



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Iau Hen Golwyn  
Church Walks  
Old Colwyn  
Conwy  
LL29 9RU**

**Date of inspection: October 2014**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

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

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<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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**Publication date: 16/12/2014**

## Context

Ysgol Iau Hen Golwyn is in Colwyn Bay in Conwy. Most pupils live locally. Around 19% of pupils are eligible for free school meals. This is slightly below the average for Wales.

There are currently 217 pupils on roll. There are eight classes in total, taught by eight full-time and three part-time teachers. One full-time and four part-time learning support staff assist them.

The school identifies around 21% of pupils with additional learning needs. This is very slightly below national figures. No pupil has a statement of special educational needs currently. A very few pupils come from ethnic minority backgrounds. Very few pupils receive support for English as an additional language and very few pupils speak Welsh at home.

The headteacher took up his post in September 2010. Estyn last inspected the school in 2008.

The individual school budget per pupil for Ysgol Iau Hen Golwyn in 2014-2015 is £3,569. The maximum per pupil in the primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Iau Hen Golwyn is 51st 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>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The overall judgement for current performance is adequate because:

- many pupils make good progress from their starting points;
- many pupils have good standards in Welsh language;
- the school provides a wide range of interesting learning experiences supported strongly by extra-curricular activities and residential trips;
- teachers generally have high expectation of pupils and use skilful questioning to challenge and extend pupils' understanding; and
- staff have very positive relationships with pupils which has a strong impact on pupils' attitudes to learning.

However,

- over the last four years, the school has remained in the lower 50% when compared to similar schools, for outcomes in English, mathematics and science;
- during the same period, the gap in the levels of attainment between boys and girls has increased; and
- a minority of pupils who need extra help with their learning make limited progress.

### Prospects for improvement

The overall judgement for prospects is adequate because:

- leaders a clear vision for improvement, which is shared successfully with staff;
- the school uses a wide range of appropriate first-hand methods to collect evidence on its performance;
- governors understand their roles well and are developing as critical friends; and
- the school makes sound use of professional learning communities to improve, for example, overall standards in numeracy and literacy.

However,

- leaders do not make effective use consistently of data, to identify trends in pupil performance or to challenge the standards the school achieves;
- they have not raised overall performance quickly enough, particularly in relation to shortcomings in the performance of boys or pupils who receive extra help with their learning; and
- recommendations from the last inspection remain outstanding particularly in relation to raising standards.

## Recommendations

- R1 Improve standards in English and mathematics, especially for boys and those who need extra help with their learning
- R2 Improve the quality of teaching and provision for boys and for those pupils who need extra help with their learning
- R3 Analyse and interpret data and other first-hand evidence rigorously to identify pupils' strengths and shortcomings more effectively
- R4 Use the findings from data analysis and interpretation to challenge the school more effectively for the standards it achieves

### What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils arrive in the school with literacy and numeracy skills equal to, or above those, normally expected for pupils of a similar age. By the end of Year 6, many pupils make at least the expected progress. Over the last three years, the percentage of pupils who achieve more highly than expected has risen considerably. However, a minority of pupils who need extra help with their learning make limited progress and boys continue to achieve notably less well than girls. Consequently, over the last four years, overall outcomes for pupils show little improvement and the school has remained in the lower 50% of similar schools for English and mathematics.

Most pupils listen well in lessons and pay good attention to staff and other pupils. They speak clearly and use an increasingly wide and mature vocabulary. This is helpful to them for instance, when they explain how they solve problems in mathematics.

Many pupils in Year 6 are avid readers. Nearly all talk confidently about books and authors they like. They have a strong understanding of the characters in books and can describe clearly, what they expect to happen in a story. Many pupils read fluently and with appropriate expression. They make suitable use of deduction and inference to help gain an understanding of more difficult texts. Although most can skim a passage quickly to gain an understanding of its meaning, only a few can use an index well.

Many pupils in Year 6 write well in a range of styles and for a variety of purposes. They use a wide and interesting vocabulary. More able pupils sustain the reader's interest very well adapting their style successfully to different genres such as formal letter writing or re-telling a traditional tale. Many pupils write neatly and present their work appropriately. They spell common words well and use their skills effectively to make good attempts at spelling words that are more difficult. When given the opportunity many re-write their work successfully to improve their initial draft. Many pupils use their literacy skills effectively in other subjects.

Many pupils develop their numeracy skills well and make good progress in mathematics lessons. They interpret data appropriately. Many use an effective range of number skills, for example when using place value, estimation, fractions and percentages. By the end of Year 6, many pupils use a variety of strategies to solve problems successfully. Many pupils can apply their mathematical skills effectively in other subjects, for example, when estimating and comparing measures in a science investigation into elasticity.

Pupils have high standards of Welsh language. Nearly all pupils are enthusiastic learners. They understand and respond confidently to a range of questions and instructions during lessons and generally throughout the school day. As the move through the school, most pupils speak Welsh with increasing accuracy and apply their reading and writing skills well in different contexts.

Boys perform notably less well than girls in all end of key stage 2 assessments and the gap in attainment is widening. Girls perform better than boys in particular at the higher than expected levels.

Nearly all pupils who have additional learning needs make good progress. A minority of other pupils who need extra help with their learning make limited improvement. This slows their progress in lessons.

In almost all end of key stage assessments, pupils eligible for free-school meals perform less well than other pupils do. However, in 2014 this trend reversed.

Over the last four years, for the expected level 4 at the end of key stage 2, standards have improved little. The school generally performs less well than similar schools for English and mathematics. It achieves slightly better than similar schools in science. In 2014, although pupil outcomes rose slightly, the school's performance was in the lower 50% of similar schools for English and mathematics and in the higher 50% for science.

For the higher level 5 over the same period, the school often does less well than similar schools. However, in 2014, its performance improved, placing it in the higher 50% of similar schools for English and mathematics and in the top 25% for science.

### **Wellbeing: Good**

Most pupils have a good understanding of what they need to do to be fit and healthy. They recognise the importance of regular exercise and many take part in the variety of extra-curricular and sporting clubs on offer to enhance their wellbeing and enjoyment of school life.

Most pupils feel safe at school. They are confident in the school's systems to keep them safe and they know to whom to speak to if they are worried or concerned.

Nearly all pupils behave very well. They are polite, courteous and respectful at all times. In groups or on their own, they try hard and do their best. They work constructively with others, respecting their views. Most pupils' develop the ability to improve their own learning successfully.

The school council and the eco committee are efficient in providing pupils with opportunities to influence and to take part in decision-making at the school. For example, they have opportunities to choose fruit for the school tuck shop and to decide which charities they should support. Pupils feel that they have an influential voice and that staff listen well to their opinions.

Pupils' attendance rates have remained almost exactly the same over the last four years. At around 94% in 2013, attendance was in the higher 50% of similar schools. Most pupils' arrive punctually at the start of the school day.

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

A stimulating and wide range of learning experiences meets most pupils' needs and interests well. Almost without exception, pupils find learning fun and their lessons interesting. Teachers' planning is thorough, covers National Curriculum requirements, and builds systematically on pupils' existing knowledge. Grouping arrangements in mathematics work well to meet the needs of many pupils.

A wide range of extra-curricular activities and residential visits enrich pupils' learning and has a positive impact on their wellbeing.

There are many interesting and relevant opportunities for pupils to develop and apply their literacy, numeracy and thinking skills well. For example, in geography, pupils research answers from a range of sources extensively. Planning for pupils to use their numeracy skills in different subjects is good. Here, they use their number skills well to estimate and predict the outcomes of a science investigation.

The school provides pupils with worthwhile opportunities to develop their information and communication technology (ICT) skills. Pupils use their skills effectively in a range of subjects such as internet research for history and geography and when creating databases about mini-beasts in science. However, staff do not always provide opportunities for ICT that build successfully on pupils' previous learning.

Provision for Welsh language is good. Teachers model the Welsh language very well and expect pupils to respond appropriately. Their consistent use of Welsh and effective planning and organisation enables pupils develop their Welsh language skills effectively. The school promotes pupils knowledge and understanding of the culture and history of Wales successfully. Provision includes an annual Eisteddfod, studies of Welsh poets and visits to historical sites such as Penrhyn Castle and Llanberis Slate Mine.

Most pupils are developing a strong awareness of sustainability through their efforts to promote energy-saving and recycling. Global citizenship develops successfully through links with a school in Uganda and India. These links provide worthwhile opportunities to develop pupils' understanding of the wider world.

### **Teaching: Adequate**

Through detailed planning, staff provide a wide range of interesting activities that allow many pupils to make good progress. In almost all lessons, staff have very good relationships with pupils and this has a positive effect on pupils' attitudes to learning. Most lessons have good pace that help to sustain pupils' interest. Teachers generally have high expectation of many pupils and use skilful questioning to challenge and extend pupils' understanding. However, provision for pupils who need extra help with their learning, and for boys, does not always have enough impact on raising standards. Despite significant investment in support programmes, data shows that provision for a minority of these pupils has had little effect.



In all classes observed, teachers and support assistants work effectively together. They prepare high quality resources for pupils to use in lessons.

Many teachers make valuable use of peer and self-assessment to enable pupils to evaluate their own work and the work of others with confidence. All teachers mark pupils' work regularly. Their comments identify what pupils do well, but in a few classes, teachers do not always provide pupils with clear written guidance on how to improve their work.

The school has an appropriate system to track pupils' development and collects a wide range of useful data from tests and observations.

Reports to parents/carers are detailed and informative.

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

The school meets pupils' spiritual, moral, social and cultural needs well both in lessons and through the wide range of extra-curricular activities on offer.

Staff successfully promote effective strategies to encourage good behaviour. For instance, the consistent application of class rules by all staff supports pupils' moral development and contributes effectively to their wellbeing. Visits by African drummers, the county orchestra, Welsh poets and local artists, make a valuable contribution to pupils' cultural development.

The school effectively encourages pupils to eat healthily and to engage in an active lifestyle, for example by joining in the good range of extra-curricular clubs or participating in various sport activities. The school has appropriate arrangements to promote healthy eating and drinking.

There is comprehensive use of specialist services to ensure that pupils have access to professional support when necessary.

Pupils with individual learning plans receive good support with clear learning targets and suitable parental involvement. This helps this group of pupils to make strong progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is an inclusive community where all pupils are valued. The school is a calm and orderly environment. There are equal opportunities for all pupils to take part in activities and to take responsibility for initiatives themselves. As a result, the school ethos is very positive and enables pupils to flourish and improve their wellbeing.

The premises are secure and maintenance is good. Staff make effective use of the space available. There are attractive, engaging displays throughout the communal areas and classrooms. These promote and sustain learning and celebrate pupils' work well.

The team drew the attention of the governing body and local authority to an issue relating to the quality and quantity of the boys' toilets.

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

The headteacher, staff and governors have a clear and shared vision for the school, which has values and respect at its core. All staff understand their responsibilities well and there is a strong sense of teamwork. Effective performance management procedures are in place where teachers have appropriate targets that link to priorities within the school development plan. These are helping to improve the provision to develop pupils' use of their literacy and numeracy skills across the curriculum. All support staff also have relevant annual performance reviews.

Governors are supportive of the school and are keen to see improvements. In recent months, through visits to the school and analysis of data, they are developing their role well in challenging the school regarding the standards it achieves.

The school takes account of national priorities and is making good progress with the introduction of the National Literacy and Numeracy Framework.

**Improving quality: Adequate**

The school has a well-established system for self-evaluation. It collects a wide range of first-hand data and information from lesson observations, national assessments, scrutiny of pupils' work, learning walks and the views of pupils and parents. However, leaders and managers do not analyse this data well enough to identify trends in pupil performance or to challenge staff to improve outcomes for pupils. Therefore, progress to address shortcomings in standards is slow.

The current school development plan has relevant links to the outcomes of self-evaluation. The plan's priorities focus on pupil outcomes appropriately and identify suitable targets, success criteria, timescales and resources successfully.

Staff make effective use of data from national tests to identify areas for improvement in literacy and numeracy. As a result, there is a comprehensive improvement plan in place. This includes training for staff and the purchase of new resources, but it is too early to judge the effect of this plan on improving outcomes for pupils.

Overall, recommendations from the last inspection report remain outstanding, notably in relation to raising standards.

**Partnership working: Good**

The school works well with a suitable range of partners, which has a positive effect on pupils' wellbeing and attainment. It has a strong partnership with most parents who are supportive of the school, and appreciate the high level of care provided for their children.

There are strong links with the community and pupils benefit from a variety of visits and visitors to school. For example, the school choir annually visit the local community centre to entertain the residents and a local football club provides coaching sessions for pupils, thus raising standards in physical education.

The school's partnership with Bangor University now includes a programme of help for pupils who need emotional support. However, it is too early to establish how much effect this has on improving vulnerable pupils' wellbeing.

Successful community such as links with the local church, support pupils' moral, social and cultural development well. Visits to the town council offices provide pupils with a deeper understanding of the outside world of work. Workshops from 'Citizen's Advice' staff help to develop pupils' money management and numeracy skills effectively.

The school collaborates closely with the local infant school. Meetings to moderate pupils' work and share information and teaching techniques mean better learning outcomes for pupils when they transfer between schools.

The transition planning from primary to secondary school is suitable. Most pupils benefit from a range of activities that have a positive effect on their wellbeing and ensure smooth transition to the next phase of their education.

### **Resource management: Adequate**

The school has sufficient well-trained staff to deliver relevant teaching and learning. They undertake a wide range of professional development opportunities and share what they learn with colleagues appropriately. Welsh courses, for example, have helped raise pupils' performance in Welsh language.

There are appropriate arrangements for teachers' preparation, planning and assessment time. The headteacher and governors monitor the school's budget effectively. Expenditure matches closely the priorities identified by the school. The Welsh Assembly Pupil Deprivation Grant links appropriately to national priorities. However, the outcomes of spending are having too little impact on raising standards.

The school participates in a range of professional networks with other schools and partners. This involvement has a positive effect on pupils' learning, particularly in their ability to apply their literacy and numeracy skills across the curriculum and in raising standards in science.

Overall, in view of the outcomes achieved by pupils, and the quality of provision and leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this

### 6622267 - Ysgol Iau Hen Golwyn

Number of pupils on roll	222
Pupils eligible for free school meals (FSM) - 3 year average	19.2
FSM band	3 (16%<FSM<=24%)

#### Key stage 2

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	55	50	50	60
<b>Achieving the core subject indicator (CSI) (%)</b>	78.2	84.0	78.0	85.0
Benchmark quartile	3	3	4	3
<b>English</b>				
Number of pupils in cohort	55	50	50	60
Achieving level 4+ (%)	83.6	88.0	88.0	90.0
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	23.6	30.0	32.0	41.7
Benchmark quartile	3	3	3	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	55	50	50	60
Achieving level 4+ (%)	83.6	88.0	86.0	90.0
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	27.3	28.0	30.0	38.3
Benchmark quartile	3	3	3	2
<b>Science</b>				
Number of pupils in cohort	55	50	50	60
Achieving level 4+ (%)	90.9	88.0	94.0	93.3
Benchmark quartile	2	3	2	2
Achieving level 5+ (%)	21.8	30.0	32.0	56.7
Benchmark quartile	3	2	3	1

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

##### Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	107		101 94%	6 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	107		91 85%	16 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.	107		98 92%	9 8%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	107		97 91%	10 9%	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.	107		95 89%	12 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	107		103 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.	107		103 96%	4 4%	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.	107		100 93%	7 7%	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.	107		93 87%	14 13%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	107		98 92%	9 8%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	107		61 57%	46 43%	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	107		64 60%	43 40%	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 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.	47	18 38%	26 55%	0 0%	1 2%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	47	20 43%	26 55%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	47	15 32%	29 62%	1 2%	1 2%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	47	20 43%	24 51%	1 2%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	47	8 17%	30 64%	6 13%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	47	12 26%	31 66%	2 4%	1 2%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	15 47%	15 47%	0 0%	1 3%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	8 25%	21 66%	1 3%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	47	12 26%	23 49%	4 9%	2 4%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	47	18 38%	26 55%	1 2%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	47	19 40%	24 51%	1 2%	2 4%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	45	12 27%	22 49%	0 0%	1 2%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	47	11 23%	31 66%	2 4%	1 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	47	16 34%	28 60%	2 4%	1 2%	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.	47	11 23%	26 55%	4 9%	1 2%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	33	10 30%	18 55%	3 9%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	46	14 30%	22 48%	4 9%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	47	15 32%	27 57%	3 6%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	47	16 34%	27 57%	2 4%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Richard Hawkley	Reporting Inspector
Sioned Thomas	Team Inspector
Lowri Haf Evans	Team Inspector
Tamasine Croston	Team Inspector
Peter Haworth	Lay Inspector
Robert 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; and
- personal and social development, wellbeing and cultural diversity.

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

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

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

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

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

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