



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

**A report on**

**Ysgol Babanod Mochdre  
Station Road  
Mochdre  
Conwy  
LL28 5EF**

**Date of inspection: May 2017**

**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: 12/07/2017**

## Context

Ysgol Babanod Mochdre is in the village of Mochdre near Colwyn Bay in Conwy local authority. The school caters for pupils between the ages of three and seven in four classes. There are 85 pupils on roll, including 23 who attend the nursery part-time.

Around 37% of the pupils are eligible for free school meals, which is well above the national average (19%). The school identifies around 38% of pupils as having additional learning needs, which is also above the national average (25%). No pupil has a statement of special educational needs. Most pupils speak English as their first language and no pupils speak Welsh at home. A very few pupils are learning English as an additional language.

Ysgol Babanod Mochdre formed a formal federation with the local junior school, Ysgol Cystennin, in March 2017 and a joint governing body has been set up very recently. The headteacher took up her post in January 2017. The school's last inspection was in March 2011.

The individual school budget per pupil for Ysgol Babanod Mochdre in 2016-2017 means that the budget is £4,578 per pupil. The maximum per pupil in the primary schools in Conwy is £14,063 and the minimum is £3,225. Mochdre Infant School is 18th out of the 55 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 current performance of the school is adequate because:

- Most pupils make good progress in developing their speaking, listening and reading skills
- Most pupils develop their Welsh language skills well
- Most pupils are happy at school and enjoy their lessons
- The school uses the local community particularly well to give pupils rich and purposeful learning experiences
- Teachers give pupils regular opportunities to learn through active involvement and use interesting prompts to spark their interest
- The school's assessment processes help pupils to understand what they need to do to improve their own work
- The school is successful in developing pupils' resilience and positive attitudes to learning
- The school has a happy and positive ethos that promotes tolerant attitudes among staff and pupils successfully
- The school has several strong partnerships that support pupils' wellbeing and widen their experiences

However:

- Individuals and groups of pupils do not always make systematic and consistent progress as they move through the school
- Older pupils do not develop their mathematical skills well enough or their ability to write accurately at length
- Teachers do not plan together well enough to ensure that pupils build on their skills coherently as they move through the school
- The school's systems for overseeing pupils' progress over time are at a very early stage of development, including the strategic use of assessment information to support planning and target setting
- The initiatives to support pupils with additional learning needs are new and have yet to have a measurable impact in the long term

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The newly appointed headteacher has a clear vision for the school's future and has developed constructive working relationships with school staff
- The governors are supportive of the school

- The headteacher is beginning to develop a sound understanding of the school's strengths and priorities for improvement
- The school has made effective progress towards meeting previous priorities
- Teachers benefit from a suitable range of continuous professional development opportunities that link closely to their role and to school priorities

However:

- Curriculum roles and responsibilities are new and have not had time to show measurable impact
- The governing body's role in challenging school leaders and holding them to account for the standards and quality of provision is underdeveloped
- Self-evaluation processes do not draw well enough on first hand evidence or involve all stakeholders effectively

## Recommendations

- R1 Ensure that all pupils make systematic and effective progress as they move through the school
- R2 Strengthen pupils' mathematical and writing skills at the end of the Foundation Phase
- R3 Improve continuity in curriculum planning to ensure that pupils make effective and consistent progression as they move through the school
- R4 Improve assessment and tracking processes to ensure the best outcomes for all pupils
- R5 Improve the provision for pupils with additional learning needs
- R6 Ensure that leaders at all levels, including the governing body, understand and fulfil their strategic roles effectively
- R7 Strengthen and embed self-evaluation and school improvement processes

### What happens next?

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

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils arrive at the school with skills at or below the level expected for their age. Most pupils make good early progress when they start school, but individuals and groups of pupils do not always make enough systematic and consistent progress as they move through the school.

Most pupils develop good speaking skills. Many nursery pupils develop interesting vocabulary through their topics. They speak clearly and use extended sentences, such as when they talk about a cat they found in the hedge. By the end of the Foundation Phase, many pupils discuss their work with each other and adults with interest and understanding. Throughout the school, most pupils' listening skills are good. For example, most pupils in Year 1 listen carefully to instructions about how to count using the tally system and then follow these successfully. However, a very few older pupils do not always listen well enough to each other or to adults and this occasionally limits their progress.

Many pupils develop aspects of their writing skills well throughout the school. Many younger pupils form letters correctly and use their phonetic knowledge successfully to have a go at spelling words, such as 'cheese' and 'plums' in their work about the hungry caterpillar. Older pupils write successfully for a wide variety of purposes, including making detailed journal entries about a trip into space. They occasionally use imaginative language well. For example, they use an interesting range of adjectives to write a lively description of a photograph of a polar bear with its head in an igloo. However, their ability to write imaginatively at length is limited and the use of too many worksheets restricts their writing too much. Most pupils understand the purpose of punctuation well. However, pupils do not develop a strong enough grasp of basic punctuation, including the use of capital letters and full stops, to use these consistently well in their work.

Throughout the school, pupils are excited and enthusiastic about reading and show a lively interest in books. The youngest pupils make good progress with recognising letters and sounds and a few begin to read words they see regularly with confidence. In the reception class, many pupils enjoy reading simple books and are proud of their progress. Older pupils talk with interest about different books and authors. They understand the difference between factual books and storybooks, and talk about which they prefer sensibly. Most pupils use simple strategies successfully to help them to read unfamiliar words, and many pupils read written instructions competently in class. Pupils who are more able read fluently and with expression. They make good use of punctuation to convey meaning when they read aloud and enjoy describing the characters in their story.

In the nursery and reception classes, most pupils make good progress with their mathematical development. They begin to develop good number skills. For example, they count reliably to at least ten and begin to understand simple addition

and subtraction appropriately. They show an increasingly secure grasp of mathematical language in their play. Older pupils make suitable progress with their number skills. For example, many pupils count up in twos successfully and have a secure understanding of how to double and halve numbers. However, in general, they do not develop their skills consistently enough as they move through the school. They tend to rely on rote learning rather than developing a thorough understanding, and do not learn a sufficient range of strategies for solving problems. Many older pupils are beginning to develop data handling skills appropriately. For example, they use a tally system with growing confidence to collect information about favourite fruits and present the information using simple graphs and pictograms. However, they do not always record their findings carefully or accurately enough.

Many pupils make good progress in developing and applying their information and communication technology (ICT) skills. Throughout the school, pupils use tablet devices independently to access different applications, to record their work and to scan QR codes. Many older pupils understand which programs and applications to use for different purposes, for example to create graphs or for word processing. A majority of pupils can save and retrieve their work successfully. They produce written work confidently, such as a letter to a local chocolatier, and they are beginning to understand how to check their punctuation and spelling.

Most pupils develop their problem-solving and thinking skills suitably. For example, more able pupils in Year 2 use their thinking skills well to work out the correct order for following different steps in a recipe.

Throughout the school, nearly all pupils make regular use of simple Welsh words and phrases as part of the daily routine. Older pupils reply confidently to simple questions and show that they understand an increasing range of instructions in Welsh. Many pupils develop their writing skills well as they move through the school. Younger pupils write simple lists in Welsh, such as names of fruit. Older pupils write simple sentences describing themselves, and use the third person successfully when they write descriptions of a friend. Many older pupils are beginning to read simple Welsh books, pronouncing most words appropriately and showing a reasonable understanding.

At the expected outcome, pupils' performance in mathematical development has varied compared to that of pupils from similar schools over the last four years. However, pupils have generally performed less well than pupils in similar schools in literacy. In general, at the higher outcome, pupils have performed better than pupils in similar schools in literacy and mathematical development over the same period.

The performance of pupils eligible for free school meals has varied at the expected outcome, but they have performed consistently less well than other pupils at the higher outcome.

### **Wellbeing: Good**

Most pupils are happy at school and enjoy their lessons. They feel safe and know where to go if they need help. Most pupils understand the importance of healthy eating and know that they need to exercise to keep fit. They use the physical

apparatus in the school grounds enthusiastically at playtimes. Their positive attitudes reflect the uplifting new school moto.

Most pupils behave well around the school. They relate positively to each other and learn to be considerate and courteous. However, a very few pupils do not manage their behaviour well enough in lessons. Pupils are beginning to contribute their ideas to what and how they want to learn appropriately, such as by helping to choose activities to support their topics. They have a growing understanding of what they need to do to improve their work. Pupils are beginning to have suitable opportunities to participate in purposeful decision-making about the life and work of the school through the newly formed council of 'Wise Owls'.

Most pupils concentrate well on their work. They are beginning to learn to support each other to persevere and to overcome challenges, reminding one another constructively that they should 'have a go'. Most pupils co-operate well when they work together in groups. Rates of pupils' attendance are good, placing the school in the top 25% of similar schools for the last two years. Very few pupils arrive late to school.

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

Teachers generally plan an engaging, broad and balanced curriculum linked to topics that the pupils enjoy. These meet the requirements of the Foundation Phase framework successfully. The school uses the local community particularly well to provide rich and purposeful learning experiences. For example, Year 1 pupils recently enjoyed making pizzas with a local restaurateur and a confectioner visited the school to talk to Year 2 pupils about making chocolate. This gives a real context to pupils' learning and fuels their interest effectively.

Teachers' planning focuses appropriately on developing pupils' communication and mathematical skills. For example, they ensure that pupils have regular opportunities to practise their number skills in a variety of contexts and that older pupils have suitable opportunities to write for a range of purposes. However, teachers do not plan together well enough to ensure that pupils build systematically on their skills as they move through the school. An overuse of worksheets limits pupils' opportunities to write at length, particularly in their topic work. Although systematic planning is in its early stages, the school provides effective opportunities for pupils to develop their ICT skills.

The school develops pupils' Welsh language skills well. All staff provide regular opportunities for pupils to hear and to respond to spoken Welsh throughout the day. They have recently introduced simple books to support reading in Welsh and there are regular opportunities for pupils to write. However, the provision for learning about Welsh heritage and culture is less well developed.

Opportunities for pupils to learn about sustainable development are at a very early stage. Nursery pupils learn to recycle milk bottles and to collect rainwater to water

their vegetables, but provision across other classes is limited. There are few opportunities for pupils to learn about the wider world.

### **Teaching: Adequate**

Teachers and teaching assistants establish warm working relationships with pupils. This helps most pupils settle well and develop positive attitudes to learning. Most staff manage behaviour calmly and effectively with an increasingly successful emphasis on taking a positive approach. Nearly all teachers provide regular opportunities for pupils to learn through active involvement and use interesting prompts to spark pupils' interest. In general, they provide inviting and purposeful indoor learning environments. However, occasionally, they do not teach pupils how to use these well enough. Teachers provide regular opportunities for outdoor learning. However, not all teachers use the outdoors most appropriately to develop the full range of pupils' skills. Nearly all teachers are good language role models. They speak respectfully to pupils and to each other, and question pupils carefully to develop their learning and thinking. However, the level of challenge in lessons does not always match different pupils' needs successfully.

Teachers support young pupils well in developing a growing understanding of what they need to do to improve and how to assess their own work. They assess pupils' progress carefully, keep a suitable record of achievements and track progress appropriately. However, the school's systems for overseeing pupils' progress over time, including the strategic use of assessment information to support planning and target setting, are at a very early stage of development. This limits the school's ability to meet the needs of individuals and groups of learners to ensure that they make systematic progress as they move through the school.

The school provides attractive annual reports to parents. These include useful information about pupils' achievement and progress. However, they do not include the required information about pupils' attendance.

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

The school is successful in developing pupils' resilience and positive attitudes to learning. The newly adopted school rules and electronic system for rewarding good behaviour support a constructive and positive approach. The school provides worthwhile opportunities for pupils' spiritual, moral, social and cultural development. It makes appropriate arrangements for promoting healthy eating and drinking.

The school uses a range of specialist services well to provide helpful support that benefits pupils. For example, pupils with English as an additional language receive regular and constructive support from a local authority specialist.

The school ensures that pupils with additional learning needs have suitable access to all areas of the curriculum. Individual teachers prepare appropriate education plans that include helpful targets for improvement, and they review these regularly. The overall management of support, including ensuring that policies and procedures are fit for purpose, is in a period of transition and many initiatives are new. The school succeeds in identifying individual learning needs, but the process is not robust

enough or well enough co-ordinated to ensure that the school's provision meets all pupils' needs appropriately. The systems for tracking and monitoring the progress of individual pupils with additional learning needs have had limited impact at this stage.

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

### **Learning environment: Good**

The school has a happy and positive ethos that promotes tolerant attitudes among staff and pupils successfully. This helps make the school an inclusive and welcoming community where all pupils have equal access to all aspects of its life and work.

The school has plenty of learning resources of good quality, which meet pupils' needs well. These include useful ICT equipment, a good range of books in the school library and inviting resources for use outdoors during playtimes.

In general, teachers use the indoor space to support pupils' learning effectively. There are colourful and interesting displays in the communal areas and classrooms that support pupils' learning, celebrate their work and help promote the school's positive ethos well.

The school benefits from extensive grounds, a large grassed area, and an enclosed outdoor learning area, which the nursery class uses well. There is a good range of outdoor play equipment on the grassed area that supports pupils' physical and social development effectively during playtimes. However, teachers do not currently use the outdoor area to its full potential to develop pupils' skills.

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

The newly appointed headteacher has a clear vision for the school. She succeeds in communicating this well with staff, pupils and parents. This builds a strong, shared sense of purpose and contributes to the school's positive ethos. In the few months since her appointment, the headteacher is beginning to develop a suitable understanding of the way the school works. She has started to address priorities appropriately and has developed constructive working relationships with school staff. She has clarified roles and responsibilities appropriately, including ensuring a suitable distribution of curriculum responsibilities. As a result, staff are developing a better understanding of whole-school issues, are beginning to contribute purposefully to decision-making and work together well. However, overall, across many aspects of the school's work, leadership and management roles are at an early stage of development and it is too soon to measure their impact.

The governors are supportive of the school. They have a suitable understanding of how school performance compares with that of other similar schools. However, their role in challenging school leaders and holding them to account for the standards and quality of provision is underdeveloped.

The school's established performance management arrangements include suitable targets appropriately linked to school priorities. The school is making appropriate progress in addressing national and local priorities, with a strong focus on raising standards in literacy and numeracy.

### **Improving quality: Adequate**

The new headteacher is beginning to develop a sound understanding of the school's strengths and areas for improvement. She has consulted carefully with all staff and has begun to develop a range of initiatives to move the school forward. There is evidence that these are beginning to lead to improvements, for example in developing a consistent approach to behaviour management, but it is too soon to measure any significant impact at this stage.

With the support of the consortium, the headteacher has carried out a formal self-evaluation. This gives a clear and generally accurate picture of the school's performance and identifies appropriate areas for improvement. However, it does not draw well enough on first-hand evidence arising from robust scrutiny of pupils' work and lesson observations or from the views of all stakeholders, including parents and governors. Subject leaders are new to their areas of responsibility and have yet to evaluate standards and provision in their roles.

The self-evaluation report links well with the school improvement plan. The plan includes detailed actions, staff responsibilities, timescales, and success criteria. These are beginning to have an impact in the school, for example in promoting pupils' engagement in their learning. The school has made effective progress towards meeting previous improvement priorities. These include improving standards in Welsh and linking self-evaluation more closely to the school improvement plan.

### **Partnership working: Good**

The school has several strong partnerships that support pupils' wellbeing and widen their experiences well. For example, effective links with the on-site playgroup help pupils settle quickly when they start school. The school has recently joined the nearby junior school in a federation. This is providing additional opportunities for sharing expertise and resources that are beginning to support pupils' learning helpfully.

There is a constructive partnership with parents, who support the school well. Recently, the school has improved its communication links with parents and families to support pupils' well-being and learning. After consulting parents, staff have begun to share information using social media. This has improved opportunities for parents to be involved in their children's learning by seeing some of their achievements during the day. The parent association contributes funds regularly to support the school's work, for example helping to fund out of school visits.

There are valuable partnerships with the local community. Links with local shops and businesses provide pupils with worthwhile opportunities to develop their understanding of using money and solving problems. A particularly wide range of

visitors to the school enrich pupils' experiences effectively and develop their understanding well.

The school works effectively with other local schools. This includes working together towards ensuring accurate assessment of pupils' work.

**Resource management: Adequate**

The school has sufficient appropriately qualified teachers and other staff to meet the needs of pupils. The school generally deploys teaching assistants appropriately to support learning in classrooms and through very recent support programmes for groups of learners.

Teachers benefit from a suitable range of constructive continuous professional development opportunities linked closely to their role and to school priorities. For example, staff have had recent training to support their Welsh language skills. This training is having a positive impact on pupils' standards in Welsh across the school. There are appropriate arrangements for teachers' planning, preparation and assessment time.

The school makes suitable use of its allocated finances and manages its budget competently to support priorities outlined in the school improvement plan. The headteacher and governors monitor expenditure appropriately.

The school allocates its Pupil Deprivation Grant suitably to provide targeted support for disadvantaged learners. This provides increasingly useful and sensitive support for pupils' wellbeing.

In view of the standards achieved by pupils and the overall quality of the provision, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6622106 - Ysgol Babanod Mochdre

Number of pupils on roll	81
Pupils eligible for free school meals (FSM) - 3 year average	33.3
FSM band	5 (32%<FSM)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	19	12	10	18
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	63.2	83.3	70.0	72.2
Benchmark quartile	4	2	4	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	19	12	10	18
Achieving outcome 5+ (%)	78.9	91.7	80.0	83.3
Benchmark quartile	3	1	3	3
Achieving outcome 6+ (%)	21.1	33.3	40.0	16.7
Benchmark quartile	2	1	1	4
<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	19	12	10	18
Achieving outcome 5+ (%)	84.2	83.3	100.0	77.8
Benchmark quartile	2	3	1	4
Achieving outcome 6+ (%)	21.1	33.3	40.0	33.3
Benchmark quartile	2	1	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	19	12	10	18
Achieving outcome 5+ (%)	84.2	91.7	90.0	88.9
Benchmark quartile	3	2	3	3
Achieving outcome 6+ (%)	36.8	41.7	60.0	33.3
Benchmark quartile	2	2	1	3

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.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	10	9 90%	1 10%	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.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	10	3 30%	7 70%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	10	8 80%	2 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	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	
The homework that is given builds well on what my child learns in school.	10	4 40%	4 40%	1 10%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	6 60%	4 40%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	10	7 70%	2 20%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	10	6 60%	1 10%	1 10%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	10	5 50%	5 50%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	6 60%	3 30%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	10	4 40%	4 40%	1 10%	1 10%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	10	3 30%	4 40%	1 10%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	10	2 20%	3 30%	4 40%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	10	4 40%	6 60%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Vanessa Bowen	Team Inspector
Justine Elaine Barlow	Lay Inspector
Helen Mary Wyndham Evans	Peer Inspector
Rhian Jones	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

- English or Welsh first language
- mathematics
- science

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

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

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

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

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

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