



*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 Frongoch  
Rhyl Road  
Denbigh  
Sir Ddinbych  
LL16 3DP**

**Date of inspection: November 2014**

**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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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**Publication date: 16/01/2015**

## Context

Ysgol Frongoch is a community junior school in the town of Denbigh. The majority of pupils live in the immediate area of Lower Denbigh. A minority of pupils come from Upper Denbigh and nearby villages and.

The school caters for pupils aged seven to eleven years and there are currently 207 pupils on roll. There are eight classes at the school. Four classes have pupils of mixed ages and four have pupils of the same age group.

Around 13% of pupils are eligible for receive free school meals, which is below the local authority and national averages.

Most pupils are of white British ethnicity with 8% from ethnic minority backgrounds, which is above the national average. Most pupils come from homes where English is the first language. Seven pupils receive support for English as an additional language.

The school identifies that around 19% of pupils have additional learning needs, which is similar to the national average. In the past 12 months, a very few pupils have been excluded on a temporary basis. A very few pupils are 'looked after' by local authorities.

The headteacher was appointed in September 2007. The school was last inspected in June 2010.

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

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- from their starting points, most pupils make good progress in their learning;
- many pupils write successfully for a range of purposes and audiences;
- most pupils read with fluency and accuracy at a level that is appropriate to their age and ability;
- many pupils voice their ideas and suggestions effectively through a suitable range of groups and this results in improvements in the quality of learning and provision; and
- nearly all pupils have positive attitudes to learning and concentrate well in lessons.

### Prospects for improvement

The school's prospects for improvement are good because:

- leaders have a very good understanding of the strengths of the school and its priorities for development;
- staff work together well in delivering the agreed aims and objectives of the school;
- there are well-established and systematic procedures for self-evaluation, which include the regular use of first-hand evidence obtained through extensive monitoring of provision and standards; and
- the school has many strong partnerships that have a beneficial impact on pupils' learning and wellbeing.

## Recommendations

- R1 Provide more opportunities for pupils to practise and to consolidate their numeracy skills across the curriculum
- R2 Improve pupils' Welsh language reading skills and ensure that pupils use more Welsh outside of formal Welsh lessons
- R3 Address the health and safety concerns identified during the inspection in partnership with the local authority

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Many pupils enter the school with skills similar to those normally expected for pupils of their age. From their starting points, most pupils make good progress in their learning by the end of key stage 2.

Most pupils have good speaking and listening skills. They respond to questions appropriately and engage with each other readily during discussions and tasks. Most listen appropriately to adults and use their language skills effectively to provide clear explanations and they express their opinions well. Many pupils listen well to the ideas of their friends and sustain concentration for appropriate periods during lessons.

Most pupils read with fluency and accuracy at a level that is appropriate for their age and ability. They express clear opinions about the books they read and predict what will happen next thoughtfully. They answer questions confidently about the different genres of texts they read and share their opinions about their favourite books and authors. By the end of key stage 2, many pupils use higher-order reading skills effectively, such as skimming text for information.

Many pupils write successfully for a range of purposes and audiences in full sentences, using correct punctuation. They use their literacy skills well in other areas of the curriculum, for example in science when writing about an imaginary trip to the moon and when investigating rivers as part of work in geography. Many pupils plan their work effectively, for example by constructing mind maps. Most pupils use clear handwriting and presentation, and use an interesting range of vocabulary. A majority of pupils spell most common words appropriately and make good attempts at spelling unfamiliar words. The majority of pupils use varied sentence structures successfully for emphasis and effect when creating extended pieces of writing.

Most pupils develop their mathematical skills effectively as they move through the school. By the end of key stage 2, most pupils can multiply numbers and decimals correctly and estimate length and probability sensibly. In science and geography, many pupils apply their data-handling and measuring skills effectively. They present information using bar graphs accurately. However, pupils apply only a limited range of numeracy skills to their work in other areas of the curriculum.

Many pupils make appropriate progress in learning Welsh. Pupils enjoy using basic Welsh phrases and most can engage in simple, structured conversations, for example about themselves or the weather. Many ask specific questions enthusiastically, but are less confident when engaged in conversation outside of Welsh lessons. Most pupils' writing skills develop well as they progress through the school. However, their ability to read and understand Welsh is less developed.

Pupils with additional learning needs make good progress towards achieving their individual targets.

Overall, pupils achieve well in comparison with those in similar schools in teacher assessments at the end of key stage 2.

In 2014, the performance of pupils at the expected level (level 4) in English, mathematics and science places the school in the higher 50% when compared with similar schools. Overall performance in the core subjects placed the school in the top 25% in 2011 and 2013 and in the lower 50% in 2012.

At the higher-than-expected level (level 5), the pupils' performance in 2014 places the school in the top 25% of similar schools for science and in the upper 50% for English and mathematics. Over the last four years, performance at this level, in all core subjects, has consistently placed the school in the top 25% or higher 50% when compared with similar schools.

In general, there is little variation between the performance of boys compared to girls. However, at the higher-than-expected level (level 5) in science, over the last four years, there has been a fluctuating gender gap between the performance of girls compared to boys. Pupils eligible for free school meals generally attain as well as other pupils.

### **Wellbeing: Good**

Nearly all pupils feel safe and happy at the school. They develop positive attitudes about themselves and each other, including the importance of exercise and a healthy diet. They have increasingly mature social and personal skills and are keen to develop each other's abilities, for example through the weekly skills sessions on Friday afternoons.

Nearly all pupils are enthusiastic and have positive attitudes to learning and concentrate well in lessons. They behave well and show high levels of respect, care and concern for others.

Most pupils take on a wide range of responsibilities in class and across the school and carry them out conscientiously. Many pupils voice their ideas and suggestions effectively through a suitable range of groups, and this results in positive improvements. For example, the 'Food Buddy' council implemented a new salad bar, new food trays and seating in the canteen and planned themed school dinner days. The school council, eco-club and the internet safety ambassadors are very effective and take an active and enthusiastic part in making purposeful decisions that influence school life. For example, the school council has recently played an appropriate role in the appointment of a member of the school leadership team.

Most pupils take part in a wide range of community activities, and support local and national charities well.

Pupils' level of attendance last year was around 95% and this places the school in the top 25% when compared with similar schools. Attendance has generally been good over the last four years and the school has fluctuated from the higher 50% to the top 25% when compared with similar schools. Nearly all pupils are punctual.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

There is a suitable range of stimulating learning experiences that interest and engage nearly all pupils well. The curriculum is broad and balanced and meets statutory requirements. Teachers' planning is detailed and thorough and ensures that pupils receive rich learning opportunities within and beyond the classroom. Teachers use a wide range of trips and visitors to engage pupils and to meet their needs effectively, such as a visit from an African Chief. The provision for pupils in Year 3 builds effectively upon their learning in the Foundation Phase.

Teachers' daily planning takes good account of the Literacy and Numeracy Framework and is effective in developing pupils' skills in literacy. However, there is a limited range of opportunities for pupils to apply their numeracy skills across the curriculum.

Provision for developing pupils' Welsh language skills ensures that pupils make suitable progress as they move through the school. Displays in the corridors and classrooms, and the introduction of the 'Tocyn Iaith', help to promote an appropriate Welsh ethos. Through a range of interesting opportunities, pupils learn successfully about their locality and about Wales, its traditions and culture.

The school provides beneficial opportunities for pupils to learn about sustainable development. This results in most pupils having a good understanding of recycling and reducing waste in order to conserve resources. The school successfully broadens pupils' horizons and knowledge of the wider world. As a result, pupils develop a worthwhile understanding of their role as global citizens.

**Teaching: Good**

All teachers have appropriate subject knowledge and use a suitably varied range of teaching strategies. Most teachers conduct lessons at a brisk pace, and use praise and rewards successfully to manage behaviour and to help pupils succeed. Most lessons have clear learning objectives and build well upon pupils' previous learning. Many teachers ask open-ended questions effectively to extend pupils' thinking and communication skills. Teachers and teaching assistants engage well with pupils and create a productive working atmosphere in all classes.

Many teachers agree success criteria for each lesson with their classes, so that pupils are able to judge their own progress accurately. Most teachers give pupils beneficial verbal and written feedback during lessons. They mark pupils' work regularly and all written comments praise good work appropriately. Many of the teachers' comments help pupils to understand what to do next to improve. Many teachers use a suitable range of assessment for learning strategies effectively and increasingly involve pupils in evaluating their own learning and that of their peers.

All teachers contribute effectively to the gathering and analysis of information relating to pupils' progress. Teachers have an accurate picture of pupils' achievements and identify any who are performing below expectations. The school uses an electronic tracking system that supports teachers' planning well, allowing them to set realistic targets for pupils regularly.

Annual reports to parents are detailed and informative.

**Care, support and guidance: Good**

Staff identify pupils with additional learning needs effectively and provide them with relevant targeted support. Teachers assess pupils' progress regularly against clearly defined targets. They use this information effectively to plan further provision and worthwhile intervention strategies. Teachers keep parents well informed of their child's progress.

The school makes good use of specialist services and this ensures that pupils have access to professional support when necessary. The arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school deploys teaching assistants effectively to provide consistently good support to all pupils, including those who require additional support. The high level of care and the strong positive relationships between staff and pupils contribute effectively to pupils' development. There are effective procedures for promoting good behaviour, which contribute successfully to the positive ethos within the school.

Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. The school has the appropriate arrangements to promote healthy eating and drinking. It provides regular opportunities for pupils to participate in physical activities.

**Learning environment: Adequate**

The school is a very welcoming environment for pupils, parents and visitors. It has a strong inclusive ethos where staff value all pupils and where they have equal access to the school's provision. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance.

The school provides a clean and pleasant learning environment. There are ample outdoor learning areas, including suitable resources to support learning, such as the garden area. Recently, the school extensively developed its outside learning areas for Year 3 pupils. This new provision has begun to ensure greater consistency for Year 3 pupils in making an effective transition from the Foundation Phase.

There are enough resources of good quality to meet the needs of most pupils. There is an appropriate range of information and communication (ICT) equipment, such as the ICT suite, interactive whiteboards and tablets.

The inspection team drew a number of issues that have a negative effect on pupils' wellbeing to the attention of the chair of the governing body.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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**Leadership: Good**

The headteacher provides strong, purposeful and effective leadership. She conveys the vision and values for the school successfully to all staff. Staff work together well in delivering the agreed aims and objectives through a strong caring ethos. They respond well to their distributed leadership roles. The recently appointed school leadership team has created an effective learning community where staff focus clearly on improving outcomes for pupils and where they reflect constructively on their existing practices.

The headteacher has a very good understanding of the strengths of the school and its priorities for development. The school leaders use the information from the regular monitoring of teaching and learning, and the comprehensive analysis of performance data, to establish a clear strategic direction for the school.

Governors are actively involved in the life of the school, such as through discussing curriculum matters with teachers and pupils. They receive detailed updates on the school's performance from the headteacher. They have a comprehensive understanding of standards and actively challenge the school based on their thorough interrogation of performance data. Through a number of sub-committees, the governors make effective use of their individual skills and experience.

The school takes good account of local and national priorities, such as developing assessment for learning strategies and making the most of the outdoors to support pupils' learning.

**Improving quality: Good**

The school has an accurate picture of its strengths and the areas that it needs to improve. There are well-established and systematic procedures for self-evaluation, which include the regular use of first-hand evidence obtained through extensive monitoring of provision and standards. The school seeks the views of parents appropriately and acts upon findings, for example making changes to the end-of-year pupil reports. The school also makes good use of the information gained from pupil questionnaires and the school council.

The school's self-evaluation report is comprehensive and detailed. It provides sound judgements about the school's current performance. There is a clear link between the outcomes of the self-evaluation process and the priorities in the school development plan. The plan focuses well on improving outcomes for pupils. It includes realistic timescales, costs and success criteria, and identifies staff with key roles in its implementation. However, a few of the targets within the plan are not always appropriately measurable.

The school monitors progress against its targets and evaluates their effectiveness well. This ensures that leaders have a sound understanding of the impact of initiatives, such as the development of provision for more able and talented pupils. It has also successfully addressed all the recommendations from the previous inspection.

### **Partnership working: Good**

The school has many strong partnerships that have a beneficial impact on pupils' learning and wellbeing. In particular, there is a very positive relationship between the school and parents. Parents feel welcome in the school and appreciate the approachability of all staff, including the headteacher.

There are well-established transition arrangements with the feeder infant school. For example, visits to the school campus for computer activities and a singing project help to increase pupils' confidence when joining in Year 3. Links with the secondary school ensure a smooth transition for pupils, such as the link with the secondary music teacher and the opportunities for pupils to perform in the Transition Choir.

The school has beneficial partnerships with the local authority, social services and other agencies to support pupils' learning and wellbeing. It works well with other local schools on a range of activities, including moderation and assessment, helping to ensure consistency and accuracy in teachers' assessments of pupils' work. The partnership with the infant feeder school is effective, such as the joint parent events which develop beneficial relationships between the staff, pupils and parents.

There are worthwhile links with the wider community, which have a positive influence on pupils' learning experiences and wellbeing, for example visits that enhance pupils' understanding of bible stories.

### **Resource management: Good**

Teaching staff are appropriately qualified and experienced. The arrangements for teachers' planning, preparation and assessment time are effective. Support staff have appropriate roles and responsibilities and make a valuable contribution to pupils' learning and wellbeing.

Performance management procedures for teachers and teaching assistants are effective. Targets focus appropriately on priorities in the school development plan and for developing the expertise of individual staff.

The school is a purposeful learning community. Staff share and disseminate good practice at school level and with other schools effectively, for example the curriculum planning used in the upper juniors.

The school manages its accommodation, resources and budget well. It bases its spending decisions appropriately on school priorities and on achieving best value. The school makes appropriate use of Welsh Government grants to support pupils' learning and wellbeing, such as the purposeful use of ICT equipment to support groups of pupils. The school makes worthwhile use of the pupil deprivation grant, such as supporting specific pupils' numeracy skills. The quality of provision and the standards reached by pupils demonstrate that 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.

### 6632125 - Ysgol Frongoch

Number of pupils on roll	203
Pupils eligible for free school meals (FSM) - 3 year average	11.7
FSM band	2 (8%<FSM<=16%)

#### Key stage 2

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	48	56	34	58
<b>Achieving the core subject indicator (CSI) (%)</b>	93.8	83.9	97.1	94.8
Benchmark quartile	1	3	1	2
<b>English</b>				
Number of pupils in cohort	48	56	34	58
Achieving level 4+ (%)	95.8	85.7	97.1	96.6
Benchmark quartile	1	3	2	2
Achieving level 5+ (%)	37.5	37.5	47.1	46.6
Benchmark quartile	2	2	2	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	48	56	34	58
Achieving level 4+ (%)	95.8	89.3	97.1	94.8
Benchmark quartile	1	3	2	2
Achieving level 5+ (%)	43.8	53.6	47.1	44.8
Benchmark quartile	1	1	1	2
<b>Science</b>				
Number of pupils in cohort	48	56	34	58
Achieving level 4+ (%)	95.8	91.1	100.0	96.6
Benchmark quartile	2	3	1	2
Achieving level 5+ (%)	47.9	46.4	64.7	58.6
Benchmark quartile	1	2	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

##### Primary Questionnaire (Overall)

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	96 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	91 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.	99	94 95%	5 5%	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	100 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	98	97 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	97	91 94%	6 6%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	100	98 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	99	96 97%	3 3%	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.	98	89 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.	98	89 91%	9 9%	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.	98	63 64%	35 36%	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	96	89 93%	7 7%	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.	64	46 72%	17 27%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	64	48 75%	15 23%	1 2%	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.	64	47 73%	15 23%	1 2%	1 2%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	63	41 65%	17 27%	1 2%	0 0%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	64	31 48%	28 44%	2 3%	1 2%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	64	45 70%	14 22%	2 3%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	64	48 75%	13 20%	2 3%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	64	38 59%	21 33%	5 8%	0 0%	0	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	64	47 73%	13 20%	1 2%	1 2%	2	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.	64	46 72%	16 25%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	64	50 78%	14 22%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	61	29 48%	24 39%	0 0%	1 2%	7	Mae fy mhentyn 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.	64	35 55%	25 39%	3 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	64	49 77%	13 20%	0 0%	1 2%	1	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.	64	41 64%	17 27%	1 2%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	64	45 70%	16 25%	1 2%	0 0%	2	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.	63	36 57%	15 24%	1 2%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	64	43 67%	19 30%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	63	49 78%	12 19%	1 2%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Anthony Bate	Reporting Inspector
Roger Rees	Team Inspector
Meleri Cray	Lay Inspector
Geraldine Foley	Peer Inspector
Ruth Thackray	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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; and
- 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; and
- 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.