



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 Bryn Hedydd
Spruce Avenue
Tynewydd Road
Rhyl
Sir Ddinbych
LL18 3SU**

Date of inspection: November 2012

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 Bryn Hedydd is in Rhyl, Denbighshire. There are about 470 pupils on roll, aged 3 to 11 years, including about 60 who attend the nursery part-time. Pupils are currently taught in single-age classes.

The area served by the school is neither economically advantaged nor disadvantaged. However, the proportion of pupils entitled to free school meals is around 15%, which is below the average for primary schools in Wales.

About 11% of pupils have additional learning needs, including a few who have a statement of special educational needs. The overall proportion of pupils with additional learning needs is well below the average for primary schools in Wales.

Pupils' ethnicity is predominantly white British. A few pupils have English as an additional language. No pupil speaks Welsh as a first language.

The current headteacher was appointed in September 2010. He was previously the deputy headteacher at the school.

The last inspection was in November 2006.

The individual school budget per pupil for Ysgol Bryn Hedydd in 2012-2013 means that the budget is £3,165 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,659 and the minimum is £3,064. Ysgol Bryn Hedydd is 51st out of the 52 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- pupils make good progress from their starting points;
- the proportion of pupils attaining the expected outcomes at the end of the Foundation Phase in 2012 is good and the proportion achieving above the expected outcome is very good;
- well over half the pupils currently in Year 6 have reading ages significantly above their chronological age;
- pupils' engagement in learning is often very good, especially in the 'Beach School' initiative and through the use of hand-held information and communication technology devices within key stage 2;
- the overall attendance compares well with that of similar schools;
- the involvement of pupils in planning the curriculum is effective;
- the learning environment is very stimulating for pupils, for example the 'Bws Dysgu' and the extensive, large-scale outdoor exercise equipment;
- the quality of teaching is good overall; and
- there are strong partnerships with the local community that have a particularly strong impact on pupils' wellbeing.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a very clear vision for the school and provides effective leadership;
- the headteacher and senior leadership team are driving forward change well;
- there is a good track record of innovation and improvement planning over the last two years;
- teaching assistants undertake significant whole-school leadership roles effectively;
- the governing body supports the school well and acts appropriately as 'critical friends';
- the self-evaluation processes are detailed and provide a generally accurate picture of the school's strengths and areas for development; and
- there is very effective management of financial resources.

Recommendations

R1 Develop pupils' skills in Welsh more consistently and systematically as they move through key stage 2.

R2 Plan to adapt work in lessons more effectively to meet the needs of all groups of learners, especially the more able.

R3 Improve the marking of pupils' written work to make sure it focuses more in all classes on what pupils need to do to improve.

R4 Improve planning for numeracy across the curriculum.

What happens next?

The school will draw up an action plan, which shows how the school 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, the proportion of pupils with average or above average skills varies greatly from a few to the majority from year to year. Overall, pupils make good progress from their starting-points as they move through the school.

Many pupils speak readily in class and most can communicate their ideas and opinions well. Many pupils have particularly good listening skills and they listen well to each other in whole-class sessions and in pairs and group work. Where lessons are very stimulating, pupils' listening and reasoning skills are often very good, for example in beach school activities or when using hand-held electronic devices.

Pupils' reading skills are good overall. In nursery and reception, pupils learn new letters and sounds well and consolidate their learning effectively through practical activities inside the classroom and outdoors. As they move through the Foundation Phase, pupils extend and consolidate their phonological awareness well. By the end of key stage 2, many pupils have secure reading skills. About 60% of the current Year 6 cohort has a reading age significantly above their chronological age. Pupils read a suitably wide range of fiction and non-fiction books. They appreciate the difference between fact and opinion and are beginning to infer meaning from complex texts, for example in work on 'Macbeth' in Year 6. They have clear preferences in terms of favourite genres and authors. They also develop an appropriate awareness of the moving image and other media.

Pupils' writing skills develop appropriately. Many write well in response to class topics and novels. They write across a suitable range of genres and they appreciate the role of drafting. As they move through key stage 2, they write for a variety of purposes and many can adapt their writing style accordingly. Pupils develop an appropriately wide vocabulary and respond well to opportunities to undertake extended writing, for example in narrative and biographical forms. A few Year 5 and Year 6 pupils are very good writers.

Overall, pupils make a good start learning and using Welsh during the Foundation Phase. However, their skills in speaking, reading and writing Welsh do not develop systematically and consistently enough as they move through key stage 2.

The proportion of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase in 2012 was good and placed the school in the top 50% of schools with a similar proportion of free school meals. The school's performance also placed it above the averages for the family of schools, the local authority and Wales.

At the end of key stage 2, the proportion of pupils who attained the expected level (level 4) in 2012 placed the school above the average for the family, the local authority and Wales. However, in relation to schools with a similar proportion of free

school meals, the school was in the lower 50%. The school's performance in the previous four years placed it predominantly in the top 25% or 50% of similar schools. The relatively weak performance of Year 6 in 2012 was predicted by their baseline assessment on entry to the school and by predictions based on tests at the end of Year 2. The gap between the performance of pupils entitled to free school meals and other pupils at the end of key stage 2 is often relatively large. Although it declined significantly in 2012, it is still above the average for the family of similar schools, the local authority and Wales.

The proportion of pupils who attain above the expected level in the Foundation Phase (outcome 6) is very good and places the school in the top 25% of similar schools in key stage 2. However, the proportion of pupils who attained above the expected level (level 5) in 2012 was below the family average and placed the school in the lower 50% in comparison with schools with a similar proportion of pupils entitled to free school meals.

Wellbeing: Excellent

Pupils co-operate very well with staff and each other. They follow teachers' classroom routines very well from an early age. Behaviour around the school, in classes, at playtimes and lunchtimes and in after-school clubs is at least good. Pupils use the outdoor play equipment regularly and enthusiastically. They engage very well with a wide range of opportunities during and after school.

Pupils' engagement with learning through the 'Beach School' initiative is excellent. They engage fully in the creative scenarios produced by the teachers to stimulate their interest. The pupils remain fully engaged with their work and excited by it as they develop and practise a wide range of skills in constructive ways, often for two or more hours. Pupils have a very positive attitude to the beach and the outdoors as a learning environment. They engage very well with members of the local community who take part in the beach work, such as the community police officers.

Pupils develop at least good moral, social and life skills. Their awareness of business and their entrepreneurial skills develop very well through challenging enterprise projects, such as a school version of 'Dragon's Den' and a national automotive engineering competition. They have a very good awareness of healthy lifestyles. Many undertake physical activity at playtimes, for example on the extensive, large-scale exercise equipment on the yard. Pupils have undertaken key roles in reducing car journeys to school through an initiative to encourage pupils to walk, scooter or cycle to school. This has led to a significant reduction in car journeys to and from the school over the last three years and an improved environment for local residents at the start and end of school.

Community involvement within the school is very good. Many pupils take on specific responsibilities, for example as members of the school council and eco committee, school newsletter editors, house captains, 'Bike-It' team and playtime facilitators. Pupils' overall rate of attendance is consistently very good and places it in the top 25% of schools with a similar proportion of pupils entitled to free school meals. It is also above the average for the family, the local authority and Wales.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides many learning experiences of high quality that generally ensure appropriate coverage of the curriculum and progression in pupils' learning. Teachers work together effectively to plan medium-term and long-term programmes of work. The school has good systems in place to take on board the interests of pupils in planning the curriculum. For example, the first half-term, particularly in key stage 2, is based on a teacher-led theme and the second half-term is based on a pupil-led theme. The school plans very well for pupils' use of the outdoor environment.

The deputy headteacher works closely with subject leaders to co-ordinate the delivery of skills across the curriculum. Teachers plan effectively for the development of literacy across the curriculum, but planning for the improvement of pupils' numeracy skills through other subject areas is less well developed. The school has recently introduced a programme to improve pupils' phonological awareness and this is developing well in most classes.

The school's provision to develop pupils' appreciation of Welsh culture and tradition is good. There is an effective focus on the development of pupils' Welsh language skills in the Foundation Phase, but this is less consistent and systematic in key stage 2.

The school promotes global citizenship well, for example through a global citizenship week and ongoing links with other countries through the Comenius project. A number of very successful initiatives promote sustainability, including the 'Walk on Wednesday' and 'Bike It' programmes, as well as through the actions of the eco-committee, who monitor energy use carefully and promote recycling.

Teaching: Good

Teachers generally have good up-to-date subject knowledge and develop pupils' skills, knowledge and understanding well. They plan suitable learning experiences to motivate and engage most pupils effectively. However, they do not always plan lessons to provide the appropriate levels of challenge for more able pupils.

Teachers deploy learning assistants effectively. Support staff make a strong contribution to the quality of provision. Staff know the pupils and their needs well and they develop positive working relationships. All adults have high expectations of pupils with regard to their behaviour. Teachers use a wide variety of resources to enhance pupils' learning experiences well.

The school analyses a considerable range of performance data in detail and is beginning to use the information well to inform its provision. For example, the school uses data to identify pupils for reading and pastoral care programmes. In a few classes, the good quality of marking helps pupils to refine and improve their skills. However, the quality of marking is inconsistent across classes and does not always help pupils to know how well they are doing and what they need to do to improve.

In the majority of classes, teachers are beginning to use assessment for learning strategies well, such as sharing effective success criteria. This has a positive effect on pupils' progress. Teachers are standardising and moderating pupils' work with other schools well. The school keeps parents and carers well informed about their child's achievements, wellbeing and development. There is honest sharing with parents of detailed test information and predictions about pupils' future performance based upon the outcomes.

Care, support and guidance: Good

Arrangements to support pupils' health and wellbeing, spiritual, moral, social and cultural development are a strong feature of the school. They have a positive impact on pupil outcomes. The school ensures that nearly all pupils have purposeful opportunities to take on responsibilities and to influence directly the life of the school and the wider community. The school has established strong relationships with external agencies. For example, it has established the 'Think, feel, be positive' programme with health professionals who have worked well with the school to help pupils to raise their self-esteem. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good and helps many pupils to do well. The school is developing good processes for the early identification of needs. Useful provision maps ensure that all pupils have access to an appropriately balanced curriculum. Pupils with additional learning needs benefit from targeted intervention strategies that have helped to raise standards. Individual education plans are informative and evaluated regularly by teachers, parents and pupils. Parents are well informed and benefit from opportunities to liaise with the school at any time.

Learning environment: Good

The school makes good use of its accommodation. Although classrooms are relatively small for the number of pupils in the classes, staff manage their classrooms well and have established effective routines to minimise any disruption. The quality of displays throughout the school is good. The school has made particularly effective use of its outdoor environment, for example through the development of the 'Bws Dysgu' and the provision of large-scale exercise apparatus in the playground. The school uses its local environment very well, especially through the 'Beach School' initiative.

There is an inclusive atmosphere and all pupils have equal access to the curriculum. The positive, caring and supportive ethos encourages pupils to treat each other fairly and with respect. The school has suitable arrangements and policies in place to ensure equal opportunities and there are sound procedures for addressing and reporting any discrimination.

The school encourages pupils actively to take on additional responsibilities, for example through the school council and eco-committee, and also through the 'Bike It', 'Walk on Wednesdays', 'Save Our Students' and road safety officer programmes.

Pupils who have low self-esteem are successfully identified and are provided with good support through initiatives such as the 'Pyramid Club' and nurture groups.

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

The school is led and managed successfully. Leaders and managers have focused well on responding to national and local priorities. The headteacher leads by example and has a very strong vision for the future development of the school. All staff and governors share a common ethos and purpose. There is very good teamwork across the school and high staff morale at all levels. The headteacher has been very successful and creative in introducing various innovations and initiatives during the last two years. These are beginning to make an impact on improved pupil outcomes and provision, particularly in relation to pupils' wellbeing.

The senior leadership team, with two new members in the last year, is having a positive impact on improving quality and standards throughout the school. The cluster teams, who co-ordinate the planning of pupils' learning experiences, are effective and provide staff with useful opportunities to develop their leadership roles. Leaders and other staff members generally communicate very high expectations and they challenge each other in positive ways to improve.

Leaders and governors use relevant information about pupils' outcomes effectively to identify and address areas of underperformance and to set appropriate objectives and targets. Governors understand their roles and act as 'critical friends' in questioning and challenging leaders and managers in the school. They help to provide strategic direction for the work of the school, for example through their active involvement in parent forums and cluster curriculum meetings.

Improving quality: Good

The school's self-evaluation procedures are effective. Leaders and managers have an accurate picture of the school's strengths and areas for development. The headteacher and senior leadership team work very effectively with the curriculum cluster teams to evaluate performance outcomes and the impact of teaching and the curriculum on pupils. They undertake a wide range of monitoring activities, including visiting classes and sampling pupils' work and teachers' planning.

Staff use the outcomes of self-evaluation to plan effectively for improvement. There is a sustained focus on achieving progress against the school's priorities at all levels of leadership. Leaders seek the views of pupils, parents/carers, staff and governors regularly to plan strategically on an annual basis for further improvements. However, there is currently no longer-term strategic plan for improvements.

Partnership working: Good

The school undertakes many successful partnership activities. For example, the school's involvement in a national automotive engineering challenge benefitted greatly from many close relationships with local businesses and engineering firms.

Staff take a leading role in developing joint-working practices with a range of agencies, such as health professionals and environmental charities, to develop effective and innovative provision.

There is very good communication with parents, for example through a parents' forum which has been particularly successful in bringing together parents, staff, pupils and governors to share views and ideas about the school. The school also has a very informative and useful website.

The school has very strong links with the community. It has used these links well to establish innovative provision, such as the 'Bws Dysgu' and the 'Beach School' initiative. Very good joint working with other bodies, such as the local authority and the local police, ensures the delivery of joined-up programmes that improve pupils' outcomes and wellbeing.

There are good links with other schools. For example, the secondary school helps with the provision of weekly foreign language lessons for Year 6 pupils. The school benefits from a shared business manager across a number of local schools.

Resource management: Good

There are very good levels of staffing and resources to support pupils' learning. The school manages its staffing and financial resources very efficiently and effectively. Teaching and support staff are deployed skilfully to ensure effective use of staff knowledge, experience and expertise.

Teachers are involved in a range of professional learning communities and networks within and beyond the school to take forward developments to raise standards. These are having positive impacts on learning and teaching. Teaching assistants are of high quality and contribute fully to the pupils' education. All staff take part in effective performance management procedures. Staff training links closely to school priorities. The work of the business manager, shared with other local schools, has led to considerable financial savings. Along with the headteacher's flexible approach to acquiring additional funds and assets, this has had considerable impact on effective resource management.

The school's spending decisions relate well to its priorities for improvement. There is good use of shared resources through efficient partnership work with other local schools and the local authority. Overall, the school provides good value for money, particularly given the relatively low school budget per pupil in comparison with other primary schools in the local authority.

Appendix 1

Commentary on performance data

The baseline assessment of pupils shows that the school's intake fluctuates greatly from year to year. One year, the school's baseline assessments show it in the top five in the local authority, but the next year they show it in the bottom five. Overall, despite the school's relatively favourable free school meal category, the average trend is for the majority of pupils to have below average skills when they arrive at the school.

The proportion of pupils who attained the expected outcome (outcome 5) at the end of the Foundation Phase in 2012 was good. The school's performance placed it in the top 50% of schools with a similar proportion of pupils entitled to free school meals and third in its family of similar schools. The relative performance of boys was particularly good.

At the end of key stage 2, the proportion of pupils who attained the expected level (level 4) in 2012 placed the school above the average for the family, the local authority and Wales. In the family of similar schools, its performance placed it fourth in relation to the core subject indicator (the attainment of level 4 in English, mathematics and science combined). However, in relation to schools with a similar proportion of free school meals, the school was in the lower 50% of schools, and its relative performance was particularly weak in English. Nevertheless, the school's performance in the previous four years placed it predominantly in the top 25% or 50% of similar schools, and the relatively weak performance of Year 6 in 2012 was predicted by their baseline assessment on entry to the school and by predictions based on tests at the end of Year 2. Overall, the Year 6 pupils in 2012 had made predicted or better-than-predicted progress from their starting-points.

The proportion of pupils who attain above the expected level in the Foundation Phase (outcome 6) is very good and places the school in the top 25% of similar schools in key stage 2. However, the proportion of pupils who attained above the expected level (level 5) in 2012 was below the family average and placed the school in the lower 50% in comparison with schools with a similar proportion of pupils entitled to free school meals.

In assessments at the end of the Foundation Phase in 2012, there is little to separate the relative performance of the boys and girls. The performance of boys was much weaker than girls at the end of key stage 2 in 2012. However, the overall pattern of achievement between boys and girls over the last five years fluctuates a great deal from year to year. In some years boys do better than girls and in other years it is the reverse. The gap between the performance of pupils entitled to free school meals and other pupils at the end of key stage 2 is often relatively large. Although it declined significantly in 2012, the gap is still above the average for the family of similar schools, the local authority and Wales.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Parent Questionnaire / Arolwg Rhieni

Ysgol Bryn Hedydd

Ysgol Bryn Hedydd

denotes the benchmark - this is a total of all the responses received to date from parents of pupils in primary schools inspected since September 2010.

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses					
		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.	75	64	11	0	0	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		85%	15%	0%	0%	0%	
My child likes this school.	74	62	12	0	0	0	Mae fy mhientyn yn hoffi'r ysgol hon.
		84%	16%	0%	0%	0%	
My child was helped to settle in well when he or she started at the school.	75	62	13	0	0	0	Cafodd fy mhientyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		83%	17%	0%	0%	0%	
My child is making good progress at school.	75	53	22	0	0	0	Mae fy mhientyn yn gwneud cynnydd da yn yr ysgol.
		71%	29%	0%	0%	0%	
Pupils behave well in school.	74	40	32	0	0	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		56%	44%	0%	0%	2%	
Teaching is good.	75	55	20	0	0	0	Mae'r addysgu yn dda.
		73%	27%	0%	0%	0%	
Staff expect my child to work hard and do his or her best.	75	58	17	0	0	0	Mae'r staff yn disgwyl i fy mhientyn weithio'n galed ac i wneud ei orau.
		77%	23%	0%	0%	0%	
The homework that is given builds well on what my child learns in school.	74	46	27	1	0	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhientyn yn ei ddysgu yn yr ysgol.
		62%	36%	1%	0%	0%	
Staff treat all children fairly and with respect.	75	50	21	1	0	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		69%	29%	1%	0%	3%	
My child is encouraged to be healthy and to take regular exercise.	75	57	16	0	0	2	Caiff fy mhientyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		78%	22%	0%	0%	2%	
My child is safe at school.	75	60	14	0	0	1	Mae fy mhientyn yn ddiogel yn yr ysgol.
		81%	19%	0%	0%	1%	
My child receives appropriate additional support in relation to any particular individual needs.	70	44	18	3	0	5	Mae fy mhientyn yn cael cymorth ychwanegol priddol mewn perthynas ag unrhyw anghenion unigol penodol.
		68%	28%	5%	0%	7%	
I am kept well informed about my child's progress.	74	47	24	3	0	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhientyn.
		64%	32%	4%	0%	0%	
I feel comfortable about approaching the school with questions, suggestions or a problem.	75	59	14	1	0	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%	1%	
I understand the school's procedure for dealing with complaints.	73	41	21	3	0	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		63%	32%	5%	0%	11%	
The school helps my child to become more mature and take on responsibility.	74	50	23	0	0	1	Mae'r ysgol yn helpu fy mhientyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		68%	32%	0%	0%	1%	
My child is well prepared for moving on to the next school or college or work.	64	37	17	0	0	10	Mae fy mhientyn wedi'i barato'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		69%	31%	0%	0%	15%	
There is a good range of activities including trips or visits.	74	58	16	0	0	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		78%	22%	0%	0%	0%	
The school is well run.	75	61	13	1	0	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		81%	17%	1%	0%	0%	

Responses to learner questionnaires

Learner Questionnaire / Arolwg Disgyblion

All Pupils / Pob Disgybl

Ysgol Bryn Hedydd

denotes the benchmark - this is a total of all the responses received to date from pupils in primary schools inspected since September 2010.

	Nifer o ymatebion Number of responses	Nifer o ymatebion / Number of responses		
		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	112	111 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	111	108 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	110 98%	2 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
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.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	112	107 96%	5 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	112	108 96%	4 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	111 99%	1 1%	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	110 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	111	107 96%	4 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	111	108 97%	3 3%	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.	111	87 78%	24 22%	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	100 89%	12 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		83%	17%	

Appendix 3

The inspection team

Barry Norris	Reporting Inspector
Richard Lloyd	Team Inspector
Michael Thomas	Team Inspector
Susan Owen	Lay Inspector
John Wright	Peer Inspector
John Cannon	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.