



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

A report on

**St Elfod Junior School
Ffordd Y Morfa
Abergele
Conwy
LL22 7NU**

Date of inspection: July 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 09/09/2015

Context

Ysgol Sant Elfod is in the town of Abergele in the Conwy local authority. The school caters for pupils between the ages of seven and eleven. Currently, there are 265 pupils on roll, with pupils taught in ten single-age mainstream classes.

The school has a specialist resource class for pupils with moderate learning difficulties. The resource class caters for up to 12 pupils from a wider catchment area than the mainstream school.

The three-year average for the proportion of pupils eligible for free school meals is around 32%. This is significantly higher than the average for Wales (21%). The school identifies about 31% of pupils as having additional learning needs, which is higher than the Wales average. A few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity. A very few pupils speak Welsh as a first language.

The last inspection of the school was in June 2009. The headteacher took up his post in September 2007.

The individual school budget per pupil for Ysgol Sant Elfod in 2014-2015 means that the budget is £3,983 per pupil. The maximum per pupil in the primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Sant Elfod is 34th out of the 59 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 school is good because:

- Most pupils make at least good progress from their start points and many achieve high standards at the end of the key stage
- Pupils use their literacy and numeracy skills very successfully to support their work in a range of subjects
- Nearly all pupils have a very positive attitude to learning and participate enthusiastically in lessons
- Nearly all pupils behave well and co-operate very well with other pupils during lessons
- Pupils take a very active role in their own learning and, as a result, develop a very clear understanding of how well they are doing and what they need to do in order to improve
- All teachers have high expectations of what pupils can achieve and plan interesting learning experiences that engage pupils fully
- The school provides a caring, supportive environment that meets pupils' individual needs

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders and the governing body provide strong and effective management for the school, with a clear focus on raising standards and improving provision
- There is an effective process of self-evaluation that draws appropriately on a wide range of evidence
- Leaders identify clear and detailed priorities for school improvement and can demonstrate rigorous progress in making improvements, for example in raising standards in mathematics
- The strong partnerships with parents, the community and other local schools have a very positive impact on outcomes for pupils
- The school uses its resources skilfully to ensure all groups of pupils achieve success

Recommendations

R1 Improve the performance of pupils eligible for free school meals

R2 Raise standards achieved by the more able pupils in science

R3 Extend the involvement of pupils in discussing what and how they learn

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

On entry to the school, many pupils are working at the expected level and a minority are working at a higher level. Most pupils make at least good progress and build on their skills well as they move through the school. For example, around half of the pupils achieve the higher level in English and mathematics by the end of the key stage.

Nearly all pupils make sound progress in developing their oracy skills. Most contribute enthusiastically to discussions, speaking clearly and confidently in front of an audience. They express their ideas well when working with a partner. They listen carefully and attentively in lessons.

Most pupils have a very positive attitude to reading and know the types of books they enjoy. Younger pupils read with confidence, take notice of punctuation to support their reading, and correct themselves when they make an error. Pupils in Year 6 display good higher-order reading skills, such as skimming and scanning, when they read information leaflets, brochures and websites in order to locate specific information in text quickly and accurately.

Most pupils make good progress in developing the content of their writing. They organise and present writing well in different ways, using appropriate language to suit the task. For example, when writing letters of complaint to a hotel, pupils make appropriate use of formal language and present their ideas imaginatively. Most pupils make good progress in developing their handwriting, spelling and use of punctuation.

Throughout the school, pupils make strong use of their literacy skills to support their work across the curriculum. For instance, in history, pupils in Year 6 write detailed recounts of the life of Winston Churchill and Adolph Hitler. Pupils in Year 4 use their skills well to support their work on healthy lifestyles.

Most pupils make good progress in developing their numeracy skills. By the end of the key stage, most pupils show a sound understanding of the effects on a number when multiplying or dividing by 10, 100 or 1,000. They use their understanding of fractions and percentages to solve problems accurately. Most pupils apply the four rules in number successfully. They use a variety of graphs and draw sensible conclusions from the data. Pupils use their numeracy skills very effectively in a range of subjects, particularly with the application of their data handling and problem solving skills.

Most pupils show a positive attitude towards using Welsh and make steady progress in speaking. They reply to questions and short conversations using appropriate words and phrases. They make sound progress in writing, showing a good understanding of sentence structures. They use a range of appropriate vocabulary

within a given context, for example when describing places in Cardiff such as the Millennium Stadium and the National Assembly of Wales. Older pupils read with fluency and show a good understanding of the text.

Overall, boys achieve slightly better than girls in all subjects. Pupils with additional learning needs, and those in the resource base, achieve well in relation to their individual needs. At the end of key stage, the gap in performance between pupils eligible for free schools meals and others is reducing. However, pupils eligible for free school meals do not generally achieve as well as others.

At the expected level 4, when compared to similar schools, performance has varied considerably over the past four years in English, mathematics and science. At the higher level 5, performance has shown a trend of improvement and over the past three years and has consistently placed the school in the higher 50% or the top 25% for all subjects.

Wellbeing: Excellent

Most pupils have a very good understanding of how to keep fit and healthy. Through active participation in a range of physical activities, most pupils demonstrate a clear appreciation of the importance of adopting a healthy lifestyle. Pupils feel safe in school and are confident that staff will deal promptly with any concerns. They develop an appropriate awareness of how to stay safe, including when they use the internet.

Nearly all pupils have a very positive attitude to school life. They are enthusiastic learners who concentrate exceptionally well during lessons and enjoy learning. All pupils are polite, courteous and considerate to each other, staff and visitors. At over 94%, rates of attendance are good and compare well with those of similar schools over time.

Pupils make outstanding progress in developing their social and life skills. Nearly all pupils have an exceptionally clear understanding of what they need to do to improve their learning. They are fully aware of their strengths and can effectively evaluate their own work and that of their peers. Pupils make good progress in learning through working very closely with others to develop their ideas and share their knowledge, for example, while creating a newflash bulletin. However, pupils are not sufficiently involved in contributing to what and how they learn.

The school council, healthy eating group and eco committee enthusiastically undertake a wide range of responsibilities. These include high levels of participation in community projects to improve the safety of the local area, creating a play policy for all pupils and producing a video for other pupils to encourage healthy lifestyles. Pupils take an active role in producing the high quality and informative weekly newsletter for parents and benefit greatly through initiatives that improve their understanding of managing money and financial matters.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

The school provides an exceptional range of worthwhile learning experiences that meet the needs of all pupils very successfully. Teachers engage pupils effectively by ensuring that they base activities on real-life situations and pupils' interests, with many focused on local events such as refreshments for the town's rugby match. The school provides extensive provision for more able pupils through activities such as the young pioneers programme. These activities have a positive effect on many aspects of pupils' learning.

The school enriches the curriculum with high quality visits out of school, the innovative use of specialist visitors and the frequent use of special days and themed weeks on, for example, respecting others and healthy living. An extensive range of extra-curricular activities, that include sporting clubs, music clubs and the 'Funday Monday' pyramid club, provide valuable opportunities for pupils to develop their skills in many areas.

Staff plan very effectively for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills. They use the National Literacy and Numeracy Framework skilfully to plan suitable opportunities for pupils to use their skills across the curriculum. Teachers track pupils' progress against specific aspects of the framework and use the information highly effectively to ensure all activities challenge pupils appropriately. As a result, pupils make very good progress in ability classes, building on their literacy and numeracy skills successfully.

Teachers plan systematically to enable pupils to develop successfully their skills in Welsh as they move through the school. Staff provide a range of well-planned activities, including many visits out of school, that effectively develop pupils' awareness of the history and culture of Wales.

The school provides a wide range of opportunities to raise pupils' awareness of improving the environment. Members of the eco council willingly take on responsibility for promoting recycling and energy saving. Through their study of other countries, the link with Mumbai, the sponsorship of a child in Botswana and 'India week', pupils develop their knowledge of global citizenship effectively and gain a very good insight into a range of different cultures.

Teaching: Good

In all classes, teachers have good working relationships with pupils and ensure high standards of behaviour. All teachers consistently provide opportunities for pupils to work together collaboratively. This supports pupils very effectively, particularly in developing their speaking and listening skills. At the start of lessons, all teachers share the intention of the lesson and the success criteria with pupils so that they fully understand what they have to do in order to succeed. They provide tasks that engage pupils fully, frequently linking tasks to real life situations. They use skilful questioning that develops pupils' understanding well. All teachers ensure that lessons proceed at a lively pace and have high expectations of pupils, including those who are more able.

Leaders make very extensive use of assessments to monitor the progress that pupils make and to set challenging targets for improvement. Detailed assessments for literacy and numeracy focus on pupils' acquisition of specific skills and teachers use the outcomes highly successfully to plan future work. They ensure pupils build on their skills very systematically and have plenty of opportunities to consolidate their learning.

Teachers consistently use a range of strategies to involve pupils in the assessment of their own learning. These strategies include involving pupils in setting specific individual targets for improvement and regularly providing pupils with opportunities to review their own work and that of others. As a result, pupils focus well on their areas for improvement. Teachers mark pupils' work regularly, but comments do not always provide sufficient guidance on how pupils can improve.

Annual reports provide parents with detailed information on their child's progress. In addition, parents receive high quality termly updates on their child's success in addressing their individual targets.

Care, support and guidance: Good

The school makes good arrangements for promoting a healthy lifestyle and staff develop pupils' understanding of how to stay safe effectively, including when they use the internet. Staff encourage pupils to participate in regular physical exercise by, for example providing extensive opportunities for them to be involved in sporting activities after school. The school has appropriate arrangements to promote healthy eating and drinking.

Pupils have many opportunities to develop their understanding of moral and social issues. The school promotes pupils' cultural development well through a range of visits and visitors. Daily acts of collective worship provide opportunities for pupils to reflect and develop their spiritual awareness appropriately.

The school works closely with a wide range of specialist services to provide suitable support and guidance to parents and pupils with individual needs. Staff seek advice regularly from specialist services and make good use of the information provided to improve outcomes for pupils.

The school makes comprehensive provision for pupils with additional learning needs. Teachers adapt strategies and resources well to address pupils' different needs. Teaching assistants provide effective targeted support for individuals and groups of pupils across the school, including the resource class. Most pupils have individual education plans that provide clear targets for improvement. Staff review pupils' targets regularly and ensure that they keep parents fully informed concerning the progress their child is making. However, a few plans lack specific and measurable targets to fully meet pupils' individual needs.

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

Learning environment: Good

The school provides an inclusive, happy and welcoming environment for all pupils. All staff treat pupils equally and promote diversity successfully. Pupils have access to all aspects of the school's curriculum and to the wide range of extra-curricular activities provided. The wellbeing of staff is a priority and helps reinforce the ethos of teamwork throughout the school.

The school site and buildings are safe and secure. Staff make effective use of all available space to support pupils' learning. The building provides sufficient classroom accommodation for the number of pupils on roll. There are good quality resources to support learning, including well-stocked library areas and plentiful ICT equipment. The colourful displays in communal areas, corridors and classrooms, celebrate pupils' work well and enhance learning activities effectively.

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

Leadership: Good

The headteacher has a clear vision for the school and appropriately high expectations of staff and pupils. He works closely with the strong senior leadership team who support the school well. All teachers take a lead role on specific aspects of provision and undertake their responsibilities conscientiously. Staff work well together as a close and effective team, with a clear focus on improving standards and pupils' wellbeing.

A clear cycle of monitoring and evaluation, supported by performance management procedures, ensure that all staff are fully involved in addressing the school's priorities for improvement. This has had a positive impact, for example, on standards in Welsh. Regular, well-organised meetings have a clear focus on progress in addressing the school's priorities. There are good communication systems in place to keep staff fully informed about all aspects of the school's work.

The school implements local and national priorities well. For example, there is an appropriate emphasis on implementing the National Literacy and Numeracy Framework and pupils across the school make good progress in acquiring these skills as a result.

Members of the governing body support the school successfully. Through receiving regular reports from the headteacher and visiting the school, they have a clear understanding of the school's performance and of the areas for improvement. They observe new initiatives such as a literacy scheme, review the quality of pupils' work and attend presentations given by the staff. These activities provide governors with a sound knowledge of the school and they use the information to provide an appropriate level of challenge for senior leaders.

Improving quality: Good

The school has effective procedures for self-evaluation. The process draws on a wide range of evidence, including gathering and considering the views of staff, pupils, governors and parents. Leaders use the views of others well in amending aspects of provision, such as improving the way pupils are involved in evaluating what they have learnt.

Leaders effectively monitor pupils' learning and progress through data analysis, classroom observations, scrutiny of work and listening to pupils. This ensures they have a good understanding of the strengths of the school and of those areas where they need to make improvements. The self-evaluation report provides an accurate overview of the school's strengths and identifies clear areas for development

There are clear links between the self-evaluation report and the school development plan. The plan includes specific responsibilities for members of staff to monitor progress, together with appropriate time scales, clear targets and budgetary costs. The development plan highlights important areas for further development that reflect national priorities such as closing the gap in attainment between different groups.

The school has been successful in addressing areas identified for improvement. For example, standards in mathematics have risen significantly over the last 12 months.

Partnership working: Excellent

The school has a range of highly successful partnerships that contribute effectively to raising standards and improving wellbeing. A very successful and effective partnership with the high school makes a notable contribution to improving outcomes achieved by Year 6 pupils who are more able, and provides Year 5 pupils with valuable experiences to develop their numeracy skills. Leaders have very successfully used a focused research programme, together with close, collaborative working with other schools, to support the school in developing pupils' involvement in their learning. Partnerships to promote healthy living have had a very positive impact on pupils' regular participation in sport.

The school has a strong partnership with parents and keeps parents very well informed through, for example, high quality weekly newsletters and the school's website. Many parents participate in family learning activities that make a valuable contribution towards helping parents to support pupils at home. The school works closely with community groups, for example, the town council to undertake a project on the First World War. This enabled the pupils to apply their literacy and numeracy skills effectively in a range of situations.

Strong links with the nearby infant school enable younger pupils to settle well when they start at the school. There are effective arrangements in place for supporting older pupils in transferring to the next stage of their education.

Teachers meet regularly with staff from nearby schools and they work together to ensure the accurate assessment of pupils' work. Staff work effectively with external advisors and act constructively on their advice in order to raise standards and improve provision.

Resource management: Good

The school has a sufficient number of qualified teachers and teaching assistants to deliver the curriculum and to ensure the wellbeing of all pupils. Senior leaders deploy staff purposefully to make the best use of their knowledge and skills. Teaching assistants provide well-planned support for pupils, particularly for those pupils who receive additional support in literacy.

A coherent professional development programme has a positive impact on standards and provision across the school. The performance management system is effective and involves all staff in reviewing their work and setting targets for improvement. Leaders link targets for staff appropriately to the school's priorities and individual professional development needs. Each teacher receives appropriate time for planning, preparation and assessing pupils' progress.

The school has effective procedures to share good practice within the school and with staff from nearby schools. Most recently, the sharing of good practice has supported the school in raising standards in mathematics.

The headteacher and governors monitor the budget systematically. They ensure that expenditure links well to school priorities. Leaders use the pupil deprivation grant purposefully to improve the standard of literacy and reading of specific groups of pupils. This has significantly reduced the gap in attainment between pupils entitled to support and others in the school.

In view of the standards that pupils achieve and the high quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

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

662221 - Ysgol Sant Elfod

Number of pupils on roll	249
Pupils eligible for free school meals (FSM) - 3 year average	31.5
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	72	77	70	61
Achieving the core subject indicator (CSI) (%)	72.2	79.2	84.3	82.0
Benchmark quartile	3	3	1	3
English				
Number of pupils in cohort	72	77	70	61
Achieving level 4+ (%)	81.9	84.4	92.9	90.2
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	23.6	31.2	38.6	42.6
Benchmark quartile	3	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	72	77	70	61
Achieving level 4+ (%)	79.2	85.7	85.7	82.0
Benchmark quartile	3	3	2	4
Achieving level 5+ (%)	22.2	28.6	34.3	42.6
Benchmark quartile	3	2	1	1
Science				
Number of pupils in cohort	72	77	70	61
Achieving level 4+ (%)	81.9	90.9	92.9	86.9
Benchmark quartile	3	2	1	3
Achieving level 5+ (%)	29.2	29.9	35.7	39.3
Benchmark quartile	2	2	1	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	100		99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	100		93 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	100		93 93%	7 7%	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	100		99 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.	100		94 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	100		97 97%	3 3%	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.	100		100 100%	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.	100		96 96%	4 4%	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.	100		91 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.	100		94 94%	6 6%	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.	100		68 68%	32 32%	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	100		86 86%	14 14%	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.	37	19 51%	17 46%	0 0%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	38	24 63%	13 34%	1 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	37	22 59%	13 35%	1 3%	1 3%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	37	18 49%	17 46%	1 3%	1 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	36	16 44%	19 53%	0 0%	1 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	37	16 43%	20 54%	0 0%	1 3%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	17 46%	19 51%	0 0%	1 3%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	36	16 44%	14 39%	4 11%	2 6%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	36	19 53%	15 42%	1 3%	1 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	19 50%	17 45%	2 5%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	38	25 66%	12 32%	0 0%	1 3%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	32	19 59%	12 38%	0 0%	1 3%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	37	18 49%	16 43%	2 5%	1 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	38	22 58%	12 32%	3 8%	1 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	36	18 50%	14 39%	2 6%	2 6%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	36	17 47%	17 47%	1 3%	1 3%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	16 52%	12 39%	2 6%	1 3%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	37	21 57%	14 38%	2 5%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	37	22 59%	13 35%	1 3%	1 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jane Linda Williams	Reporting Inspector
William Glyn Griffiths	Team Inspector
James Kerry George Jones	Lay Inspector
Caroline Wright	Peer Inspector
Gwynne Vaughan	Nominee

Copies of the report

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

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.