent**

The school has an excellent range of partnerships that enrich and support pupils' learning and wellbeing effectively. There are outstanding partnerships with parents. The school actively encourages them to become involved in their child's education by engaging in innovative courses, such as 'Dads and Lads', which focuses on raising boys' reading and problem-solving skills. Other examples include regular drop-in sessions, parenting workshops on numeracy and informative pamphlets to help parents with ideas on how to support their child's learning at home. These experiences have a positive impact on the standards pupils achieve and raise parental engagement successfully.

Parents feel very comfortable in approaching the school. Staff actively seek feedback from parents in order to bring about improvements for the pupils. Parental groups, such as the parents' forum, act as a good vehicle for receiving the views of families. The school keeps parents very well informed about school life through regular newsletters and via the school website. The highly imaginative weekly 'share and learn sessions' allow parents to join in with a variety of learning experiences. These include creative workshops and problem-solving and thinking skills challenges. Parental participation in these sessions is very high.

The school develops outstanding joint working practices with a large number of other schools locally and nationally. They share their good practice willingly, particularly their expertise on a range of subjects, including the development of numeracy and literacy skills and outdoor learning.

The school's planning for pupils to move smoothly from one phase to another is extremely thorough. Parents value the home visits for pre-nursery children that help them to settle quickly into the school. There are effective transition arrangements for pupils moving to the junior school that enable them to move to the next stage of education with confidence. The school links with a range of professional education and health partners effectively to improve working practices and to support vulnerable families.

The school has strong links with the local community. For example, pupils play a significant role in developing and maintaining Peel Street community garden within the town.

## **Resource management: Excellent**

All staff are suitably qualified and most take on additional roles and responsibilities to improve their knowledge, understanding and skills. School leaders deploy teachers and teaching assistants effectively to make best use of their expertise and experience. For example, teaching assistants provide outstanding support for intervention groups and the development of outdoor learning. There are appropriate arrangements for teachers' planning, preparation and assessment time and senior managers receive appropriate additional non-contact time for leadership duties.

Teachers and support staff participate in a range of worthwhile training opportunities. Performance management processes for all staff are effective in identifying training needs and link closely to areas for development in the school improvement plan.

School leaders and the governing body manage the budget efficiently and monitor the impact of expenditure robustly. School spending links well to its plans for improvement. Leaders make effective use of the Pupil Deprivation Grant, for example by employing a family liaison assistant to work with vulnerable families and pupils. This is beneficial in increasing parental engagement and improving the attendance of targeted pupils.

In view of the very strong progress that nearly all pupils make from low starting-points, the exceptional range of learning experiences and the very effective leadership, the school provides excellent value for money.

## Appendix 1: Commentary on performance data

### 6622111 - Ysgol Glan Gele

Number of pupils on roll	303
Pupils eligible for free school meals (FSM) - 3 year average	35.2
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	54	71	78
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	92.6	94.4	88.5
Benchmark quartile	1	1	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	54	71	78
Achieving outcome 5+ (%)	92.6	94.4	92.3
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	42.6	45.1	48.7
Benchmark quartile	1	1	1
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	54	71	78
Achieving outcome 5+ (%)	98.1	95.8	93.6
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	40.7	47.9	44.9
Benchmark quartile	1	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	54	71	78
Achieving outcome 5+ (%)	98.1	97.2	98.7
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	44.4	56.3	57.7
Benchmark quartile	2	1	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.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

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

The number of responses received were fewer than 10. No data will be shown.

#### Responses to parent questionnaires

denotes the benchmark - this is a total of all responses 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.	64	55 86%	8 12%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	64	58 91%	6 9%	0 0%	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.	64	53 83%	10 16%	1 2%	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.	64	55 86%	8 12%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	62	41 66%	21 34%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	63	56 89%	7 11%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	63	56 89%	7 11%	0 0%	0 0%	1	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.	62	48 77%	13 21%	1 2%	0 0%	2	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.	64	56 88%	8 12%	0 0%	0 0%	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.	62	53 85%	9 15%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		



	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	
My child is safe at school.	64	58 91%	6 9%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	60	52 87%	7 12%	0 0%	1 2%	2	Mae fy mhlentyn 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.	64	52 81%	11 17%	1 2%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	64	54 84%	9 14%	1 2%	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.	59	45 76%	13 22%	1 2%	0 0%	5	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.	64	51 80%	12 19%	1 2%	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.	60	50 83%	9 15%	1 2%	0 0%	2	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.	64	55 86%	7 11%	2 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	63	54 86%	8 13%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Susan Davies	Reporting Inspector
Eifion Lloyd Watkins	Team Inspector
Peter Duncan Haworth	Lay Inspector
Michael Fryer	Peer Inspector
Sarah Hurst	Peer Inspector
Julia Buckley Jones	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.