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

A report on

**Llandrillo Yn Rhos Primary School
Elwy Road
Llandrillo Yn Rhos
Colwyn Bay
Conwy
LL28 4LX**

Date of inspection: October 2016

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: 13/12/2016

Context

Llandrillo yn Rhos Primary School is situated in the outskirts of Colwyn Bay. The school opened in 1995 following the amalgamation of the previous junior and infant schools. The school is on two separate sites, divided by a road. Most pupils come from the immediate area around the school.

Pupil numbers have increased over the last four years. There are currently 414 full-time and 60 part-time pupils on roll, aged from 3 to 11. Pupils are taught in 14 single-age classes. In addition, there are two part-time nursery classes. There are 15 full-time and five part-time teachers, with 16 full-time and nine part-time support staff.

English is the predominant language for nearly all pupils. A very few pupils speak Welsh at home, and a few pupils learn English as an additional language. Approximately 16% of pupils are eligible for free school meals, which is lower than the average for Wales. The local authority looks after a few pupils.

The school has identified that around 16% of pupils have additional learning needs. This is lower than the average of 25%. A very few pupils have a statement of special educational needs.

The school is currently a pioneer school and is working with Welsh Government and other schools to take forward developments relating to the curriculum and/or other professional learning.

The present headteacher took up her post in September 2011. The school was last inspected in February 2011.

The individual school budget per pupil for Llandrillo yn Rhos Primary School in 2016-2017 means that the budget is £3,258 per pupil. The maximum per pupil in the primary schools in Conwy is £14,063 and the minimum is £3,225. Llandrillo yn Rhos Primary School is 53rd out of the 55 primary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The current performance is good because:

- Nearly all pupils make good progress
- The quality of teaching is consistently good
- Pupils with additional needs make good progress as a result of the care and support they receive
- Pupils' skills in oracy and information and communication technology (ICT) are particularly well developed
- Pupils play a highly effective role in the daily life of the school and in their own learning
- The use of the school's learning environment is highly effective in enhancing pupils' wellbeing and enjoyment of learning

Prospects for improvement

The prospects for improvement are good because:

- The senior leadership team is effective in ensuring a clear strategic direction for the school, which is understood by staff, governors and parents
- All staff work closely together to create a supportive whole school ethos, based on good teamwork and high expectations
- Leaders deploy staff very effectively to make best use of their experience and expertise
- Leadership roles are distributed very well, and all staff undertake their roles conscientiously, supporting school initiatives effectively
- The governing body works strategically and is a supportive, critical friend of the school
- The school has well-established procedures to support the process of planning for improvement, which has raised standards in many areas

Recommendations

R1 Improve the achievement of pupils eligible for free school meals

R2 Make explicit the link between targets, actions and success criteria in the school development plan

R3 Address the health and safety concerns identified during the inspection

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are broadly in line with the expected level for their age. By the time they leave school, most pupils make good progress and achieve well, including pupils with additional learning needs.

Pupils develop their skills in oracy well. In the Foundation Phase, many pupils speak clearly and explain their ideas confidently. By Year 6, most pupils are articulate, confident communicators. They contribute eloquently to discussions, explaining well-reasoned thoughts and opinions, using a wide vocabulary.

Most pupils make good progress with their reading. By Year 2, many pupils read simple texts accurately, using good intonation and expression. They use their phonics skills well to work out new words. More-able pupils correct their own mistakes intuitively when they read aloud. They enjoy their reading and speak confidently about their favourite books and authors. By the end of key stage 2, nearly all pupils read a range of texts fluently at or above the expected levels. They can infer and deduce information from a text, and make sensible, well-thought out predictions about what might happen next. Most pupils speak confidently about genres of books that they like and dislike, giving thoughtful arguments to support their choices. They enjoy reading along with and then discussing the whole class novels that their teacher shares with them.

In the Foundation Phase, most pupils make a good start in learning to write. By the time they leave the reception class, most can control their pencil to make legible, correctly formed letters. By the end of Year 2, many pupils can write short information and fiction texts. More-able pupils write exciting stories, using well-chosen vocabulary. By the end of key stage 2, most pupils write effectively in a wide range of genres. For example, they plan and construct a well-balanced debate about whether the internet has made the world a better place. They make good use of their redrafting skills to refine and polish their writing. Many pupils across the school use their writing skills effectively in other subjects. For instance, more able Year 6 pupils use well-chosen, emotive language to describe their thoughts in a diary, as they imagine being evacuated to the countryside during World War 2.

Pupils' spoken Welsh develops well as they move through the school. In the Foundation Phase, most pupils greet adults confidently, and respond appropriately to instructions both within lessons and around the school. By the end of key stage 2, most pupils apply their language skills with increasing accuracy when responding to questions about themselves, their likes and dislikes. They write short pieces of prose well and apply their reading skills competently to answer questions from a given text.

Most pupils achieve good standards in mathematics. By the end of Foundation Phase, most pupils can add, subtract, multiply and divide suitable numbers and solve simple problems. They can tell the time and place distances and measures of

capacity in order. By the end of key stage 2, most pupils are competent mathematicians. They are able to check their answers to calculations, for example by using the inverse operation. More able pupils use their knowledge of geometry to calculate missing angles, and begin to understand simple algebra by identifying patterns and replacing numbers with letters. They know when to construct block graphs and when line graphs are more appropriate. Many pupils have well-developed thinking, reasoning and problem solving skills. Many Year 6 pupils use their numeracy skills to a very high standard, for example to show the results of their investigations in science. However, across the school, not all pupils use their numeracy skills in other subjects to the same high level as they do in mathematics.

Many pupils have well developed skills in ICT. In the Foundation Phase, many pupils control electronic toys and use a mouse on a personal computer. They take digital images and use simple simulations. Most move and control objects on a tablet screen or interactive whiteboard. In key stage 2, most pupils communicate information clearly, by selecting the most appropriate programme or application for the task. They present their work skilfully by manipulating text and pictures to achieve different effects to suit their audience. By Year 6, many pupils use coding confidently, creating games at different levels to challenge their friends. They present ideas as sound files, for example in music, or as images, in art, and combine ideas using several media. Most pupils use a range of meaningful graphs, charts and spreadsheets effectively to present and interrogate data. They know how to create their own databases.

When compared with similar schools, pupils' performance at the expected outcome 5 at the end of the Foundation Phase has tended to place the school in the lower 50% for literacy over the last four years. In mathematical development, pupils' performance has fluctuated, moving the school between the top 25% and the bottom 25%, although the trend over time is declining. At the higher-than-expected outcome 6, pupils' performance in mathematics and in literacy has declined, moving the school from the top 25% to the bottom 25% when compared with similar schools.

Pupils' performance at the expected level 4 at the end of key stage 2 has placed the school consistently in the higher 50% for English, but the lower 50% for science, when compared with similar schools. In mathematics, pupils' performance has improved to place the school in the higher 50%. However, at the higher-than-expected level 5, although pupils' performance has improved over the past three years the school has remained in the lower 50% when compared with similar schools.

Pupils eligible for free school meals tend to do less well than their peers over time, especially at the higher-than-expected levels. Although there are some fluctuations between cohorts, generally girls and boys have achieved equally well.

Wellbeing: Excellent

The imaginative use of the outstanding learning environment supports pupils to achieve very high levels of wellbeing. For example, through the forest school provision, pupils develop their problem solving skills and teamwork to a very high standard. Nearly all pupils have extremely positive attitudes to learning. They have high levels of self-esteem. They talk enthusiastically about how much they enjoy

participating in the extensive range of learning experiences available to them, such as art, music and ICT.

Many pupils have significant responsibilities, which they approach very maturely and with genuine pride. As a result, most pupils feel actively involved in decision-making and school improvements. Groups including the art ninjas, lizard monitors and green rangers all make extensive contributions to the life of the school by improving the provision for all pupils. The school council are highly effective. For example, they recently consulted their peers and organised the funding and installation of specialist outdoor gym equipment for the key stage 2 playground. They undertake important daily duties that contribute significantly to the smooth running of the school. The Digital Wizards provide outstanding leadership in the development of ICT, for example by regularly updating the very informative school website.

Nearly all pupils are very happy in school and feel safe. They know whom to speak to if they are worried or concerned and know how to keep themselves safe online and outside school. Nearly all pupils have positive attitudes to improving their own wellbeing. For example, they know the importance of regular exercise and healthy eating, and as a result try to make improvements to their own diet and exercise. They participate enthusiastically in the wide range of extra-curricular opportunities offered by the school.

Pupils make many choices about how and what they learn. As a result, many pupils are effective independent learners, who think deeply about their work. Most pupils contribute enthusiastically to planning their class topic work, which in turn helps them to engage wholeheartedly with their learning. Where appropriate, they select their own tasks in class to provide the right level of challenge. All pupils meet individually with their teachers to set their own targets for improvement each term. As a result, they demonstrate very high levels of independence and motivation in their learning.

Behaviour is nearly always good in lessons and around school. Pupils care for and support each other particularly well in the classroom, in the dining halls and when playing, which creates outstanding social harmony. Attendance rates are consistently above the average when compared with those of similar schools, and have improved steadily each year.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum, which meets all requirements. Teachers plan a broad range of learning experiences, linking subjects meaningfully and engaging pupils' interest. Teachers promote good Foundation Phase practice successfully. For example, they plan worthwhile opportunities for pupils to make choices in their learning. Across the school, adults plan effectively to use the extensive outdoor provision. Provision for developing the expressive arts and using new technologies is a particular strength of the school. Teachers and teaching assistants provide a rich range of extra-curricular activities, which enhance pupils' learning well.

Teachers' planning focuses well on developing pupils' skills. It takes good account of what pupils can already do and what they need to do next. There are many well-focused opportunities for pupils to apply their literacy and ICT skills across the curriculum. However, the work in pupils' books shows that the opportunities for pupils to apply their numeracy skills progressively in other subjects are less well developed.

Provision for the development of the Welsh language is good. The school provides purposeful opportunities for pupils to hear and read Welsh across the school. Nearly all staff use incidental Welsh well throughout the day. There is a good range of Welsh vocabulary and useful phrases on display in classrooms and corridors. Teachers promote pupils' understanding of the culture, history and heritage of Wales well. For example, they study the work of Welsh artists, celebrate special events such as St David's Day and visit places of historical interest, for example Conwy castle and Bryn Euryn.

The school has established effective provision for sustainable development and global citizenship through good cross-curricular topic work. The eco committee is proactive and promotes energy conservation and recycling successfully. The school has a purposeful link with a school in China. A visiting teacher delivers weekly Mandarin lessons to key stage 2 pupils. This helps to develop pupils' understanding of other cultures and languages well.

Teaching: Good

Teachers across the school have high expectations of their pupils. Teaching is often lively and engaging. Lessons build well on what pupils can already do. Teachers are successful in making English and mathematics relevant and enjoyable in the context of the class topic. For example, in a Year 5 class, the teacher makes good use of the class novel about a Victorian workhouse, in order to develop pupils' writing skills and vocabulary when describing characters and their feelings.

Teaching assistants are skilled in asking the right questions to help pupils to think deeply about their work. They intervene when it is appropriate, but support pupils to learn by experimenting and making occasional mistakes.

In many lessons, explanations and introductions are brisk and teachers manage their time very effectively. However, on the few occasions where the pace of learning slows, pupils become restless.

Lessons have a clear learning focus. Teachers' feedback to pupils links directly to the focus of the lesson and informs pupils how well they have achieved. Pupils respond to teachers' comments, and this process helps them to improve their work.

Teachers assess pupils' work regularly and accurately. They make good use of the school's assessment and tracking system, for example to review the ability groups for literacy and mathematics on a regular basis. Teachers hold termly mentoring meetings with each pupil individually, in order to set targets for improvement. This supports pupils to focus effectively on the next steps in their learning.

Annual reports to parents meet all statutory requirements. In addition, parents receive useful information each term about their child's progress and targets for improvement.

Care, support and guidance: Good

The arrangements for supporting pupils' spiritual, moral and social development are effective. These include a programme of visits by local clergy, the police liaison officer and a good range of extra-curricular activities. Visits to local museums, studies of work by local artists and involvement in the Urdd eisteddfod support pupils' cultural awareness successfully. The school makes appropriate arrangements for promoting health eating and drinking, for example through a healthy fruit tuck shop. There are clear procedures to promote positive behaviour and good attendance. As a result, pupils' behaviour is good and attendance rates show steady improvement.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. A very few issues that have an unfavourable effect on pupils' health and safety were drawn to governors' attention at the time of the inspection.

Provision for pupils with additional learning needs is effective. The school has a comprehensive system to identify pupils' learning needs and through carefully co-ordinated intervention strategies provides good support for them. Individual education plans are of good quality. They include specific targets, which are reviewed regularly in consultation with parents. As a result, nearly all pupils with additional learning needs make good progress.

The school has strong links with specialist services and external agencies, for example speech and language therapists and educational psychologists. These provide effective support and guidance for staff, parents and pupils.

Learning environment: Excellent

Leaders have developed a colourful, highly stimulating learning environment, which provides plentiful, creative opportunities for all pupils to access a richly resourced curriculum. The extensive and well-maintained school grounds across both sites provide all pupils with good access to adventure equipment, trim trails and a playing field. All pupils have access to a well-managed, well-maintained and well-equipped forest school and outdoor classroom. Teachers in the Foundation Phase building make extremely good use of the well-resourced outdoor learning area, which is directly accessible to all pupils from their classrooms. All teachers make highly effective use of the smaller, less obvious spaces available, to enhance and extend the learning environment for their pupils. In addition, within the grounds there are exemplary specialist areas for an art studio and a community learning hub, which benefit all pupils.

The internal areas are brightly decorated and welcoming. There are high quality displays throughout the learning environment, and particularly creative displays of pupils' artwork in the dining hall of the key stage 2 building and in the community hub. Classrooms are well equipped and all pupils have access to plentiful computers, tablets and interactive white boards. These extensive ICT resources are highly effective in supporting pupils' learning.

Teachers have developed a caring, inclusive ethos, which is immediately evident and reflected in all the school's activities. As a result, the school provides a secure and inclusive environment for all pupils. The accommodation is clean and orderly. The school has made highly appropriate arrangements to ensure that pupils with disabilities or additional needs can access most areas of the two sites.

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

Leadership: Good

The senior leadership team is effective in ensuring a clear strategic direction for the school.   It has high expectations of staff and makes sure that there is a clear focus on raising standards and improving provision. All staff work closely together to create a supportive whole school ethos, based on good teamwork.

Senior leaders distribute responsibilities well. All staff undertake their roles conscientiously, supporting school initiatives effectively. For example, they prepare detailed action plans for their areas of responsibility, lead staff meetings and make presentations to the governing body. There are regular, well-organised meetings that have a clear focus on school initiatives. The process of performance management is well established and effective in supporting school improvement. Monitoring provides a good level of information on coverage of the curriculum and provision, but does not always focus sufficiently on the standards that pupils achieve.

The school is making good progress in addressing initiatives that meet local and national priorities, such as ensuring that pupils develop their ICT skills well.

The governors fulfil their role and statutory responsibilities effectively. They have a secure understanding of the school's strengths and progress in addressing areas for improvement through well-planned monitoring visits, detailed reports from the headteacher and presentations from staff. Governors have a clear understanding of the data on pupils' outcomes and use their knowledge well to challenge the school appropriately.

Improving quality: Good

The school has well-established procedures to support the process of planning for improvement. All staff and governors are fully involved in discussions to review the school's performance. Senior leaders seek the views of all parents through the parent council and the regular use of questionnaires. Pupils know that they can express their views through the school council.

In order to evaluate the school's performance, senior leaders undertake detailed analysis of the school's data, monitor pupils' progress against targets and make effective use of on-going assessments. Staff make appropriate use of their monitoring of the provision, including book scrutiny, learning walks and lesson observations, to inform self-evaluation.

There are clear links between areas for development identified in the self-evaluation report and priorities in the school improvement plan. The improvement plan focuses well on priorities to raise standards. It includes challenging targets linked to each

priority. However, senior leaders do not ensure that tasks and success criteria within the plans relate closely enough to the targets set.

Senior leaders rigorously monitor the progress that the school is making in addressing its improvement priorities. Evidence shows that the school has raised standards in many areas.

Partnership working: Good

The school has a wide range of strategic partnerships that support pupils' learning and wellbeing successfully. Staff keep parents well informed about the work of the school, for instance through newsletters, email and a very comprehensive website. Opportunities for parents to share their children's learning experiences are well organised and effective, for example through learning together weeks. However, a very few parents do not feel comfortable about approaching the school with questions, suggestions or a problem.

There are good transition arrangements with the local playgroup, between the two sites and with the feeder high school. The additional transition support provided for vulnerable pupils and their families is a particular strength. As a result, all pupils have a good understanding of what to expect and settle quickly when they move from one stage of their education to the next.

Strong links with the community, for example with local churches and a supermarket, enrich pupils' learning experiences well.

The school recently organised and hosted an evening for teachers within the local authority to exchange and share good practice. As a result, leaders have made effective changes to their processes of identifying and supporting specific groups of pupils, including those whose circumstances may make them vulnerable to underachievement.

Resource management: Good

There are sufficient, well-qualified teaching and support staff to ensure the successful delivery of the curriculum. Leaders deploy staff very effectively to make best use of their experience and expertise. This has had a positive impact, for example, on the support for pupils with individual needs and enhancing the curriculum through the creative arts and forest school. In key stage 2, teachers who are specialists in art and music cover their colleagues' planning, preparation and assessment time. As a result, pupils enjoy these subjects very much and achieve good standards in their work.

All staff are fully involved in the effective process of performance management. The setting of performance management targets supports school improvement successfully. Staff attend a suitable range of training courses. Most training links well to school priorities and has a positive impact on standards. Arrangements for the observations of lessons in other classes by teachers provide particularly good opportunities for sharing good practice and developing a consistent approach. Teachers are fully involved in evaluating their own performance. They identify areas

where they have particular strengths and aspects where they would like to develop their expertise.

The headteacher and governors monitor spending rigorously and allocate appropriate funding to support priorities for improvement. They are proactive in seeking additional sources of funding, for example to improve the school's learning environment. The school makes good use of the Pupil Deprivation Grant to improve the provision for pupils eligible for free school meals. 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

6622103 - Ysgol Llandrillo yn Rhos

Number of pupils on roll 469
Pupils eligible for free school meals (FSM) - 3 year average 15.2
FSM band 2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	51	58	51	60
Achieving the Foundation Phase indicator (FPI) (%)	88.2	89.7	74.5	90.0
Benchmark quartile	2	2	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	51	58	51	60
Achieving outcome 5+ (%)	90.2	91.4	80.4	90.0
Benchmark quartile	3	2	4	3
Achieving outcome 6+ (%)	43.1	31.0	27.5	23.3
Benchmark quartile	1	2	3	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	51	58	51	60
Achieving outcome 5+ (%)	98.0	96.6	84.3	90.0
Benchmark quartile	2	1	4	3
Achieving outcome 6+ (%)	41.2	36.2	17.6	31.7
Benchmark quartile	1	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	51	58	51	60
Achieving outcome 5+ (%)	96.1	96.6	90.2	95.0
Benchmark quartile	3	3	4	3
Achieving outcome 6+ (%)	52.9	48.3	72.5	75.0
Benchmark quartile	2	3	1	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.

6622103 - Ysgol Llandrillo yn Rhos

Number of pupils on roll   469
Pupils eligible for free school meals (FSM) - 3 year average   15.2
FSM band   2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	49	52	54	58
Achieving the core subject indicator (CSI) (%)	79.6	90.4	92.6	96.6
Benchmark quartile	4	2	2	2
English				
Number of pupils in cohort	49	52	54	58
Achieving level 4+ (%)	93.9	92.3	94.4	96.6
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	51.0	34.6	38.9	43.1
Benchmark quartile	1	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	49	52	54	58
Achieving level 4+ (%)	81.6	92.3	96.3	98.3
Benchmark quartile	4	2	2	2
Achieving level 5+ (%)	32.7	30.8	35.2	41.4
Benchmark quartile	3	3	3	3
Science				
Number of pupils in cohort	49	52	54	58
Achieving level 4+ (%)	93.9	92.3	92.6	96.6
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	44.9	25.0	29.6	37.9
Benchmark quartile	2	3	4	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.

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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.

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.	102		101 99%	1 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	102		102 100%	0 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	102		100 98%	2 2%		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	102		101 99%	1 1%		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.	102		102 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	102		100 98%	2 2%		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.	101		101 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	102		100 98%	2 2%		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.	102		93 91%	9 9%		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.	102		100 98%	2 2%		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.	102		88 86%	14 14%		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	102		99 97%	3 3%		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.	86	60 70% 63%	23 27% 33%	3 3% 3%	0 0% 1%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	87	63 72% 73%	21 24% 26%	3 3% 1%	0 0% 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	87	60 69% 72%	23 26% 26%	4 5% 1%	0 0% 0%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	85	51 60% 62%	32 38% 34%	2 2% 3%	0 0% 1%	2		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	80	35 44% 47%	40 50% 48%	3 4% 4%	2 2% 1%	7		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	84	53 63% 61%	27 32% 36%	3 4% 2%	1 1% 0%	3		Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	86	60 70% 65%	26 30% 34%	0 0% 1%	0 0% 0%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	80	38 48% 49%	31 39% 43%	8 10% 6%	3 4% 2%	7		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.
Staff treat all children fairly and with respect.	81	47 58% 60%	23 28% 35%	6 7% 4%	5 6% 1%	6		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	81	48 59% 60%	30 37% 37%	3 4% 2%	0 0% 0%	6		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	85	50 59% 66%	30 35% 32%	4 5% 2%	1 1% 1%	2		Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	70	38 54% 56%	25 36% 39%	5 7% 4%	2 3% 1%	16		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	86	46 53% 49%	29 34% 41%	9 10% 8%	2 2% 2%	1		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.

	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.	86	58 67%	14 16%	12 14%	2 2%	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.	73	36 49%	29 40%	7 10%	1 1%	14	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.	82	41 50%	36 44%	5 6%	0 0%	5	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.	66	33 50%	28 42%	5 8%	0 0%	21	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.	84	51 61%	28 33%	4 5%	1 1%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	83	58 70%	19 23%	4 5%	2 2%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Fiona Arnison	Reporting Inspector
Linda Williams	Team Inspector
Rhian Jones	Team Inspector
Susan Roden	Lay Inspector
Menna Sweeney	Peer Inspector
Sharon Davies	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.