



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 Llanddulas Controlled
Minffordd Road
Llanddulas
Abergele
Conwy
LL22 8EW**

Date of inspection: January 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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Publication date: 24/03/2015

Context

Ysgol Llanddulas is a voluntary-controlled church school in the village of Llanddulas, near the town of Abergele in Conwy. The school caters for pupils between the ages of three and eleven in six classes, four of which are mixed age. There are 159 pupils on roll, including 20 who attend the nursery on a part-time basis.

Around 10% of pupils are eligible for free school meals, which is considerably lower than the national average. The school identifies 26% of pupils as having additional learning needs, which is well above the average for Wales. A very few pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The headteacher took up his post in September 2011. The school's last inspection was in July 2010.

The individual school budget per pupil for Ysgol Llanddulas in 2014-2015 means that the budget is £3,802 per pupil. The maximum per pupil in the primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Llanddulas is 43rd out of the 59 primary schools in Conwy in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- Most pupils achieve good standards in relation to their age and abilities
- Many pupils enjoy speaking Welsh and they have a good understanding of the heritage and culture of Wales
- Levels of attendance are consistently high and compare favourably with those of similar schools, placing it in the top 25% for the last four years
- A wide range of extra-curricular clubs enhance the learning experiences of many pupils
- Nearly all pupils have a positive attitude towards their learning and they behave very well in lessons
- Teachers provide an interesting and engaging range of learning experiences that interest and motivate pupils
- The quality of teaching and the assessment of pupils' progress is good
- The school provides a very high quality of care, support and guidance for all pupils
- Nearly all pupils demonstrate respect and care for others
- Plentiful resources of good quality support teaching and learning well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for school improvement and sets high standards for himself and his staff
- Senior leaders know the school well and support and challenge staff and pupils to do their best
- The governing body shows a strong commitment to achieving the best education for pupils through recent, more effective levels of challenge
- The self-evaluation process is accurate and thorough and informs the school's current priorities for improvement well
- All staff are aware of the school's priorities for improvement and take part in regular reviews of progress
- The school has good links with a suitable range of different partners and these contribute well to increasing pupil achievement and improving their levels of wellbeing
- Leaders identify and meet staff training needs well
- The school provides a strong learning community where teachers are happy to share ideas and to learn from one another
- The school has good arrangements in place to support vulnerable pupils

Recommendations

- R1 Improve the extended writing skills of pupils, especially the more able
- R2 Develop pupils' ability to take responsibility and to contribute to decision-making within the school
- R3 Plan improved progression in pupils' application of their numeracy skills across the curriculum in key stage 2
- R4 Ensure that end-of-year pupil progress reports for parents meet all statutory requirements
- R5 Introduce a better balance of leadership responsibilities across the senior management team

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Assessment of pupils when they enter the nursery indicates that many pupils have skills above those expected for their age. The school's tracking data shows that nearly all pupils who attend the school for the whole of a key stage achieve in line with their abilities by the end of the Foundation Phase and key stage 2.

Many pupils in both key stages are very articulate and they speak confidently in a range of situations. For example, pupils in Year 2 use and understand scientific terms such as 'opaque', 'transparent' and 'translucent' when they describe the best type of materials to make windows for Percy the Park Keeper's shed. Pupils in key stage 2 speak clearly using a good range of expressive vocabulary to articulate their ideas and opinions. In all classes, nearly all pupils have good listening and concentration skills at a level appropriate for their age.

Across the school, most pupils are making good and often very good progress in developing their reading skills. In the nursery, pupils are developing good pre-reading skills and they build well on these as they move through the school. By the end of the Foundation Phase, most pupils enjoy reading and can talk about their favourite stories and authors and explain their choices. Most use their knowledge of sounds well to read simple but unfamiliar words. More able pupils read with developing fluency and expression. Many pupils understand the difference between fiction and non-fiction books and they know the role of an author and an illustrator.

In key stage 2, most pupils are interested and expressive readers. Many use contextual clues well to find the meaning of more complex unfamiliar words. Older pupils use a dictionary or thesaurus effectively to enhance their reading and writing. Most pupils develop good inquiry skills, for example when they research information about aspects of the First and Second World Wars. However, older pupils' ability to use other more advanced reading skills, such as skimming and scanning, is underdeveloped.

In the Foundation Phase, most pupils develop their writing well for a range of different purposes. In Year 2, most spell short, common words correctly and they use simple punctuation accurately. More able pupils spell more complex words with increasing accuracy and use a wider range of punctuation well. Many are increasingly able to use interesting vocabulary to enhance the quality of their work. However, pupils' ability to write to the same standard they achieve in literacy lessons is more limited in other areas of learning.

Pupils in key stage 2 continue to develop their writing skills effectively across a wide range of genres. Most pupils spell and punctuate their work accurately at a level appropriate to their age. Most use a wide range of vocabulary very well to engage the reader, and their work shows a good awareness of their intended audience. Many pupils use drafting and redrafting well to improve their work. However, the

quality of pupils' handwriting and presentation varies considerably. Most pupils write well in other areas of the curriculum. For example, many pupils in Year 6 produce extended work of high quality when they write a 'Recipe for the Second World War'. However, across the key stage, many pupils' ability to produce extended writing, particularly those pupils who are more able, is underdeveloped.

Older pupils in the Foundation Phase are developing a good understanding of number. They count accurately in twos, fives and tens. They order two-digit numbers confidently and double numbers quickly within 20. Many show a good understanding of the difference between two and three-dimensional shapes and they can draw and interpret block graphs with increasing accuracy. Many enjoy solving simple mathematical problems, for instance when investigating how much shopping a pound coin will buy. Many are beginning to apply their numbers skills successfully in other areas of the curriculum.

By the time they reach Year 6, most pupils develop good mathematical skills at a level in line with their ability. Many demonstrate good mental skills and they recall multiplication facts quickly. Many work confidently with large numbers and show a good understanding of place value. Most understand the rules for rounding numbers correctly. Many pupils use co-ordinates accurately to locate a specific point. Most understand lines of symmetry and can describe the properties of a range of shapes accurately. Many pupils' problem-solving abilities are developing well and more able pupils are able to recognise and explain mathematical patterns. However, all pupils apply only a narrow range of their numeracy skills well in their work in other curriculum areas.

Pupils develop consistently good Welsh language skills as they move through the school. They are enthusiastic about learning the language and use simple every-day Welsh phrases successfully and naturally in different contexts. In the Foundation Phase, most pupils develop their listening, reading and writing skills well. In key stage 2, most show an increasing grasp of vocabulary when speaking and writing sentences that are more complex. Most read simple texts confidently and with good understanding.

A significant number of pupils who have additional learning needs affect the school's overall performance at the end of both key stages. However, nearly all of these pupils achieve well in relation to their ability.

In the Foundation Phase at the expected outcome 5, there is an overall downward trend in performance over the last three years when compared to that of similar schools. In literacy, performance has fallen, moving the school from the lower 50% to the bottom 25% of similar schools, and in mathematical development from the higher 50% to the bottom 25%. At the higher-than-expected outcome, performance in both areas has fallen, moving the school from the lower 50% of similar schools to the bottom 25%.

Over the last four years in key stage 2 at the expected level 4, performance in English has varied, moving the school between the lower 50% and the bottom 25% of similar schools. In mathematics, performance has placed it consistently in the bottom 25%. Performance in science has fallen, moving the school from the higher

50% to the bottom 25% of similar schools. This downward trend continues at the higher-than-expected level 5 over the same period. For performance in English, the school has fallen from the lower 50% to the bottom 25% of similar schools. In mathematics, performance has moved the school from the higher 50% to the bottom 25% and, in science, from the top 25% to the bottom 25%.

Performance in 2014, for all indicators in both key stages, places the school in the bottom 25% of similar schools.

The quality of work seen during the inspection confirms that the standards many pupils achieve are good and sometimes very good, particularly in reading.

In both key stages, pupils who are eligible for free school meals have performed better than other pupils in all the above indicators for the last two years. This is the reverse of national trends.

Wellbeing: Good

All pupils are safe and happy in school and are confident to approach an adult if they have any concerns. Nearly all pupils take great pride in their school and make visitors welcome. Behaviour inside the school is exemplary. Nearly all pupils are sympathetic and show great care and concern for one another. Almost all pupils have positive attitudes to their learning. They are interested in their work, sustain concentration well and engage in tasks with enthusiasm.

Pupils show a very good awareness of health issues, healthy eating and drinking. Many pupils attend a suitable range of after-school sports clubs, which promote their physical fitness effectively.

Nearly all pupils attend school regularly. For the last four years, attendance rates compare favourably with those of similar schools and place the school consistently in the top 25%. Nearly all pupils arrive punctually for school.

The school council meets regularly and members are very enthusiastic. Pupils take their responsibilities seriously and are proud of their roles. However, members do not take a lead in making decisions about improvements in school life and, as a result, their work has little impact in bringing about change.

Most pupils develop good social and life skills through a good range of school activities. The many visits and visitors to school help most pupils to develop their confidence and self-esteem effectively. The wide range of educational activities, including visits to outdoor residential centres, such as Pentrellyncymer and Nant Bwlch yr Haearn, help older pupils to develop perseverance and teamwork. These visits also help to improve the emotional wellbeing of vulnerable pupils.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The learning experiences provided by the school meet the needs of nearly all pupils well. The curriculum is broad, balanced and interesting, and it covers all statutory requirements. Teachers' planning is thorough and takes good account of the literacy and numeracy framework. There is careful planning of topics in each class to ensure that pupils build their skills, knowledge and understanding well in most aspects of their work as they move through the school. Teachers in the Foundation Phase are beginning to involve pupils in choosing activities to enhance their topic work and to develop their skills. A worthwhile range of extra-curricular activities, which promote art, sport, science and Welsh culture, enhance many pupils' learning.

There is clear progression between the Foundation Phase and key stage 2 to develop pupils' literacy and information and communication technology (ICT) skills. Planning for progression for pupils to apply their numeracy skills across the curriculum is good in the Foundation Phase. However, planning to develop numeracy skills in other subjects lacks progression in key stage 2.

Provision and planning to promote the Welsh language are good. Staff are developing high expectations for the use of everyday Welsh in all classes and around the school. The school provides a wide range of activities that promote Welsh history and culture successfully across many areas of the curriculum, for example through the Urdd club and regular studies of Welsh sportspeople and artists.

The school raises pupils' awareness of recycling and energy conservation successfully. Pupils carry out re-cycling activities efficiently throughout the school. The eco committee is very active, but its members lack opportunities to direct its work. Pupils' awareness of global citizenship is at an early stage of development.

Teaching: Good

All teachers have a good knowledge of curriculum requirements and they use this well to provide a wide range of interesting and engaging learning experiences for pupils in lessons. All staff work together effectively to deliver these experiences and to support pupils' learning consistently. All teachers share clear learning objectives with pupils and they review these well at the close of sessions to assess pupils' achievements and their understanding. In most lessons, good questioning extends and consolidates pupils' learning well. Most lessons move at a suitable pace and this promotes high levels of concentration and interest in nearly all pupils. Tasks in mathematics challenge pupils appropriately, but teachers do not challenge more able pupils enough to extend their writing in literacy work.

All teachers mark pupils' work conscientiously and their written comments often give a clear picture of pupils' achievements and the next steps in their learning. Pupils in all classes have personal targets to improve their writing and mathematics skills. Many pupils use self and peer assessment confidently to judge the quality of their own and others work successfully. Many pupils give specific examples to show how these initiatives are helping them to improve the content of their work, for example

through the increased use of interesting vocabulary in their writing. Teacher assessment at the end of both key stages is accurate and the school uses a computer tracking system well to keep a careful check on the progress of all pupils. The effective use of data on pupils' progress in reading ensures that targeted pupils receive effective additional support.

Reports for parents provide good information on pupils' progress in the core curriculum, but they do not fully meet statutory reporting requirements in relation to other areas of learning and subjects.

Care, support and guidance: Good

The school is a caring and welcoming community, which places a high emphasis on the wellbeing of its pupils. Staff implement effective strategies consistently to ensure good behaviour in lessons and around the school. There are positive working relationships between staff and pupils. Members of staff know pupils well and use this knowledge to provide high levels of support and guidance for them. There are appropriate arrangements for promoting healthy eating and drinking. These ensure that nearly all pupils have a good understanding of the importance of a well-balanced diet and the benefits of regular exercise.

Staff promote pupils' personal development well, including their spiritual, moral, social and cultural development. A suitable range of interesting learning experiences and a wide programme of visits and visitors support and develop these areas effectively. For example, close links with the local church enhance pupils' spiritual awareness well. The school encourages pupils to work co-operatively with each other, and nearly all show respect, care and concern for others.

Support for pupils with additional learning needs, including links with specialist services, is a strength of the school. Staff work effectively as a team to provide support of high quality to improve pupils' achievements. Targets in pupils' individual education plans match their needs well. Pupils, parents, staff and external agencies collaborate effectively to plan the next steps in pupils' learning. Teachers track pupils' progress in detail and review this information regularly. Teaching assistants use specialist programmes well to provide valuable support for pupils. This means that nearly all targeted pupils achieve well in relation to their ability.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Most pupils have a clear understanding of how to keep themselves safe, including when they use social media.

Learning environment: Good

The school has a highly supportive atmosphere where all pupils feel included and welcome. Pupils have equal access to the school's provision and all pupils know that staff will treat them fairly and with respect. There is a very good emphasis on recognising and respecting diversity.

The clean and attractive accommodation meets the needs of all pupils well. Classrooms are bright and airy with informative and stimulating displays that celebrate a wide range of pupils' work. In particular, the quality and range of pupils' artwork in displays around the school are very good. Outdoor facilities, such as the forest school area, support teaching and learning effectively.

Resources are of good quality in all curriculum areas. However, resources to engage pupils' interest at break time and lunch times are limited. This means that pupils are unable to make the most effective use of their free time.

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

The headteacher is strongly committed to the school and its inclusive ethos. He has a clear vision for continuous improvement and sets high standards for himself and his staff. Senior leaders know the school well and support and challenge staff and pupils to do their best. However, leadership roles within the senior management team are not evenly balanced and the headteacher carries too many responsibilities. All staff and governors are fully aware of the school's current priorities through a suitable range of regular meetings, which focus well on reviewing agreed targets.

The school has appropriate, well-established performance management procedures for all staff that link clearly to the school's priorities for improvement. However, the performance management reviews do not always measure progress accurately enough against agreed targets.

The governing body shows a strong commitment to achieving the best education for the pupils. Over recent months, the governing body has challenged senior leaders more effectively. This is beginning to make a difference to the school, for example in the improved quality of displays throughout the indoor areas. Governors now act much more strategically and they have a good understanding of the school's performance data. They use this information well to ask pertinent questions about pupils' attainment and to challenge senior leaders well to improve the school further.

The school takes good account of national and local priorities. A number of valuable initiatives have ensured improvements to standards, for instance in literacy and Welsh language development.

Improving quality: Good

The senior management team knows the school's strengths and areas for development very well. Leaders analyse the school's performance data thoroughly and make good use of reviews by external agencies, such as the regional school improvement service to target areas for improvement, for example in writing. They examine pupils' work regularly and involve all staff in assessing progress and evaluating the school's performance. The school's self-evaluation report is of good quality and provides an accurate picture of the school's strengths and areas for development. As a result, leaders are able to identify appropriate priorities and challenging targets for improvement. However, pupils' contribution to the evaluation process is underdeveloped.

There is a strong culture of improvement in the school. All staff are aware of the current priorities for improvement in the school development plan and take part in on-going progress reviews. Effective self-evaluation allows leaders to target resources, and to identify very successfully worthwhile training to support priorities. For example, recent literacy training attended by all staff is making a significant improvement to the quality of pupils' writing.

The school's planning for improvement includes an appropriate focus on the needs of pupils from disadvantaged backgrounds to ensure that they reach their potential. This has supported good levels of attainment by pupils eligible for school meals compared with other pupils.

Partnership working: Good

The school has a very strong and supportive relationship with parents. They receive a wide range of information through half-termly diary planners, detailed leaflets on class topics, attractive newsletters and the regular use of social media to post interesting accounts and photographs of class and whole-school activities. Nearly all parents are confident to approach staff with any issues of concern and they know that the school will do its best to resolve these. A suitable range of family learning projects, for example on the use of tablet computers and story sacks, helps those parents who attend to support their children more effectively at home.

There is a close partnership with the village church. The local vicar visits regularly to lead assemblies, which pupils enjoy. The school celebrates special times of the year such as harvest and Christmas at the church. Parents and members of the local community share and appreciate these occasions. The 'Fruit of the Spirit' project enables pupils to reflect on topics such as patience and self-control and this is having a positive effect on their attitudes and behaviour towards others.

The school has a close link with the local school improvement service. This partnership assists the school in identifying specific areas for improvement. For example, a recent collaboration to develop writing is having a positive effect on the quality and content of pupils' writing in all classes.

Close links with the local comprehensive school ensure that nearly all pupils transfer smoothly to Year 7. Good links with the on-site playgroup mean that children are prepared well to enter the nursery.

Resource management: Good

All teachers are suitably qualified and experienced. The headteacher deploys support staff carefully to ensure that they have the greatest impact on raising standards for individuals and small groups of pupils, including those pupils eligible for free school meals.

Leaders identify and meet individual staff training needs well. The school is a strong learning community where staff are happy to share ideas and to learn from one another. Teachers contribute to local networks of professional practice with other cluster schools that focus well on improving standards and provision. For example, the link with the local high school is raising the level of achievement of more able pupils in mathematics.

The school uses its poverty and deprivation grant well to improve the wellbeing of vulnerable pupils in key stage 2 and to support their language development in the Foundation Phase. This has supported good levels of attainment by pupils eligible for school meals compared with other pupils.

The headteacher, with support from the local authority and the governing body, manages the school budget effectively to meet the priorities in the school improvement plan.

In view of the standards pupils achieve and the consistent quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6623059 - Ysgol Llanddulas

Number of pupils on roll	160
Pupils eligible for free school meals (FSM) - 3 year average	10.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	18	13	21
Achieving the Foundation Phase indicator (FPI) (%)	88.9	76.9	76.2
Benchmark quartile	2	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	18	13	21
Achieving outcome 5+ (%)	88.9	84.6	76.2
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	22.2	30.8	19.0
Benchmark quartile	3	3	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	18	13	21
Achieving outcome 5+ (%)	94.4	84.6	81.0
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	16.7	30.8	19.0
Benchmark quartile	3	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	18	13	21
Achieving outcome 5+ (%)	100.0	92.3	85.7
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	16.7	30.8	38.1
Benchmark quartile	4	4	4

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.

6623059 - Ysgol Llanddulas

Number of pupils on roll 160
 Pupils eligible for free school meals (FSM) - 3 year average 10.1
 FSM band 2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	21	19	22	17
Achieving the core subject indicator (CSI) (%)	71.4	84.2	86.4	82.4
Benchmark quartile	4	3	3	4
English				
Number of pupils in cohort	21	19	22	17
Achieving level 4+ (%)	81.0	89.5	90.9	82.4
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	28.6	26.3	22.7	23.5
Benchmark quartile	3	4	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	21	19	22	17
Achieving level 4+ (%)	81.0	84.2	86.4	82.4
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	38.1	36.8	40.9	29.4
Benchmark quartile	2	2	2	4
Science				
Number of pupils in cohort	21	19	22	17
Achieving level 4+ (%)	95.2	94.7	86.4	82.4
Benchmark quartile	2	2	4	4
Achieving level 5+ (%)	47.6	31.6	36.4	23.5
Benchmark quartile	1	3	3	4

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in english or welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	73	73 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	73	71 97%	2 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	73	73 100%	0 0%	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	73	73 100%	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.	73	73 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	73	72 99%	1 1%	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.	73	73 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	73	73 100%	0 0%	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.	73	73 100%	0 0%	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.	73	67 92%	6 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.	71	70 99%	1 1%	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	72	72 100%	0 0%	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.	37	32 86%	5 14%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	33 89%	4 11%	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.	37	32 86%	5 14%	0 0%	0 0%	0	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.	37	31 84%	4 11%	1 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	18 49%	18 49%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	37	27 73%	9 24%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	30 81%	7 19%	0 0%	0 0%	0	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.	37	23 62%	13 35%	1 3%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	37	30 81%	7 19%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	29 78%	8 22%	0 0%	0 0%	0	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.	37	33 89%	4 11%	0 0%	0 0%	0	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.	32	20 62%	4 12%	0 0%	1 3%	7	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.	37	22 59%	14 38%	1 3%	0 0%	0	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.	37	32 86%	5 14%	0 0%	0 0%	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.	37	19 51%	12 32%	2 5%	0 0%	4	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.	37	28 76%	8 22%	0 0%	0 0%	1	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.	35	20 57%	7 20%	1 3%	0 0%	7	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.	37	33 89%	4 11%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	37	32 86%	5 14%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Ms Rhona Edwards	Reporting Inspector
Mrs Shiela Birkhead	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mr Glyn Williams	Peer Inspector
Mr Paul Davies (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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