A report on

Ysgol Sŵn Y Don
Penmaenrhos
Colwyn Bay
LL29 9LL

Date of inspection: January 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:

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.

Publication date: 21/03/2017

Context

Ysgol Sŵn y Don is a community school for pupils aged three to eleven. It is on the outskirts of Old Colwyn in the County Borough of Conwy. The school was formed in September 2015 when Tan Y Marian Junior School and Penmaenrhos Infant School merged. The new school has been based on the site of the former junior school since September 2016.

There are 124 pupils on roll, of whom 102 are of statutory school age. There are four single-year classes in the Foundation Phase and two mixed-year classes in key stage 2. The school also has two resource base classes for pupils with moderate to severe learning needs. Most of the pupils who attend the resource base class in key stage 2 are on the roll at Ysgol Sŵn y Don. Nearly all the pupils who attend the Foundation Phase resource base are on the roll of another school.

Around 70% of pupils are eligible for free school meals. This is well above the national average (19%). About 42% of pupils have additional learning needs, which is well above the national average, and a few have a statement of special educational needs. A few pupils are in the care of the local authority. Nearly all pupils are of white British ethnic origin and speak English as their first language. No pupils speak Welsh at home.

The headteacher took up her post in April 2015. She was previously the headteacher at Penmaenrhos Infant School.

The individual school budget per pupils for Ysgol Sŵn y Don in 2016-2017 is £6,312 per pupil. The maximum per pupil in primary schools in Conwy is £14,063 and the minimum is £3,225. Ysgol Sŵn y Don is ninth out of 55 primary schools in Conwy in terms of its school budget per pupil.

Summary

The school's current performance	**Unsatisfactory**
The school's prospects for improvement	**Unsatisfactory**

Current performance

The school has the following good features:

- Pupils develop their speaking and listening skills appropriately
- Most pupils behave well and enjoy school
- The school provides a nurturing and supportive environment for pupils

However, the current performance of the school is unsatisfactory because:

- Many pupils have poor reading skills at the end of key stage 2
- Not enough pupils write at length or use a wide range of vocabulary
- Most pupils have poor presentation and handwriting skills
- Many pupils are not able to apply their number skills to solve problems well enough
- Most pupils do not develop information and communication technology (ICT) skills in data handling or modelling to a suitable level
- The school does not provide pupils with enough opportunities to develop their skills across the curriculum
- The quality of teaching and marking varies too much and does not help pupils to make as much progress as they could
- The school does not gather and analyse information on what pupils need to do to improve the standard of their work
- The school's procedures to assess and to track pupils' progress are too limited

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- Since its formation, leaders have made very slow progress in developing policies and procedures for bringing about improvement in standards
- The school does not have appropriate arrangements for distributing leadership roles among staff at different levels
- The school has not implemented the National Literacy and Numeracy Frameworks well enough and, as a result, many pupils do not have enough opportunities to develop their literacy and numeracy skills consistently
- Systems for managing the performance of staff are underdeveloped
- The processes of self-evaluation and planning for improvement lack rigour and effectiveness and do not focus well enough on raising standards
- Governors are not effective enough in challenging the school to improve
- Leaders do not track the use of financial resources well enough, particularly the specific grant funding for vulnerable pupils

Recommendations

R1 Raise standards in pupils' writing in English lessons and across the curriculum, including their handwriting and the presentation of their written work

R2 Raise standards in pupils' numeracy skills in mathematics lessons and across the curriculum

R3 Raise standards in pupils' ICT and Welsh skills in key stage 2

R4 Improve planning for the opportunities for pupils to apply their skills at an appropriate level across the curriculum

R5 Improve the quality of teaching to ensure that staff challenge pupils appropriately

R6 Improve processes to assess and track pupils' progress, including arrangements to help pupils know how to improve their work

R7 Improve leadership to strengthen the focus on standards at all levels

R8 Introduce a range of effective self-evaluation activities

R9 Track the effectiveness of the expenditure of specific grant funding to support vulnerable pupils

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?	Unsatisfactory

Standards: Unsatisfactory

Many pupils start school with skills which are often well below those normally expected of pupils of a similar age. As they progress through the Foundation Phase, the majority of pupils develop their skills well and make suitable progress. However, too many pupils, particularly the more able, do not sustain this progress well enough as they move through to the end of key stage 2.

Many pupils in the resource bases make good progress in their small steps towards becoming more independent. Nearly all younger pupils improve their speech, language and behaviour well and enjoy their learning experiences very much. Older pupils make effective progress in improving their numeracy skills and make their own learning decisions at an appropriate level.

Many pupils listen attentively when others are speaking. However, a few pupils in many classes do not listen well enough to oral instructions and do not always understand what teachers expect them to do. From a low starting point, most pupils make good progress in developing their speaking skills and use a wide and appropriate range of vocabulary. For example, older pupils speak competently when discussing the features of their written work that they wish to improve.

By the end of the Foundation Phase, more able pupils read with fluency and understanding and support each other well when reading unfamiliar words. They have a good basic recognition of letters and use their phonic skills well when faced with new words. Less able pupils struggle to blend simple sounds when reading aloud. More able pupils in the early part of key stage 2 read confidently for pleasure and enjoy discussing the reasons for choosing to read particular authors. Less able pupils often find it difficult to use punctuation marks to give emphasis when reading aloud. By the end of key stage 2, many pupils, including the more able, have made poor progress in improving their reading skills. Most pupils do not read with complete fluency or a secure understanding of the role of punctuation. Their higher-order reading skills are poorly developed and few of them can predict what can happen next in a story.

At the end of the Foundation Phase, more able pupils use their language skills well to write short sentences using basic punctuation. However, they do not redraft their work well enough to improve the standard of presentation and handwriting. As they progress through the early part of key stage 2, a few pupils write extended pieces of work using a wider range of vocabulary. However, by upper key stage 2, most pupils do not reach the standard of writing expected of them in their English books or across the curriculum. They do not write creatively or at length often enough. Most pupils have weak handwriting skills and the standard of presentation of their work is frequently poor. They seldom redraft their work in order to improve the content or the standard of presentation.

In numeracy and mathematics, many pupils learn the basic rules of number suitably as they progress through the school. In the Foundation Phase, pupils learn about the properties of different shapes appropriately. However, as pupils progress through key stage 2, they do not develop and apply their basic numeracy skills well enough to handle data and to solve problems confidently. Pupils in key stage 2 do not apply their skills across the curriculum in other subjects well enough. For example, in science, pupils do not use their numerical skills to record and evaluate the findings of experimental work effectively.

Many pupils use ICT devices to word process and to create effective pieces of work containing text and graphics. A minority of pupils use ICT applications to make suitable presentations of their work. In the Foundation Phase, many pupils use programmable toys well. A minority of pupils use ICT applications to make worthwhile presentations of their work. However, very few pupils can use spreadsheets and databases well enough or apply these skills across the curriculum.

In the Foundation Phase, most pupils have good Welsh language skills and demonstrate a positive attitude towards learning Welsh. Many pupils ask and respond to simple questions with confidence. They read basic sentences with accurate pronunciation and understanding. However, as pupils progress through the school, they make limited progress in improving their Welsh language skills and only a few key stage 2 pupils have a secure grasp of basic vocabulary and sentence patterns in Welsh.

Due to the relatively small number of pupils in each year group, the results of pupil assessments have to be treated with care because one pupil's results can have a significant influence on overall school performance and on any benchmarked comparisons, especially those based on pupils eligible for free school meals.

In teacher assessments at the end of the Foundation Phase, pupils' performance at the expected outcome, compared with levels in other similar schools, fluctuates from year to year, but there is an overall improving trend in literacy. At the higher outcome, the school's relative performance has deteriorated over recent years.

At the end of key stage 2, pupil outcomes at the expected and higher levels in English, mathematics and science tend to place the school in the bottom 25% when compared with similar schools.

Wellbeing: Adequate

Many pupils have an appropriate understanding of how they can keep healthy through an active lifestyle and a balanced diet. Most pupils feel safe in school and they are confident about speaking to adults to ask for help, when necessary.

Most pupils are happy in school and attend school regularly. However, a few pupils are frequently late and, as a result, many pupils lose learning time at the start of the first lesson.

Nearly all pupils behave well in lessons, around the school and while playing outside. Most pupils feel that staff deal well with the very few pupils who behave

inappropriately. Most pupils are courteous and thoughtful, and work well with others. The majority of pupils in the Foundation Phase have a suitable input into what they might learn. However, few pupils are able to reflect effectively on their own or other pupils' work in order to identify steps to improve their own learning. Many pupils do not display pride in their work and are not motivated well enough to improve it.

The recently elected school council has begun to participate in decision-making and take on responsibilities in the school appropriately. For example, it has collected the views of other pupils on the different clubs they would like to see in the school. However, relatively few pupils take on responsibilities and contribute through leadership roles to the life of the school.

Key Question 2: How good is provision?	Unsatisfactory

Learning experiences: Unsatisfactory

Detailed long-term and medium-term planning ensures that all pupils study an interesting range of topics that broadly meet the full range of the National Curriculum. However, planned learning activities do not consistently provide enough challenge, particularly for more able pupils. The use of the outdoor space in the newly extended building is not fully developed, particularly in the Foundation Phase. The school provides a well-organised after-school football club that promotes pupils' fitness and team building strategies very well. However, overall the school offers a very limited range of extra-curricular activities.

The majority of teachers plan to provide appropriate opportunities for pupils to apply their literacy skills across the curriculum. However, in a minority of classes, activities do not give pupils opportunities to practice their literacy skills at a high enough level. Many teachers do not plan good enough opportunities for pupils to apply their numeracy skills regularly and at the same level as in their numeracy lessons. Most teachers plan and provide opportunities for pupils to use ICT regularly, but the limited quality and range of these activities means that pupils do not develop their skills enough as they move through the school. The school's procedures for teaching pupils about the safe use of technology are not wide-ranging enough.

Most teachers have begun to plan appropriately for the development of pupils' Welsh language skills. However, these plans are at an early stage of development. Leaders do not ensure that all pupils have sufficient access to Welsh language provision. The school provides a few good opportunities for pupils to study the work of Welsh artists, such as the collage work of Josie Russell. However, overall, the school provides limited experiences for pupils to learn about the culture and heritage of Wales.

The school is beginning to promote pupils' understanding of sustainable development suitably through topics where pupils learn about recycling and their own responsibility for the environment. The school promotes sustainability appropriately through the use of recycling bins and monitoring the use of lights around the school. However, pupils' knowledge about global citizenship is limited.

Teaching: Unsatisfactory

Nearly all teachers are good language models and manage the behaviour of nearly all pupils effectively. All teachers have effective working relationships with pupils and a few use humour well to engage their attention appropriately. They use teaching support staff well in classes, particularly to support pupils with additional learning needs. A minority of teachers explain clearly to pupils what they are going to do and are expected to achieve in a lesson. However, the majority do not do this consistently or often enough.

When the range of pupils' ability in the learning session is wide, many teachers do not plan a suitable range of activities with different levels of challenge to meet the needs of all pupils. In these cases, teachers expect pupils to work too long on often inappropriate tasks which fail to motivate them. As a result, the activities do not develop pupils' learning and understanding well enough.

A few teachers mark pupils' work effectively and give pupils useful feedback and achievable targets for improving the standard of the work. However, many teachers use too much praise for mediocre work and do not give pupils clear guidance on what they need to do to improve. They rarely require pupils to assess their own work or to redraft work to make improvements. Overall, assessment for learning processes are weak.

The school's practices for assessing the work of pupils are at a very early stage of development. Teachers use a limited range of assessment data to measure, track and record pupils' achievement and progress. However, staff collect useful assessment information on pupils with additional learning needs and use this well to provide these pupils with appropriate extra support.

The school issues useful reports to parents at the end of the school year. However, these reports do not meet statutory guidelines as they do not report on pupil progress outside the core areas of learning in the Foundation Phase.

Care, support and guidance: Good

The school provides sufficient opportunities to develop pupils' spiritual, cultural, moral and social needs successfully in lessons and through collective worship. For example, the school has developed the cultural understanding of pupils in the Foundation Phase well through opportunities to learn about the Hindu festival of Diwali. Pupils in key stage 2 complete worthwhile projects on the environment looking at climate change. As a result, they learn to reflect on their own lives to consider how they might be more ecologically friendly.

The school's improved practices to encourage pupils to behave well are effective in nearly all cases. School staff successfully promote healthy lifestyles, for example by encouraging healthy eating at break and lunchtimes and through ensuring pupils have plenty of opportunity for regular exercise. The school makes appropriate arrangements for pupils to learn about the dangers of smoking and substance abuse.

School leaders have established effective partnerships with a significant number of external agencies. For example, health agencies and social services provide valuable support in the early identification of the varying health and social needs of many pupils, including those in the resource base classes. These working relationships have a positive effect on the progress of identified pupils.

The school has comprehensive individual education plans for pupils with additional support needs. They have clear, measurable and appropriate targets. Staff set targets and review these regularly with valuable input from pupils, parents and specialist agencies. As a result, staff provide effective support for many of the pupils with additional learning needs.

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

Learning environment: Good

The school is a warm and friendly community that values all pupils. Leaders have established an inclusive ethos where all pupils have equal access to all of the school's provision. For example, the school organises a residential course for Year 6 pupils, which has a positive effect on pupils' wellbeing. Staff promote diversity appropriately, for example when celebrating cultural festivals, such as Diwali and the Chinese New Year.

The recently refurbished accommodation and outside areas are of good quality and well maintained. The school site is safe and secure. Classrooms are an appropriate size and suitable for the number of pupils on roll. Staff make good use of all the available indoor space. However, following delays in the building of the extension of the school, they do not yet make good enough use of the outdoor space for learning in the Foundation Phase. There are sufficient resources of good quality in most classes. These generally match pupils' needs well. Displays throughout the school are attractive. However, there is very little of pupils' literacy and numeracy work on display in most classrooms to celebrate their achievements.

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

Leadership: Unsatisfactory

The school has very recently revised its motto and vision statement to place a strong emphasis on 'believing and achieving'. However, this is not yet fully evident in day-to-day school life. The headteacher has established an interim leadership team who meet regularly. However, their meetings do not have a strong focus on addressing school improvement issues.

Performance management arrangements for teachers and support staff are suitable and focus appropriately on meeting school improvement priorities and individual areas for development. However, targets are not always specific or measurable enough to support effective review of staff performance. particularly in relation to improving teaching and learning. Leaders do not challenge underperformance well enough. For example, they have not addressed the issue of inconsistencies in teaching and assessment between classes.

The school does not have any subject leaders and members of the senior leadership team assume responsibility for all curriculum development. As a result, leaders do not share workload and duties appropriately. Regular staff meetings mainly concentrate on improving aspects of provision, such as planning and behaviour, but do not focus on pupils' standards well enough. Overall, leaders do not plan to improve pupils' outcomes strategically.

The school has made limited progress in addressing national priorities, such as the implementation of the literacy and numeracy frameworks or promoting the Welsh dimension in pupils' learning.

The newly-formed governing body is supportive of the headteacher. Governors meet regularly to consider staffing, pupil numbers and building issues. The governing body has a suitable range of committees and statutory panels, but governors have yet to meet. The headteacher provides governors with a range of school performance data, but they do not have a good understanding of the school's areas for improvement. Governors do not visit the school routinely to gain first-hand evidence. As a result, they do not play a full enough role in self-evaluation and do not challenge the school to improve well enough.

Improving quality: Unsatisfactory

Leaders have not yet established an effective cycle of self-evaluation activities that enable them to get a clear picture of the school's strengths and areas for improvement. They currently rely too heavily on the regional consortium to undertake most monitoring activities. Leaders do not make classroom observations routinely or undertake purposeful scrutiny of pupils' books. They do not analyse performance information regularly to track pupils' progress effectively. As a result, the self-evaluation report is mainly descriptive and does not link to a wide range of first-hand evidence. It does not focus on the impact of actions taken on improving outcomes and provision well enough. The headteacher takes responsibility for writing the report and there is little involvement of other stakeholders in the process. The school does not seek or use the views of parents and pupils often enough to inform its evaluation of strengths and areas for improvement.

The school development plan contains a suitable number of priorities for improvement that link appropriately to areas that the school needs to improve. Each plan includes actions, timescales, persons responsible and resources needed. However, priorities are too broad and a few timescales are unrealistic. In addition, the plans do not outline clearly how leaders will monitor and evaluate actions. There is evidence that the school has made a few improvements over time. For example, the school identified that pupils' behaviour was poor. As a result, leaders introduced a new whole-school approach and pupil behaviour has improved. However, they have made little progress in improving standards.

Partnership working: Adequate

The school has established suitable links with other primary schools in the local area to observe practice and improve planning. For example, a few teachers have observed the effective organisation of the numeracy curriculum in another school and, as a result, have introduced smaller ability groups.

The school works effectively with a playgroup that meets on the school premises, outside agencies and parents to ensure that pupils settle easily into school. There are well-established transition arrangements with local secondary schools. For example, teachers collaborate regularly to moderate pupils' work. Regular visits and shared teaching resources support pupils' smooth transition to the next stages in their learning. The school works co-operatively with its on-site community centre. However, the school has not yet developed opportunities to work with the wider community.

The school provides suitable opportunities for parents to become involved with school activities, such with road safety and first aid. However, communication with parents is limited in terms of helping them to engage fully in supporting their child's learning.

There are suitable partnerships with the local authority and regional consortium. These have supported the school to monitor teaching and to identify valuable priorities for future development. However, these activities have not had a significant impact on improving pupils' standards and the overall quality of provision.

Resource management: Unsatisfactory

The school has an appropriate number of qualified staff to teach the curriculum. Leaders generally deploy staff efficiently to support pupils' needs. The headteacher organises a suitable range of relevant opportunities for teachers and learning support staff to take part in training linked closely to their role and to school priorities. For example, teaching assistants have had recent training to improve their ability to support pupils' numeracy. There are appropriate arrangements for teachers' planning, preparation and assessment time, including opportunities for staff to plan together. Senior leaders receive appropriate additional non-contact time for leadership duties.

Since the merger of the two previous schools, the school has only had one year of funding. Leaders set an appropriate budget based on the school's current needs and monitor spending regularly. However, there is still a large budget surplus and leaders do not always manage funds to improve provision and to raise pupil standards effectively.

The school uses its Pupil Deprivation Grant to support vulnerable pupils suitably. For example, they use funding to employ additional staff to improve pupils' behaviour and to teach literacy and numeracy skills in smaller groups. However, leaders do not plan all spending strategically and do not track the impact of the grant on improving pupils' outcomes well enough.

In view of the standards that pupils' achieve and the overall quality of provision and leadership, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6622273 - Ysgol Swn Y Don

Number of pupils on roll   124
Pupils eligible for free school meals (FSM) - 3 year average   70.2
FSM band   5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	*	*	*	17
Achieving the Foundation Phase indicator (FPI) (%)	*	*	*	64.7
Benchmark quartile	*	*	*	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	17
Achieving outcome 5+ (%)	*	*	*	88.2
Benchmark quartile	*	*	*	2
Achieving outcome 6+ (%)	*	*	*	11.8
Benchmark quartile	*	*	*	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	*	*	*	17
Achieving outcome 5+ (%)	*	*	*	64.7
Benchmark quartile	*	*	*	4
Achieving outcome 6+ (%)	*	*	*	5.9
Benchmark quartile	*	*	*	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	*	17
Achieving outcome 5+ (%)	*	*	*	64.7
Benchmark quartile	*	*	*	4
Achieving outcome 6+ (%)	*	*	*	0.0
Benchmark quartile	*	*	*	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.

6622273 - Ysgol Swn Y Don

Number of pupils on roll	124
Pupils eligible for free school meals (FSM) - 3 year average	70.2
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	*	*	*	10
Achieving the core subject indicator (CSI) (%)	*	*	*	30.0
Benchmark quartile	*	*	*	4
English				
Number of pupils in cohort	*	*	*	10
Achieving level 4+ (%)	*	*	*	30.0
Benchmark quartile	*	*	*	4
Achieving level 5+ (%)	*	*	*	20.0
Benchmark quartile	*	*	*	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	*	*	*	10
Achieving level 4+ (%)	*	*	*	40.0
Benchmark quartile	*	*	*	4
Achieving level 5+ (%)	*	*	*	20.0
Benchmark quartile	*	*	*	4
Science				
Number of pupils in cohort	*	*	*	10
Achieving level 4+ (%)	*	*	*	30.0
Benchmark quartile	*	*	*	4
Achieving level 5+ (%)	*	*	*	0.0
Benchmark quartile	*	*	*	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.

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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.

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.	55		52 95%	3 5%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	55		49 89%	6 11%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	55		53 96%	2 4%		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	55		55 100%	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.	55		55 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	54		51 94%	3 6%		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.	55		54 98%	1 2%		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.	55		55 100%	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.	54		46 85%	8 15%		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.	55		46 84%	9 16%		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.	55		31 56%	24 44%		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	55		38 69%	17 31%		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.	10	1 10%	5 50%	3 30%	1 10%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	10	3 30%	5 50%	1 10%	1 10%	0		Mae fy mhlentyn 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.	9	2 22%	5 56%	1 11%	1 11%	1		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	10	1 10%	5 50%	3 30%	1 10%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	10	0 0%	3 30%	5 50%	2 20%	0		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	9	1 11%	7 78%	1 11%	0 0%	1		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	10	2 20%	5 50%	3 30%	0 0%	0		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	9	0 0%	4 44%	2 22%	3 33%	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%	6%	2%			
Staff treat all children fairly and with respect.	7	1 14%	2 29%	3 43%	1 14%	3		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.	7	1 14%	5 71%	1 14%	0 0%	3		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%			
My child is safe at school.	8	1 12%	5 62%	1 12%	1 12%	2		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'.	9	2 22%	4 44%	2 22%	1 11%	1		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%			

	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 am kept well informed about my child's progress.	10	2 / 20%	4 / 40%	1 / 10%	3 / 30%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	1 / 10%	7 / 70%	1 / 10%	1 / 10%	0	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.	8	0 / 0%	2 / 25%	3 / 38%	3 / 38%	2	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.	8	0 / 0%	5 / 62%	2 / 25%	1 / 12%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	7	1 / 14%	2 / 29%	4 / 57%	0 / 0%	3	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	0 / 0%	3 / 30%	4 / 40%	3 / 30%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	8	0 / 0%	3 / 38%	3 / 38%	2 / 25%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Ms Eleanor Davies	Reporting Inspector
Mrs Elizabeth Jane Counsell	Team Inspector
Mrs Vanessa Bowen	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Mr Peter George Owen	Peer Inspector
Miss Wendy Rowlands (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

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.