



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

A report on

**Ysgol Bryn Collen Llangollen
Pengwern
Llangollen
Sir Ddinbych
Sir Ddinbych
LL20 8AR**

Date of inspection: November 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Bryn Collen is in the town of Llangollen in the Denbighshire local authority. The building is shared with another school that provides Welsh language education. The school caters for pupils between the ages of three and eleven. Currently, there are 170 pupils on roll, including 22 who attend the nursery part-time. There are eight single-age mainstream classes.

The three-year average for the proportion of pupils eligible for free school meals is around 16%. This is below the average for Wales of 20%. The school identifies about 16% of pupils as having additional learning needs, which is below the Wales average. A very few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity and a few pupils speak English as an additional language. A very few pupils speak Welsh as a first language.

The last inspection of the school was in January 2010. The headteacher took up his post in September 2005.

The individual school budget per pupil for Ysgol Bryn Collen in 2015-2016 means that the budget is £3,850 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,860 and the minimum is £2,933. Ysgol Bryn Collen is 29th out of the 46 primary schools in Denbighshire 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 school's current performance is good because:

- Most pupils make good progress in many aspects of learning, apply their skills successfully and recall what they have learnt enthusiastically
- Nearly all pupils are well-behaved, respond eagerly in lessons and make sound progress in developing their independent learning skills
- Most pupils have a well-developed understanding of how to make progress
- Many pupils make a significant contribution to the life of the school, undertaking a range of roles with maturity and contributing to the choice and content of the topics they study
- Pupils have imaginative learning experiences that provide relevant and challenging opportunities for them to develop their skills
- Pupils with individual needs receive effective support in an inclusive and welcoming community
- Most pupils attend school regularly

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leaders promote successfully an on-going commitment to raising standards and improving learning opportunities for pupils
- They work closely with staff as an effective team, with a shared understanding of the priorities for improvement
- They have the support of a knowledgeable governing body, who play a strong strategic role in the life of the school
- A rigorous process of self-evaluation underpins the school's planning for improvement, which leads to measureable improvements
- The close working between the school and a broad range of partners enables staff to develop their expertise and enhances provision effectively
- The headteacher and governing body monitor the school's finances efficiently and make good use of all available funding

Recommendations

- R1 Improve the standards of pupils eligible for free school meals
- R2 Improve the accuracy and presentation of pupils' writing in key stage 2
- R3 Improve levels of attendance of pupils eligible for free school meals
- R4 Develop the opportunities for independent learning in the Foundation Phase
- R5 Ensure that all teachers provide a high level of challenge for pupils of all abilities

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

The majority of pupils enter school with knowledge and understanding that are at the expected level for their age. Most make good progress and apply their skills effectively in a range of situations. They recall their previous learning successfully, particularly when discussing topics that they have initiated, such as learning about the Titanic.

Pupils in the Foundation Phase develop their listening skills well. Most pupils talk to adults and other pupils confidently. They make good progress in developing their reading skills and many talk knowledgeably about the books they enjoy and their favourite authors. Many pupils in Year 2 read confidently, use their knowledge of letter sounds to help them to read words that they are unsure of and correct themselves appropriately when they make an error. Pupils' writing skills develop well, so that by the end of the phase many pupils write independently and with increasing fluency. Many pupils in Year 2 use extended sentences in a character profile of 'The Enormous Crocodile' and include interesting, descriptive vocabulary in a 'Powerful Wish' story. Nearly all take care with the presentation of their work. Most form their letters well, use basic punctuation accurately and spell simple words correctly.

By the end of key stage 2, nearly all pupils contribute enthusiastically to discussions and express their ideas using an extensive vocabulary. They listen carefully and attentively in lessons. Pupils achieve well in developing their reading skills. Many pupils in Year 6 read challenging texts with good understanding and make sound progress in developing higher-order reading skills. Pupils make good progress in developing the content of their writing. They organise and present writing well in different ways, using appropriate language to suit the task. For example, pupils in Year 4 write detailed recounts of an episode of 'Macbeth'. However, many pupils do not take sufficient care with handwriting, spelling and punctuation.

In the Foundation Phase, most pupils use a suitable range of relevant numeracy skills successfully. Most Year 2 pupils are confident in compiling simple tables and block graphs to represent data. Many add and subtract accurately using numbers to 100. Many pupils identify odd and even numbers correctly, order numbers appropriately and are confident in solving problems.

Most pupils in key stage 2 develop a suitable range of number concepts and different methods of calculation relevant to their age. They know how to collate, represent and interpret a range of data. Many pupils develop effective problem-solving and reasoning strategies, and they undertake challenging activities enthusiastically. Pupils in Year 6 use six-figure co-ordinates accurately, and plot distances to scale. Many pupils are secure in their knowledge of multiplication tables and utilise them effectively to solve number problems. Many pupils choose their own methods of recording numerical data and can explain the reason for their choice.

In all classes, pupils use their literacy and numeracy skills effectively to support their work in many areas of learning. Year 6 pupils, for example, use their skills effectively in a science investigation to record their predictions and their findings. In history, they use the style of a diary to discuss actions taken by the suffragettes and in religious education they record aspects of Pentecost.

Most pupils have a positive attitude to learning Welsh. Many pupils in the Foundation Phase make appropriate progress in oracy and reading. They write accurate simple sentences by the end of Year 2. Many key stage 2 pupils communicate personal and factual information confidently, using familiar vocabulary and sentence patterns correctly, for example when discussing their work on Saint Collen. Many pupils read a range of Welsh books with increasing fluency and understanding. Pupils make sound progress in developing their writing skills at the start of key stage 2. For example, pupils in Year 4 write short pieces of dialogue appropriately and complete detailed profiles about themselves. However, older pupils in key stage 2 make limited progress in developing a range of patterns and vocabulary. This restricts their ability to write in different contexts.

Pupils who speak English as an additional language make good progress and most pupils with additional learning needs make steady progress in line with their ability. Pupils eligible for free school meals generally do not achieve as well as other pupils at the expected outcome at the end of the Foundation Phase or in science at the end of key stage 2

At the end of the Foundation Phase, performance at the expected outcome in literacy and mathematical development has tended to place the school in the lower 50% or bottom 25% over the last four years when compared with similar schools. Performance at the higher outcome has varied, but recently placed the school in lower 50% for literacy and the higher 50% for mathematical development. Performance at the end of key stage 2 at the expected level has tended to place the school in the lower 50% or bottom 25% for English, mathematics and science over the last four years when compared with similar schools. However, performance improved in 2015 and placed the school in the top 25%. Performance at the higher level has varied and there is no consistent pattern overall.

Wellbeing: Good

Most pupils have a clear understanding of the importance of staying healthy by taking regular exercise and eating a healthy diet. They develop a sound understanding of how to stay safe, including when they use the internet. They know how to seek help if they require support and know that they can use the school 'worry box' to access advice. Most pupils participate enthusiastically in physical exercise through regular sporting activities and varied extra-curricular clubs, including cross-country running, canoeing and rock climbing.

Most pupils behave well within the classrooms and around school. They are polite and respectful towards each other and adults. Nearly all pupils display a positive attitude to learning and work well, both independently and with others. Most are enthusiastic learners who focus well in class and are eager to participate. They have a sound understanding of how to improve their work.

Pupils undertake a wide range of roles within the school that develop their social and life skills effectively. For example, following work with the high school, sporting ambassadors organise games and other sporting activities for other pupils. Key stage 2 pupils prepare comprehensive information about the school for publication in the town's monthly newspaper.

Pupils have a very strong voice within the school through the work of the school council and they communicate their views effectively through the highly detailed questionnaires that key stage 2 pupils complete. Many pupils initiate themes for planned topic work each term. Pupils have a well-developed awareness of the local community and take pride in supporting a wide range of local, national and international charities.

Attendance rates have tended to place the school in the top 25% when compared with similar schools over recent years. However, the school was in the bottom 25% last year as the proportion of pupils eligible for free school meals declined and this moved the school into a different benchmark group. The school has now returned to its original group. Overall, the attendance of pupils eligible for free school meals is lower than that of other pupils. A few pupils do not arrive punctually at the start of the day.

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

The school provides a wide range of worthwhile, imaginative learning experiences for pupils that enrich and enhance their education. It provides sound support for pupils with individual learning needs through small group and individual sessions. The use of an open-ended task approach in lessons allows pupils who are more able to apply their skills at an appropriately high level. Staff extend the curriculum well through a purposeful range of visits and visitors, and a wide range of extra-curricular activities. However, staff do not provide sufficient, well-planned opportunities for younger pupils in the Foundation Phase to develop their independent learning skills.

Teachers plan relevant and challenging opportunities for pupils to develop their literacy and numeracy skills. They ensure that pupils have good opportunities to reinforce their skills in many areas of learning. Many pupils engage in valuable weekly problem-solving activities that support the development of their literacy and numeracy skills further. Pupils have the opportunity to develop appropriate information and communication technology (ICT) skills in all classes.

There is sound provision to develop pupils' Welsh language skills. Working with a drama company, involvement in a local jamboree and participating in the Urdd have a positive impact on pupils' knowledge and confidence in using the language. The school provides a suitable variety of opportunities to enhance pupils' understanding of Welsh culture and heritage. Visits to Glanllyn in Bala, working with Welsh artists and opportunities to study the work of famous authors, including Dylan Thomas, enhance this aspect of the school's work effectively.

Pupils have good opportunities to learn about sustainable development through work on exploring the impact of climate change and deforestation in Nepal. Staff develop pupils' awareness of global citizenship successfully through work on fair trade, links with schools in Italy and Nepal, and through work during the International Eisteddfod.

Teaching: Good

In all classes, teachers have good working relationships with pupils. All teachers share the learning objectives clearly and purposefully with pupils at the start of lessons. Nearly all teachers ensure that lessons proceed at a lively pace and, in most classes, teachers include stimulating and interesting tasks that motivate pupils successfully. Most teachers make effective use of open-ended questions and problem-solving activities that support pupils in developing their learning and thinking skills well. In most classes, teachers plan a suitable range of activities to cater for pupils of different abilities. In a few classes, teachers do not ensure that they match challenging activities closely enough to pupils' ability. In the Foundation Phase, staff do not always provide enough opportunities for pupils to learn independently.

Senior leaders use a wide range of performance data systematically to track the progress that pupils are making. They use the information consistently to identify pupils who need additional support or challenge to meet their learning needs. Teachers assess pupils' work accurately and regularly. They maintain clear, informative records for each pupil and most use the information from assessments to plan activities that match pupils' ability closely. Teachers set clear and challenging targets for each pupil and provide regular opportunities for them to evaluate their own work and that of others. Teachers mark pupils' work regularly, but their written comments do not always give pupils clear indications of how they can improve their work.

Care, support and guidance: Good

The school makes suitable arrangements for promoting a healthy lifestyle and staff develop pupils' understanding of how to stay safe effectively, including when they use the internet. Staff encourage pupils to participate in regular physical exercise, for example by providing extensive opportunities for them to take part in sporting activities after school. The school nutritional action group promotes nutritional theme days and provides healthy food for tasting sessions. The school has appropriate arrangements to promote healthy eating and drinking.

Pupils have many opportunities to develop their understanding of moral and social issues. The school promotes pupils' cultural development well through a range of visits and visitors, including work with the Llangollen Fringe. Learning within the curriculum and acts of collective worship provide beneficial opportunities for pupils to reflect and to develop their spiritual awareness appropriately.

The school makes purposeful use of external and specialist services to access support for pupils and their families. Staff work closely in partnership with agencies, including 'Action for Children', the speech and language therapy service and the Police liaison officer, to meet the needs of individuals.

There are sound arrangements for supporting pupils with additional learning needs and ensuring that they make progress. Teachers complete, evaluate and review individual education plans regularly. The detailed plans include suitable individual targets for pupils. The school involves parents fully in reviewing the progress their child is making. Teaching assistants support pupils effectively in small group and individual sessions.

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

Learning environment: Good

The school provides an inclusive, welcoming environment for all pupils. All staff treat pupils equally and promote diversity successfully. Pupils have access to all aspects of the school's curriculum and to the wide range of extra-curricular activities provided.

The school site and buildings are safe and secure. The accommodation is adequate for the number of pupils on roll. Staff make effective use of all available space to support pupils' learning. The colourful displays in communal areas, corridors and classrooms, celebrate pupils' work well and enhance learning activities. There are resources of good quality to support most aspects of learning, including well-stocked library areas and plentiful ICT equipment. However, there are insufficient resources of good quality to support independent learning in the Foundation Phase.

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

The headteacher has a clear vision for the school, which focuses clearly on raising standards and improving learning opportunities for pupils. He shares this vision successfully with all staff, governors, parents and pupils. As a result, pupils benefit from imaginative learning experiences that have a positive effect on standards and the quality of provision in the school.

The senior leadership team shows strong commitment to promoting continuous and sustainable improvements, through detailed tracking and monitoring arrangements. They provide useful on-going mentoring and support for staff to enable them to achieve challenging targets for improvement. This ensures a clear focus and firm direction for the school's development. Staff work closely to create a supportive whole-school ethos based on strong teamwork. They share a common understanding of the school's priorities for improvement and meet regularly to review standards and to discuss pupils' progress. The school addresses national and local priorities well, for example through the successful implementation of the national literacy and numeracy framework.

The governing body is committed to the development of the school and undertakes its role conscientiously. Members have a thorough knowledge of the school's strengths and areas for development, for example as a result of regular monitoring of pupils' books and undertaking learning walks. They have a strong strategic role in the preparation of the self-evaluation report and the school development plan. They

challenge school leaders effectively and work closely with them to secure improvements. The recent introduction of a communications committee to develop links between school and parents is an example of highly effective practice.

Improving quality: Good

The self-evaluation process is well established and it is effective in identifying the school's strengths and areas for improvement. The headteacher and senior leadership team have developed comprehensive procedures to evaluate the school's performance. Senior leaders make purposeful use of a wide range of first-hand evidence to inform self-evaluation, including lesson observations, scrutiny of pupils' work and the detailed analysis of performance data. Leaders seek the views of all stakeholders to inform the process. The evidence and recommendations following governors' visits to the school inform the process successfully. Staff respond effectively to the messages from the analysis of parents' questionnaires. Recently-introduced pupil questionnaires provide valuable, detailed information that feeds through to the school's self-evaluation and monitoring processes.

The school's self-evaluation of its strengths and areas for development is detailed, comprehensive and accurate. Senior staff use the information from the self-evaluation process effectively to set clear, detailed priorities in the school improvement plan. These priorities include measurable and specific targets that focus on improving pupils' standards. The school monitors progress in the implementation of the plan regularly and this has led to visible improvements, for example in standards of literacy, science and pupils' bilingual skills. Governors and senior leaders have appropriate responsibilities for evaluating and monitoring progress towards meeting the school's priorities.

Partnership working: Good

The school has a broad range of partnerships that have a positive impact on pupils' learning and wellbeing. Staff make purposeful, extensive links with the local community, including taking part in the local Remembrance Day service and the International Eisteddfod parade, to enhance pupils' learning opportunities successfully. These links promote a strong ethic of community involvement in the life and work of the school.

The school works closely with parents and keeps them well informed. Staff involve parents fully in their children's learning, including using purposeful homework tasks. Many parents support the school actively by listening regularly to pupils read, developing the school garden and fundraising through the parents, teachers and friends association.

Staff work closely with other schools to share good practice and to develop the expertise of staff. For instance, joint working has enabled senior leaders to develop the process of planning for improvement and the link with performance management. Teachers work regularly with staff from local schools to ensure the accurate assessment of pupils' work.

The school has a well-established partnership with the local pre-school group. School staff work regularly in the pre-school setting to support the development of the Foundation Phase approach. There are regular visits into school for children from the pre-school and this helps them to transfer confidently to the nursery class.

Teachers work closely with staff from the high school to support pupils as they move to the next stage of their education. The purposeful arrangements include planned workshops for pupils and joint sporting activities.

Resource management: Good

There are sufficient, well-qualified staff and leaders deploy them carefully to make the best use of their interests and expertise.

Thorough performance management arrangements ensure that all staff, including teaching assistants, have clear targets linked to their professional development. All staff have access to relevant training linked to their identified targets and school priorities. Specific training for teaching assistants, for example, ensures that they have the expertise to support pupils individually and in small groups. All teachers have appropriate planning, preparation and assessment time each week.

Staff participate actively in many learning networks that provide an extensive range of opportunities for them to improve their professional skills. The sharing of good practice with other schools has supported staff in the Foundation Phase, for example in improving pupils' spelling and handwriting.

The headteacher and governors monitor spending efficiently and allocate appropriate funding to support priorities for improvement. The school makes good use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals. The provision of targeted intervention programmes in areas of literacy and mathematics has had a positive impact on pupils' skills and achievement.

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

Appendix 1: Commentary on performance data

6632234 - Ysgol Bryn Collen

Number of pupils on roll	169
Pupils eligible for free school meals (FSM) - 3 year average	16.1
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	16	15	15	26
Achieving the Foundation Phase indicator (FPI) (%)	87.5	73.3	66.7	84.6
Benchmark quartile	2	4	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	16	15	15	26
Achieving outcome 5+ (%)	87.5	80.0	73.3	88.5
Benchmark quartile	2	3	4	3
Achieving outcome 6+ (%)	37.5	20.0	26.7	30.8
Benchmark quartile	1	3	3	3
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	16	15	15	26
Achieving outcome 5+ (%)	87.5	73.3	66.7	88.5
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	25.0	13.3	20.0	38.5
Benchmark quartile	2	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	16	15	15	26
Achieving outcome 5+ (%)	93.8	80.0	73.3	100.0
Benchmark quartile	2	4	4	1
Achieving outcome 6+ (%)	50.0	53.3	20.0	57.7
Benchmark quartile	2	2	4	2

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.

6632234 - Ysgol Bryn Collen

Number of pupils on roll	169
Pupils eligible for free school meals (FSM) - 3 year average	16.1
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	26	27	14	24
Achieving the core subject indicator (CSI) (%)	76.9	88.9	78.6	100.0
Benchmark quartile	4	2	4	1
English				
Number of pupils in cohort	26	27	14	24
Achieving level 4+ (%)	80.8	88.9	92.9	100.0
Benchmark quartile	3	3	3	1
Achieving level 5+ (%)	42.3	18.5	50.0	41.7
Benchmark quartile	1	4	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	26	27	14	24
Achieving level 4+ (%)	76.9	88.9	85.7	100.0
Benchmark quartile	4	3	4	1
Achieving level 5+ (%)	34.6	29.6	42.9	37.5
Benchmark quartile	2	3	2	3
Science				
Number of pupils in cohort	26	27	14	24
Achieving level 4+ (%)	84.6	88.9	78.6	100.0
Benchmark quartile	3	3	4	1
Achieving level 5+ (%)	34.6	37.0	*	33.3
Benchmark quartile	2	2	*	3

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	78	76 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	78	69 88%	9 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	78	69 88%	9 12%	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	78	71 91%	7 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.	78	61 78%	17 22%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	78	74 95%	4 5%	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.	78	75 96%	3 4%	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.	77	68 88%	9 12%	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.	75	63 84%	12 16%	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.	78	72 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.	78	39 50%	39 50%	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	78	52 67%	26 33%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses 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.	45	29 64%	15 33%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	45	36 80%	9 20%	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.	45	39 87%	6 13%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	45	27 60%	16 36%	1 2%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	44	18 41%	26 59%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	45	25 56%	20 44%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	29 64%	16 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	43	23 53%	18 42%	2 5%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	44	28 64%	15 34%	1 2%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	33 75%	11 25%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	45	34 76%	10 22%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	39	22 56%	16 41%	0 0%	1 3%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	44	23 52%	20 45%	1 2%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	45	32 71%	13 29%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	42	19 45%	23 55%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	44	31 70%	13 30%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	23 66%	11 31%	1 3%	0 0%	9	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	44	32 73%	12 27%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	45	29 64%	14 31%	2 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Linda Jane Williams	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Mrs Pamela Jane Parry	Peer Inspector
Mr David Coffey (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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