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

A report on

Ysgol Y Parc Infants
Ruthin Road
Denbigh
LL16 3ER

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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 Y Parc Infant School is in the town of Denbigh in Denbighshire local authority. The school caters for pupils between the ages of three and seven in seven classes. There are 199 pupils on roll, including 48 who attend the nursery part-time.

Around 13% of the pupils are eligible for free school meals, which is below the national average (19%). The school identifies around 13% of pupils as having additional learning needs, which is also below the national average (25%). No pupil has a statement of special educational needs. Most pupils speak English as their first language and no pupils speak Welsh at home. A few pupils are learning English as an additional language.

The deputy headteacher is currently the acting headteacher and took up this position in September 2016. The headteacher is currently on maternity leave. The school's last inspection was in December 2009.

The individual school budget per pupil for Ysgol Y Parc Infant School in 2016-2017 means that the budget is £3,956 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,267 and the minimum is £3,066. Ysgol Y Parc Infant School is 28th 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 current performance of the school is good because:

- Most pupils have strong speaking and listening skills
- The standards of reading and writing are consistently good across the school
- Nearly all pupils are well motivated and show enthusiasm in all aspects of school life
- Most pupils have a secure understanding of what they need to do to improve their work
- The school provides a broad and stimulating curriculum that builds successfully on pupils' prior knowledge
- Staff provide a wide range of interesting learning experiences that meet the needs and interests of pupils effectively
- Most teachers use a stimulating range of teaching strategies to engage the interest and enthusiasm of pupils
- The school places a high priority on all aspects of pupils' wellbeing; it is a caring community and staff know the pupils and their needs well
- The school is an inclusive, welcoming and caring community for all pupils and teachers and pupils recognise and celebrate diversity well

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher provides very effective leadership and management in promoting good standards and wellbeing
- Governors have a highly developed understanding of the work of the school and the standards that pupils achieve
- The self-evaluation process is robust and effective
- The school development plans contain relevant targets and success criteria, and they identity responsibilities and resources clearly
- Senior leaders and teachers with subject responsibilities monitor progress that the school is making towards meeting its priorities regularly to ensure that improvements are successful
- The school has made effective progress in addressing previous priorities
- Staff undertake a wide range of professional development opportunities that support their performance management targets and school development priorities

Recommendations

R1 Further improve pupils' Welsh language skills and strengthen their understanding of Welsh dimension

R2 Increase pupils' opportunities to learn independently and to make decisions about their own learning

R3 Ensure that all pupils benefit from quality experiences in the outdoor areas

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

Most pupils enter the school with levels of skills, knowledge and understanding that are broadly in line with those expected of pupils of a similar age. During their time at school, most pupils make good progress. Pupils with additional learning needs make consistently good progress in relation to their individual learning targets.

Across the school, most pupils have strong speaking and listening skills. They use these skills effectively, for example when explaining that animals have escaped from the zoo into the school overnight. Most pupils listen attentively and respond well to questions and when discussing their work in pairs. For example, they explain in detail why the rabbit prefers to live outside rather than in the classroom.

Standards of reading are consistently good across the school. Most pupils are enthusiastic about reading. They show interest in stories and characters and older pupils talk with interest about types of books and authors. They often make effective use of their knowledge of phonics to work out how to read unfamiliar words. Older pupils use punctuation effectively to read aloud with expression. A few pupils have exceptionally good reading skills for their age.

Most pupils make good progress in developing their writing skills. They spell with increasing accuracy and use punctuation effectively, at an appropriate level for their age and ability. Across the school, pupils present their work neatly and clearly. Many pupils show good levels of concentration when producing extended pieces of writing. Older pupils write for a wide range of purposes and show a sound understanding of the different features and styles of writing. For instance, they understand what to include when writing a persuasive letter to explain the importance of having a lighthouse keeper. Most pupils generally use their writing skills at an appropriate level in most areas of learning.

Across the school, most pupils have a secure understanding of number facts and they apply this knowledge well in problem solving activities. Pupils have a sound understanding of addition and subtraction and more able pupils are developing knowledge of multiplication and division. Most pupils develop a secure understanding of basic fractions, for example by dividing regular shapes into halves or quarters. At the end of Year 2, pupils are beginning to add simple fractions through practical and formal activities. They read digital and analogue clocks accurately and round numbers to the nearest 100. They work confidently with data, for example when recording the results of different occupations within the school using tally charts and bar charts accurately to record pupils' favourite fireworks. Pupils are beginning to organise their own work and to show how they have calculated their answers. Pupils are able to apply their numeracy skills at an appropriate level in other areas of learning, such as working out their change from travelling to coastal resorts across Wales.

Most pupils make worthwhile progress in using their information and communication technology (ICT) skills. Pupils are beginning to create graphs using suitable software packages and use tablet devices to record and reflect on their work. Pupils are beginning to change images through adding simple animations and sounds to pictures. Older pupils are able to create posters and fact files by changing fonts and copying and pasting images from search engines. Most older pupils know how to stay safe when using the internet.

Standards in Welsh across the school are adequate. Most pupils have positive attitude to learning Welsh. Nursery pupils use a wide range phrases appropriately, for example when responding to questions or instructions from adults. From this strong starting point, pupils across the school make adequate progress. Most pupils use a limited range of vocabulary and sentence patterns when speaking. They read enthusiastically but only a minority show understanding of what they have read. A few pupils use Welsh independently outside of Welsh lessons.

Pupils with English as an additional language make very good progress, and those with additional learning needs make good progress against their individual targets.

At the end of the Foundation Phase, when compared with similar schools over the past four years, pupils' performance in literacy and mathematical development has generally placed the school in the top 25% at the expected outcome. At the higher outcome the school has been in the higher 50% in the last two out of four years.

Pupils eligible for free school meals tend to achieve as well as other pupils at the expected level. However, they do not perform as well as others at the higher than expected level.

Wellbeing: Good

Nearly all pupils are well motivated and show enthusiasm in all aspects of school life. Across the school, most have good levels of concentration and take a pride in their work. Pupils work co-operatively with others, particularly when they discuss their work in pairs and small groups. Nearly all pupils are extremely polite and well mannered, and they show care and respect for other pupils and adults. For example, 'playground buddies' ensure that everyone has a friend at break times.

Nearly all pupils feel happy and safe and are confident that staff will deal with any problems they may have. A few pupils share their concerns with the worry pixies to voice their anxieties in confidence. Pupils are developing and promoting an appropriate understanding of how to use the internet safely though an e-safety group. Most pupils have a good understanding of how to keep healthy by eating appropriate foods and taking regular exercise. For example, all pupils take part in the daily 'wake up, shake up' activities and many pupils attend after school sports clubs.

Pupils contribute ideas about what they would like to learn and these ideas influence teachers' planning. Across the school, pupils have a secure understanding of what they need to do to improve their work. Year 2 pupils are confident when setting their own relevant targets. As a result, pupils know how to develop their work further. The majority of pupils' independent working skills are developing appropriately, but in

many classes a minority of pupils are too heavily reliant on adult support and direction and pupils do not make enough decisions on how and where they learn. As a result, only a few develop effective thinking and problem solving skills.

Pupils have a strong commitment to the school and they undertake additional responsibilities such as 'Helpwr Heddiw', and older pupils become members of the eco-committee and school council. Pupils are beginning to understand their role within these committees.

Most pupils arrive at school punctually. Attendance levels over the past four years have improved and now place the school in the higher 25% when compared with other similar schools. .

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and stimulating curriculum that builds successfully on pupils' prior knowledge. Staff provide a wide range of interesting learning experiences that meet the needs and interests of pupils effectively. These include 'take over days' that immerse pupils in work of famous authors and literacy characters. As a result, pupils are motivated and make good progress in their learning.

Teachers work successfully to plan topics and themes that cover most areas of learning for the Foundation Phase. Provision for pupils to use their literacy and numeracy skills across the curriculum is effective. Arrangements to develop specific reading skills in guided reading sessions are successful. A planned broad range of opportunities supports most pupils to learn how to write for different purposes and audiences effectively. Teachers provide pupils with effective opportunities to use their literacy and numeracy skills in other areas of learning. As a result, most pupils develop these skills successfully, although there is an over reliance on adult-led activities. The school makes very good use of support staff to provide worthwhile intervention programmes for pupils who require support to improve their basic skills in literacy and numeracy. Teachers are beginning to ensure that ICT activities link to other areas of learning. Most pupils benefit from the forest and farm area. For example, pupils look after the chickens and rabbits and pupils collect eggs and use them to cook healthy meals. However, all staff do not always fully utilise the outdoor provision to ensure quality learning experiences.

A diverse range of extra-curricular clubs and educational visits enrich pupils' learning experiences successfully. For example, craft and cooking sessions contribute well to developing pupils' extends pupils' learning and wellbeing skills. Teachers ensure that there is planning for the Welsh dimension in their programmes of work. However, implementation of these plans in most classroom activities is limited. The school provides a few opportunities of good quality for pupils to learn about the history and culture of Wales though visiting and studying local castles. Arrangements to teach the Welsh language are structured and planned adequately within the daily routine. However, there are insufficient opportunities for pupils to develop their oracy skills outside of these sessions and overall opportunities to develop their skills in speaking the Welsh language are underdeveloped.

Teachers promote pupils' awareness of sustainability and global citizenship well. For example, an Eco Day is held each term and pupils promote sustainability, recycling and conserving energy. The eco committee are beginning to understand their roles and responsibilities, such as promoting walking to school and saving water. Many pupils have a strong understanding of aspects of the wider world. The school has an active link with a school in Uganda, and pupils write letters and share emails in order to develop an understanding of school life in other countries. Pupils' involvement in numerous charity fundraising events enhances their sense of themselves as citizens locally and in the wider community.

Teaching: Good

Most teachers use a stimulating range of teaching strategies to engage the interest and enthusiasm of pupils. Most teaching is effective and supports pupils to make good progress in their learning. There are positive and respectful working relationships between staff and pupils. All staff manage pupils' behaviour well. Most lessons progress at a lively pace and meet the needs of the wide variety of abilities in each class. Generally, adults over direct the pupils and frequent use of worksheets restricts the potential for pupils to organise their own work effectively. This limits pupils' ability to use their independent learning skills.

Most teachers have clear expectations of what pupils should learn during lessons. They explain tasks clearly and this helps pupils to understand how to succeed in their work. Teachers review success criteria routinely with the pupils and this helps pupils to assess their own work and that of their peers effectively. Teachers and teaching assistants provide constructive verbal feedback to pupils during lessons and they regularly ask suitable questions to extend learning.

Most teachers mark pupils' work appropriately. Pupils receive beneficial opportunities to use practise their individual targets to in order to develop and improve their skills further. Teachers monitor pupils' progress carefully. There are suitable arrangements to ensure that teachers make accurate end of key stage assessments of pupils' standards. Parents receive valuable information about their child's progress through regular parents' meetings and detailed annual reports.

Care, support and guidance: Good

The school places a high priority on all aspects of pupils' wellbeing. It is a caring community and staff know the pupils and their needs well. Staff provide valuable experiences that promote pupils' spiritual, moral and social development effectively. Strong local links with churches, businesses and local services help pupils to develop a good understanding of living in a community. A good example of this is the pupils' participation in a mock wedding.

Staff encourage pupils to show respect and consideration for others through termly themes about wellbeing. For example, staff throughout the school highlight social and emotional issues such as healthy relationships. This has a positive impact on pupils' self-esteem. Pupils' cultural development is promoted effectively through areas of learning, including learning about feasts and festivals in other countries. Collective worship makes a valuable contribution to promoting pupils' understanding

of whole school values. The school has successful arrangements to promote healthy eating and to provide good opportunities for regular exercise. For example, the school celebrates and records the amount of fruit eaten at lunchtimes.

There are beneficial links with a range of specialist agencies and support services to ensure that pupils have access to professional support when necessary. These include speech and language services, physiotherapists, occupational therapists and the behaviour support team. They work closely with the school to provide valuable support and information for pupils and their families.

The support for pupils who have additional learning needs enables them to make good progress. Staff identify pupils' learning needs early. Teaching assistants provide good levels of support for targeted pupils in booster groups. Detailed individual education plans provide clear targets for improvement. Teachers review pupils' progress regularly and renew individual targets in consultation with parents. As a result, many pupils with additional needs make good progress in relation to their targets. The school sensitively identifies pupils with emotional and social difficulties and ensures that their needs are met successfully.

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

Learning environment: Good

The school is an inclusive, welcoming and caring community for all pupils. Teachers and pupils recognise and celebrate diversity well. As a result, a culture of mutual care and respect permeates across the school. Pupils have equal access to all areas of the school's curriculum and to the wide range of extra-curricular activities provided. The wellbeing of all pupils is a priority of the school and this underpins its caring ethos. The extensive outdoor areas provide valuable spaces for pupils to play and learn, for example, in the forest and farm area. However, not all classes make the best use of these outdoor learning spaces and this limits the range of quality learning experiences offered to all pupils.

The school site and buildings are safe, secure and suitably maintained. There is sufficient classroom space for the number of pupils on roll. Staff use all shared areas well for creative activities and role-play. There is a suitable range of quality resources of good quality that support teaching and learning well. Displays around the school celebrate pupils' activities, achievements and support learning successfully.

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

Leadership: Good

The acting headteacher provides very effective leadership and management in the absence of the headteacher. She has high expectations of staff and pupils. She promotes an ethos where families, pupils and staff are encouraged to work in partnership.

The roles of the senior leadership team are developing successfully in supporting the acting headteacher. Regular staff and half-termly review meetings consider important issues, such as the analysis and discussion of pupil performance. As a result, leaders track the progress of all pupils robustly. All teachers have well-defined roles, linked to aspects of the curriculum and school management. They work closely as a team, meet regularly, and co-operate with other schools. The school has effective systems to manage the performance of all teachers and learning support assistants. They focus on improving outcomes for all pupils and there is a clear willingness to take on new ideas and ways of working.

Most governors undertake their roles rigorously. Governors have a highly developed understanding of the work of the school and the standards that pupils achieve. They use their knowledge from regular school visits well to provide appropriate support and challenge for the school leaders. The governing body contributes effectively to self-evaluation processes and to setting the school's improvement priorities. Governors monitor the quality of school improvement and the school's financial procedures carefully. For example, they have suitable plans to ensure that the school moves out of its current deficit budget situation.

The school addresses national priorities successfully. For example, leaders have a clear focus on attendance, raising standards of literacy and numeracy and preparation for the Digital Competency Framework. Planning for the development of Welsh language skills remains an area for further improvement.

Improving quality: Good

The self-evaluation process is robust and effective. Leaders use a range of first-hand evidence to identify the school's strengths and areas for improvement effectively. They draw upon pupils' work, lesson observations and performance information to make clear and accurate judgements about the school's strengths and areas for further development. Leaders also listen to the views of staff, pupils, parents and governors and act on these to improve aspects of the school's work.

There is a clear link between the findings of self-evaluation and the priorities for improvement set out in the school development plan. Action plans contain relevant targets and success criteria and they identity responsibilities and resources clearly. Senior leaders and teachers with subject responsibilities monitor progress towards priorities regularly to ensure that improvements are successful. As a result, previous plans have brought about improvements in many areas, such as improving standards in reading and mathematical development. Leaders have included parents in supporting school improvements effectively, for example through sharing teaching strategies for developing numeracy skills.

The school has responded appropriately to reviews and recommendations following monitoring visits by the local consortia. This is beginning to have a positive effect on teaching and learning. The school has made good progress in addressing the recommendations made in the last inspection report.

Partnership working: Good

The school has an extensive range of effective partnerships that contribute effectively to raising standards and improving the wellbeing of all pupils. There is a strong partnership with parents. The close working partnership between parents and the school enables families to play an active part in their child's education. Parents are well informed and supportive of the school's work and activities through detailed newsletters, the school's informative website and other social media communication.

The school co-operates closely with the onsite pre-school group and this enables pupils to settle quickly in the nursery class. Arrangements for transferring older pupils to the junior school prepares them well for the next stage in their education. For example, a Year 5 pupil from the junior school mentors each Year 2 pupil to support pupils' wellbeing before and after transition.

The school has effective links with the cluster of primary schools. This includes sharing and observing good practice and moderating and standardising assessments accurately at the end of the Foundation Phase. The school collaborates with a local junior school to allow pupils to use their ICT facilities regularly. As a result, pupils develop their ICT skills effectively.

The school's strong links with the community provide worthwhile experiences for pupils. For example, a local vicar visits the school regularly and supports learning experiences, such as the school wedding. There are beneficial links with local businesses, such as a local supermarket, which enrich pupils' learning and give pupils a better understanding of the world of work.

The close partnership that exists between the school and a wide range of specialist services ensures that vulnerable pupils and those with additional needs receive appropriate support. These links are also used effectively to train and support staff.

Resource management: Good

The school is a very well-organised teaching and learning community. Leaders have managed the recent changes to the staffing structure extremely well to ensure continuity in pupils' standards and wellbeing. Staff work well as a team to provide a caring and stimulating learning environment for pupils. Teaching assistants make a strong contribution to pupils' outcomes across the school. The school's arrangements for teachers' planning, preparation and assessment time are effective. There are useful opportunities to plan with colleagues in different year groups to ensure continuity and progression.

All teachers and teaching assistants undertake a wide range of professional development opportunities that supports their performance management targets and school development priorities. For example, training in developing extended writing skills has had a positive impact on pupils' ability to write across the curriculum. Valuable arrangements for staff to monitor and observe teaching improve subject knowledge and support sharing of good practice across the school. The school has developed networks of professional learning with other schools and, as a result, has raised standards of pupils' learning and wellbeing in such areas as numeracy and improving attendance.

Senior leaders manage funds carefully. However, the school is in financial deficit at present. With guidance from the education authority, they are following a financial recovery plan to address the issue. The school makes good use of the pupil deprivation grant to improve the literacy, numeracy and wellbeing of targeted, vulnerable pupils. Leaders evaluate the impact of spending successfully.

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

Appendix 1: Commentary on performance data

6632136 - Ysgol Y Parc

Number of pupils on roll	204
Pupils eligible for free school meals (FSM) - 3 year average	14.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	42	50	52	50
Achieving the Foundation Phase indicator (FPI) (%)	85.7	92.0	100.0	100.0
Benchmark quartile	3	2	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	42	50	52	50
Achieving outcome 5+ (%)	92.9	92.0	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving outcome 6+ (%)	14.3	26.0	48.1	48.0
Benchmark quartile	4	3	1	2
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	42	50	52	50
Achieving outcome 5+ (%)	88.1	92.0	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	31.0	18.0	44.2	50.0
Benchmark quartile	2	4	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	42	50	52	50
Achieving outcome 5+ (%)	97.6	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving outcome 6+ (%)	28.6	30.0	59.6	78.0
Benchmark quartile	4	4	3	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

The number of responses received were fewer than 10. No data will be shown.

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod		
Overall I am satisfied with the school.	44	27 61%	16 36%	1 2%	0 0%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
			62%	34%	3%	1%		
My child likes this school.	44	34 77%	9 20%	1 2%	0 0%	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.	44	31 70%	11 25%	1 2%	0 0%	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.	43	30 70%	11 26%	1 2%	0 0%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			61%	35%	3%	1%		
Pupils behave well in school.	44	20 45%	21 48%	0 0%	0 0%	3		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			47%	48%	4%	1%		
Teaching is good.	44	26 59%	16 36%	2 5%	0 0%	0		Mae'r addysgu yn dda.
			61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	44	29 66%	15 34%	0 0%	0 0%	0		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			64%	34%	1%	0%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
The homework that is given builds well on what my child learns in school.	44	17 / 39%	16 / 36%	3 / 7%	1 / 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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	44	22 / 50%	17 / 39%	2 / 5%	0 / 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	33 / 75%	11 / 25%	0 / 0%	0 / 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	43	26 / 60%	17 / 40%	0 / 0%	0 / 0%	0	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'.	44	20 / 45%	14 / 32%	0 / 0%	1 / 2%	9	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	44	21 / 48%	18 / 41%	2 / 5%	1 / 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	44	24 / 55%	14 / 32%	5 / 11%	1 / 2%	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.	44	19 / 43%	13 / 30%	4 / 9%	0 / 0%	8	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.	44	21 / 48%	21 / 48%	0 / 0%	0 / 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	43	18 / 42%	14 / 33%	2 / 5%	0 / 0%	9	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.	44	27 / 61%	17 / 39%	0 / 0%	0 / 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	44	25 / 57%	15 / 34%	2 / 5%	0 / 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Vanessa Bowen	Reporting Inspector
David Kenneth Davies	Team Inspector
James Kerry George Jones	Lay Inspector
Fay Green	Peer Inspector
Lisa Cannon	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.