



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Melyd
Ffordd Pennant
Meliden
Prestatyn
Sir Ddinbych
LL19 8PE**

Date of inspection: April 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:

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Context

Ysgol Melyd is in the village of Meliden near Prestatyn in the Denbighshire local authority. The school caters for pupils between the ages of three and eleven. Currently, there are 158 pupils on roll, including 16 who attend the nursery part-time for either a morning or an afternoon session. Children are taught in six mainstream classes, of which four have a mixed age range.

The school has a specialist resource base for Foundation Phase pupils with specific, severe speech and/or language disorders. The resource provision caters for up to 10 pupils from a wider catchment area than the mainstream school. The children integrate with the rest of the school for various school activities on a daily basis.

The three-year average for the proportion of pupils eligible for free school meals is 40%. This is higher than the average for Wales (21%). The school has identified about 46% 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 and no pupils have English as an additional language. No pupils speak Welsh as a first language. A very few pupils are looked after by the local authority.

The last inspection of the school was in February 2011. The headteacher took up her post in January 1998.

The individual school budget per pupil for Ysgol Melyd in 2014-2015 means that the budget is £5,239 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,103 and the minimum is £2,902. Ysgol Melyd is 13th out of the 47 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Most pupils make good progress from their start points and many achieve high standards at the end of key stage 2
- Pupils achieve particularly well in the development of their reading skills
- Nearly all pupils have a very positive attitude to learning, participate enthusiastically in lessons and co-operate well with other pupils
- Nearly all pupils behave well and many take on daily responsibilities with maturity
- 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 effectively

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and governing body provide strong and effective management for the school, with a clear focus on raising standards
- Leaders have the support of staff who work together as a close and successful team
- 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 work in making improvements, for example in raising standards in reading
- The school has strong partnerships with parents, the community and other local schools, which have a positive impact on outcomes for pupils
- The school uses its resources very skilfully, particularly in making best use of the experience and expertise of staff

Recommendations

- R1 Improve the standard of pupils' written work
- R2 Develop pupils' knowledge of their role as global citizens
- R3 Strengthen the link between self-evaluation and school improvement planning

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

Many pupils start school with skills that are well below average for their age. Nearly all make good progress, building on their skills well as they move through the school. Pupils who are more able achieve well by the end of key stage 2. Pupils recall previous learning successfully and apply their skills effectively in a range of situations.

From a low starting point, pupils consistently develop their communication skills. In the Foundation Phase, most pupils talk to adults and other pupils confidently. By the end of key stage 2, nearly all pupils contribute enthusiastically to discussions and express their ideas using a suitable range of vocabulary. As they move through the Foundation Phase, pupils' listening skills develop well. Many older pupils, for example, recall the story of Red Riding Hood in detail. Most pupils in key stage 2 listen attentively in lessons and respond appropriately to questions and instructions.

The progress that pupils make in developing their reading skills is particularly strong. In the Foundation Phase, pupils discuss the types of book they like to read and recall in detail stories they have read. They use a range of strategies to help them to read unknown words. Pupils in the Foundation Phase who are more able read with expression. Most pupils in key stage 2 are confident, enthusiastic readers who have a very positive attitude to reading. They have a wide knowledge of different types of books. By the end of key stage 2, pupils use good higher-order reading skills, such as skimming and scanning, to locate specific information in texts.

As they move through the Foundation Phase, many pupils make sound progress in developing their writing and use their skills to support their work in many areas of learning. Many form their letters correctly, spell simple words accurately and begin to use basic punctuation appropriately. A few pupils write at length and begin to use an interesting range of vocabulary.

Most pupils in key stage 2 make steady progress in developing the content of their writing. They begin to organise and present imaginative and factual writing in different ways. Year 6 pupils, for instance, use interesting vocabulary and make good use of humour to engage the reader when writing a newspaper report. Most pupils use their literacy skills well to support their work across a range of curriculum areas, for example in history when they write letters from the trenches. However, many pupils do not make sufficient progress in developing their spelling, grammar and presentation skills. Overall, the majority of pupils in both key stages do not achieve the expected standard in writing.

Pupils in the Foundation Phase make good progress in the development of their numeracy skills. Many pupils in Year 2 have good mental recall of number facts, order numbers to 100 correctly, and use their knowledge to solve simple problems.

Older pupils begin to measure accurately and show a developing knowledge of shapes.

In key stage 2, most pupils have a good understanding of a range of mathematical concepts and apply their numeracy skills across the curriculum at a similar level to their work in mathematics lessons. Pupils in Year 4 work competently with different units of measurement, use data to create a range of graphs and understand the properties of basic solid shapes. Pupils develop their problem-solving skills consistently as they move through the key stage and apply these to real-life situations. For example, when comparing Botswana to Wales, older pupils in key stage 2 use information on rainfall and temperature accurately to present and analyse data.

Nearly all pupils respond confidently to the many opportunities to use Welsh. Many make good progress in developing vocabulary appropriate for their age and starting points. Most younger pupils in the Foundation Phase accurately describe everyday objects, colours and numbers. They use short sentence patterns appropriately to talk to their peers in the Welsh gift shop. In key stage 2, pupils hold simple conversations and read familiar Welsh texts with accuracy and confidence. They make sound progress in developing their writing skills. Older pupils in key stage 2 write extended sentences in the past tense.

Pupils who attend the learning resource base make good progress relative to their individual complex needs and other pupils with additional needs achieve well against the targets in their individual education plans. Over the past four years, the gap between the performance of boys compared with girls has closed. Generally, the performance of pupils eligible for free school meals is slightly below that of their peers.

At the end of the Foundation Phase, performance at the expected outcome 5 in mathematical development has been consistent over the past three years, while performance in literacy has declined. At the higher outcome 6, performance in literacy and mathematical development has fluctuated over recent years. In 2014 performance in mathematical development rose sharply, placing the school in the top 25% of similar schools, with performance in literacy placing it in the higher 50%.

At the end of key stage 2, performance over the past four years in mathematics and science has generally placed the school in the higher 50% or top 25% at the expected level when compared with similar schools. Performance in English has been slightly more variable. Pupils' performance has shown a trend of improvement at the higher-than-expected level 5, placing the school in the top 25% of similar schools in 2014.

Wellbeing: Excellent

Most pupils have a sound understanding of how to keep fit and healthy. They develop an appropriate awareness of how to stay safe, including when they use the internet. Pupils feel safe in school and are confident that staff will deal promptly with any concerns.

Nearly all pupils have a very positive attitude to school life. They are enthusiastic learners who concentrate well during lessons and enjoy learning. Nearly all pupils in key stage 2 have an exceptionally clear understanding of what they need to do in order to improve. They are actively involved in reviewing and setting their own targets for improvement, they respond in writing to the marking of their work and accurately assess their own work and that of others. At the start of topics, they contribute thoughtful ideas related to what they want to learn. Nearly all pupils behave well in classes and around the school. They are polite and respectful towards adults and each other. Pupils' attendance is good and, when compared with similar schools, has placed the school in the top 25% for the last four years.

Pupils make outstanding progress in developing their social and life skills, as a result of the extensive roles they undertake in the life of the school. For example, pupils in the Foundation Phase act as digital leaders supporting the use of information and communication technology (ICT). Older pupils support others at break times, monitor the use of Welsh in classes and help with the maintenance of the outdoor areas. The school council meets regularly and plays an active role in raising money to implement positive change around the school.

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

The school provides an exceptional range of worthwhile learning experiences that meet the needs of all pupils very successfully. Foundation Phase planning ensures a good balance between structured and free choice activities, using the indoor and outdoor learning environment well. The provision for developing pupils' mathematical skills in key stage 2 is particularly rich and effective in raising standards. The school makes highly effective and very frequent visits out of school to enhance and enrich the curriculum. For example, pupils visit a theatre annually to see an opera and expand their science studies through a visit to a power station. Teaching assistants deliver a comprehensive range of high quality small group sessions for pupils requiring individual support. A high quality, varied programme of extra-curricular clubs, such as sports, Welsh, Stitch and Sew, and the Melydee music club, enriches and extends pupils' learning.

Planning for the development of pupils' skills is thorough and ensures that there are good opportunities for pupils to apply their literacy, numeracy and ICT skills across the curriculum. Teachers take good account of the National Literacy and Numeracy framework. Staff make very effective use of the daily story time session for all classes to extend pupils' interest and skills in reading.

Teachers plan systematically to enable pupils to develop their skills in Welsh as they move through the school. The school celebrates the ethos and culture of Wales successfully and provides a broad range of opportunities for pupils to learn about the history and geography of Wales, for example through extensive visits in the local area and further afield.

The school provides pupils with many opportunities to act in a sustainable way. They understand the importance of this to the wider world. There are insufficient

opportunities for pupils to develop their awareness of other cultures and global issues.

Teaching: Good

All teachers foster a love of learning and ensure lessons fully engage pupils. They share a consistent approach, for example in the management of behaviour, which has a positive impact on pupils' learning. All teachers have good working relationships with pupils and high expectations of what pupils can achieve. They ensure that they match activities closely to pupils' different ability levels. At the start of lessons, all teachers share the intention of the lesson with pupils so that they fully understand what they have to do in order to succeed. Most teachers use skilful questioning that develops pupils' understanding successfully. They act as good role models in their use of the Welsh language. Teaching assistants provide exceptionally effective support for pupils in lessons and in withdrawal sessions.

The school uses a wide range of assessments rigorously to monitor the progress pupils are making and to identify any underachievement at an early stage. Teachers involve pupils fully in the assessment of their own learning and in agreeing their targets for improvement. They mark pupils' written work regularly, clearly indicating to pupils how well they have achieved and how they can improve. Teachers assess outcomes at the end of the key stages accurately.

Annual reports provide parents with detailed information on the progress their child is making.

Care, support and guidance: Good

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. Staff develop pupils' understanding of how to say safe effectively, including when they use the internet. Staff encourage pupils to participate in regular physical exercise. The school has the appropriate arrangements to promote healthy eating and drinking.

The school makes good provision for pupils' social and cultural development particularly through regular visits out of school. Regular assemblies promote pupils' spiritual and moral development effectively. Procedures for monitoring attendance and punctuality are very comprehensive and effective in sustaining high standards.

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 they are given to improve outcomes for pupils.

Staff provide well-planned support for pupils who have additional learning needs. They identify pupils' needs at an early stage and set clear targets for improvement in their individual education plans. They communicate well with parents and keep them fully informed on the progress their child is making. Teaching assistants provide very good levels of support for targeted pupils in small groups and individually.

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

Learning environment: Good

The school is a very inclusive community, where staff treat all pupils equally, fairly and with respect. Staff promote diversity and equal opportunities successfully and ensure that all pupils have equal access to every aspect of school life. The school's caring ethos encourages pupils to have respect and tolerance for others.

The accommodation is well utilised, cared for and maintained to a high standard. Nearly all the classrooms are a suitable size for the numbers on roll. The school has good quality resources to support pupils' learning, including well-stocked library areas and plentiful ICT equipment. Displays throughout the school celebrate pupils' achievements and provide a good focus for learning. The extensive and attractive grounds are very well equipped and maintained. They provide a wealth of stimulating and varied activities, which greatly enhance pupils' learning experiences. All staff plan interesting activities to make the best use of these areas for pupils to develop their wider skills.

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

The headteacher provides strong leadership and a clear commitment to maintain a happy and inclusive school. Her purposeful leadership has established an ethos that encourages all pupils to enjoy learning in order to achieve success. Leadership and other responsibilities within the school are well balanced. Senior leaders, teachers and teaching assistants fully understand their responsibilities and carry these out diligently.

All staff co-operate effectively, working conscientiously as a team. All are willing to learn from and support each other. There are regular, well-organised meetings that have a clear focus on improving standards and provision. There are good communication systems in place to keep staff fully informed about all aspects of the school's work.

The governors share the headteacher's vision for the school. They understand their roles and statutory responsibilities. Governors have a good knowledge of the school's performance, for example, through regular observational visits and reports from the headteacher and staff. They provide appropriate challenge to senior leaders.

The school responds well to local and national priorities including maintaining a clear focus on supporting vulnerable pupils. For example, staff use the National Literacy and Numeracy Framework effectively to support planning and teaching across subjects.

Improving quality: Good

Senior leaders and staff effectively draw on a wide range of first-hand evidence to evaluate the school's performance. This includes the regular analysis of data, observing lessons and reviewing the quality of pupils' work. Senior leaders seek the views of pupils and parents in order to evaluate the school's provision. There are regular leadership and team meetings that focus appropriately on school improvement. As a result, there is a shared understanding among staff of the school's strengths and areas for development.

The three-year school development plan focuses largely on the priorities that will bring about improvement. The plan identifies those with responsibility for action, sets realistic timescales and assigns appropriate resources. Leaders ensure that planning for improvement has a clear focus on raising standards and improving provision. The school has been successful in addressing areas identified previously for improvement. For example, standards in reading and mathematics have risen significantly.

The detailed self-evaluation report clearly identifies strengths and areas for improvement. However, the links between the outcomes of self-evaluation and the priorities in the school development plan are not always close enough.

Partnership working: Good

The school has a strong partnership with parents and keeps them well informed, for example through regular newsletters and the school notice board. Parents appreciate the information they receive and are supportive of the school. Staff actively encourage parents to be involved in their child's learning. This effective partnership contributes to high levels of attendance and pupils' positive attitudes to school.

Staff use a wide range of services to support pupils' learning and wellbeing successfully. These are particularly effective in supporting individual pupils' needs. Leaders work closely with the community, for example by making the grounds available for allotments and through supporting parents with pre-school children through the support group 'Bridge Project'.

The strong links with the pre-school group ensure children settle quickly into the nursery class. Older pupils benefit from the close partnership with the secondary school, which helps them to move confidently to the next stage in their education.

Teachers meet regularly with staff from nearby schools and they work together to ensure the accurate assessment of pupils' work and to exchange ideas. This has worked well, for example, in the introduction of 'digital leaders' in the Foundation Phase, which has promoted pupils' sense of responsibility.

Resource management: Excellent

The school manages its resources exceptionally well. Senior leaders ensure that full use is made of the expertise of teaching staff in delivering lessons, particularly physical education, music and mathematics.

A well-established performance management system supports all staff effectively in their professional development and contributes to improvements in teaching and learning. For example, training has improved staff confidence and competence in Welsh and this has helped pupils to make appropriate progress.

Senior leaders have developed the involvement of teaching assistants exceptionally well. Teaching assistants use their skills to provide strong support for pupils and their families in many areas, such as improving standards in reading and Welsh, supporting pupils who are more able, developing pupils' reasoning skills and ensuring high rates of attendance. They make an exceptionally valuable contribution to pupils' learning and wellbeing across the school. Teaching assistants are fully involved in the robust performance management system and are allocated weekly planning and preparation time.

Leaders manage the school's resources and accommodation skilfully. The highly effective development of the school's extensive grounds has ensured that pupils have access to exceptional facilities for learning in the outdoor environment. Staff visit other schools regularly to share ideas and to develop their own practice.

Leaders make good use of the funding the school receives and they monitor spending closely. They plan the use of the School Effectiveness Grant effectively to ensure improvement in school provision and pupils' achievement. They use the Pupil Deprivation Grant purposefully to ensure a direct impact on the outcomes of relevant pupils. Leaders use the grant to support pupils' language and literacy skills and access to broader educational experiences.

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

Appendix 1: Commentary on performance data

6632067 - Ysgol Melyd

Number of pupils on roll	159
Pupils eligible for free school meals (FSM) - 3 year average	39.9
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	16	15
Achieving the Foundation Phase indicator (FPI) (%)	85.7	75.0	80.0
Benchmark quartile	1	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	14	16	15
Achieving outcome 5+ (%)	85.7	81.3	80.0
Benchmark quartile	1	2	3
Achieving outcome 6+ (%)	28.6	18.8	26.7
Benchmark quartile	1	3	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	14	16	15
Achieving outcome 5+ (%)	85.7	87.5	86.7
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	21.4	12.5	66.7
Benchmark quartile	2	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	16	15
Achieving outcome 5+ (%)	85.7	93.8	100.0
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	28.6	25.0	66.7
Benchmark quartile	2	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.

6632067 - Ysgol Melyd

Number of pupils on roll	159
Pupils eligible for free school meals (FSM) - 3 year average	39.9
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	12	16	18	16
Achieving the core subject indicator (CSI) (%)	83.3	62.5	88.9	81.3
Benchmark quartile	1	4	1	2
English				
Number of pupils in cohort	12	16	18	16
Achieving level 4+ (%)	83.3	62.5	88.9	81.3
Benchmark quartile	1	4	1	3
Achieving level 5+ (%)	25.0	6.3	27.8	43.8
Benchmark quartile	2	4	2	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	12	16	18	16
Achieving level 4+ (%)	83.3	75.0	88.9	87.5
Benchmark quartile	2	3	1	2
Achieving level 5+ (%)	25.0	18.8	33.3	50.0
Benchmark quartile	2	3	1	1
Science				
Number of pupils in cohort	12	16	18	16
Achieving level 4+ (%)	100.0	87.5	100.0	87.5
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	33.3	12.5	77.8	37.5
Benchmark quartile	1	3	1	1

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.	112		112 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	112		109 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	112		109 97%	3 3%	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	112		111 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.	112		111 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	112		107 96%	5 4%	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.	112		112 100%	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.	112		111 99%	1 1%	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.	112		103 92%	9 8%	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.	112		108 96%	4 4%	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.	112		91 81%	21 19%	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	112		94 84%	18 16%	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.	49	39 80%	10 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	49	41 84%	8 16%	0 0%	0 0%	0	Mae fy mhlentyn 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.	49	38 78%	11 22%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	49	38 78%	11 22%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	48	24 50%	17 35%	2 4%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	49	35 71%	13 27%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	49	33 67%	16 33%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	49	28 57%	18 37%	1 2%	0 0%	2	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	48	31 65%	14 29%	2 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	49	28 57%	21 43%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	49	36 73%	13 27%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	48	30 62%	14 29%	1 2%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	49	32 65%	17 35%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	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.	48	36 75%	11 23%	1 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	48	30 62%	14 29%	2 4%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	49	31 63%	18 37%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	20 51%	13 33%	1 3%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	49	31 63%	16 33%	2 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	48	30 62%	17 35%	1 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Linda Jane Williams	Reporting Inspector
Russell Grigg	Team Inspector
Justine Elaine Barlow	Lay Inspector
Sian Thomas	Peer Inspector
Lowri Evans	School 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.