



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

A report on

**Ysgol Craig y Deryn
Llanegryn
Tywyn
Gwynedd
LL36 9SG**

Date of inspection: March 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 20/05/2016

Context

Ysgol Craig y Deryn is in the village of Llanegryn in Gwynedd. The school was opened in September 2013 to serve the villages of Abergynolwyn, Brynchrug, Llanegryn and Llwyngwril.

The school provides education for pupils aged between 3 and 11 years. Welsh is the everyday language of the school and the main medium of learning and teaching. English is taught formally in key stage 2. About 35% of pupils come from Welsh-speaking homes. Very few pupils come from an ethnic minority background.

Children are admitted to the nursery class on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 116 pupils on roll. They are taught by three full-time teachers and two part-time teachers in four mixed-age classes.

About 13% of pupils are eligible for free school meals, which is lower than the national average.

Twenty-four per cent of pupils are on the school's additional learning needs register. These figures are a little higher than the averages for Wales. Very few pupils have a statement of special educational needs.

The headteacher was appointed in September 2013. This is the school's first inspection.

The individual school budget per pupil for Ysgol Craig y Deryn in 2015-2016 is £3,812. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Craig y Deryn is in 60th place of the 98 primary schools in Gwynedd in terms of the 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:

- Nearly all pupils make sound progress during their time there
- Nearly all pupils' standards of behaviour and self-discipline are good and they demonstrate great courtesy, care and respect towards each other, staff and visitors
- Nearly all pupils are enthusiastic learners who co-operate extremely effectively
- The standard of teaching is consistently good or better
- Staff provide a wide range of stimulating experiences that gain nearly all pupils' interest and curiosity
- There is excellent provision for pupils who have additional learning needs
- It has a very inclusive and caring ethos in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision that is based on promoting high standards
- The headteacher has conveyed the vision successfully to staff, pupils, parents and governors
- Members of staff co-operate effectively as a team
- The governing body is very supportive of the life and work of the school and is beginning to challenge sensibly and hold the school to account for its performance
- It has thorough and robust procedures for self-evaluation and clear plans for improvement
- There is very effective co-operation with a range of partners, which has a positive effect on pupils' wellbeing and achievement

Recommendations

- R1 Improve attendance
- R2 Provide more opportunities for key stage 2 pupils to take responsibility for their own learning
- R3 Develop further the governors' role of monitoring and holding the school to account for its performance

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Pupils' basic assessments on entry to the school show that most of them have varied skills, and that Welsh is a new language for the majority of them. However, the oral skills of pupils who come from non-Welsh speaking homes develop very quickly. Nearly all pupils, including some who have additional learning needs, make sound progress in their learning during their time at the school.

Nearly all pupils across the school show good listening skills. In the Foundation Phase, nearly all pupils use correct syntax and wide, purposeful vocabulary when discussing their work. By the end of key stage 2, most pupils express an opinion confidently in Welsh and English. They use an increasing variety of suitable vocabulary, for example when comparing German and British aeroplanes within the Second World War theme. By the end of key stage 2, most are confidently bilingual.

Nearly all pupils make good progress in their reading skills. By the end of the Foundation Phase, they respond enthusiastically to stories and show a sound understanding of the message of stories, for example when listening to the story of the Good Shepherd. When they come across unfamiliar words, they use a good range of effective strategies to try to read them independently.

In key stage 2, nearly all pupils make good progress in their reading skills in Welsh and English. By the end of the key stage, they discuss the content of a book intelligently and read aloud with expression. They apply their reading skills across the curriculum effectively, for example when gleaning information from different sources in their history lessons.

Nearly all pupils at the end of the Foundation Phase convey information in a series of simple sentences, using a capital letter and a full stop with some consistency. Most of them spell familiar words correctly and the majority present their work neatly. The majority are able to use simple adjectives to enrich their work, for example when writing a self-portrait.

In key stage 2, most pupils develop their writing skills well in Welsh and English. By the end of the key stage, the majority vary syntax at the beginning of sentences effectively in both languages and mutate correctly at times in Welsh. Most pupils write for various purposes skilfully across the curriculum, for example when creating a report about the Aberfan disaster.

In the Foundation Phase, many pupils' mental mathematics skills are developing well and they use their ability effectively when solving number problems in their activities, for example when finding out how many sheep worth five pence a farmer is able to buy with a particular sum of money. Most of them are developing a sound understanding of analogue time to the nearest hour, half an hour and quarter of an hour. They have good knowledge of the characteristics of different shapes and many

use mathematical vocabulary correctly when discussing their work. They are able to collect, record and present data accurately and create charts and graphs to record their work clearly, for example to convey the favourite fruits of pupils in the class.

Most pupils in key stage 2 show a sound understanding of numeracy terms and apply their skills well. They are very willing to provide answers, share their findings confidently and use correct mathematical terms. Many apply their understanding of division, multiplication, measurement and estimation effectively in different contexts. They collect and represent data correctly in number tasks and in investigative tasks. By the end of key stage 2, many are beginning to use their skills well to solve reasoning problems, such as calculating the cost of going to watch an international game in Cardiff.

As only two years' results are available for the key stages, it is not fair to report on trends in performance over time. However, at the end of the Foundation Phase, the school's performance at the expected outcome is consistently lower than the median in language and mathematics skills. Since 2014, most pupils have made good progress, especially in the higher outcome, which has meant that the school is in the top 25% in comparison with similar schools.

At the end of key stage 2, the school's performance at the expected levels and higher has been lower than the median in Welsh, English, mathematics and science. However, except in English, an obvious increase is seen in pupils' performance at the expected level.

In the Foundation Phase, pupils who are eligible for free school meals do not make as much progress as other pupils. In key stage 2, numbers have been small, and therefore any sensible comparison between them and other pupils is unreliable.

Wellbeing: Adequate

Nearly all pupils are aware of the importance of eating healthily and the need to keep fit. They take part enthusiastically in sports lessons and during the 'Dal i Fynd' (Still Going Strong) running club.

Nearly all pupils' standard of behaviour and self-discipline is high. They show great respect for each other and for adults. They are all enthusiastic learners who co-operate extremely effectively. They show enjoyment and pride in their work and persevere with their tasks for extended periods. Many pupils' ability to improve their own work is developing well in each class.

Nearly all pupils feel safe at school and say that they are treated with respect. They know that they can turn to any adult, friends or the 'Bydis Buarth' (Playground Pals) for support when needed.

Most pupils take full advantage of appropriate opportunities to voice an opinion and express concern. Members of the school council meet regularly and take their responsibilities seriously. They consider the comments of fellow pupils appropriately and are proud of their efforts in developing the school's reward system and raising money in aid of a specialist eye hospital in Birmingham.

Many pupils contribute well to the wider community. They take pride in the opportunity to serve and entertain residents in nearby villages by taking part in local services and eisteddfodau.

The school's attendance level this year shows obvious improvement. However, the attendance rate over the last two years has not compared well with levels in similar schools and has been lower than the median. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of stimulating experiences that gain nearly all pupils' interest and curiosity. These experiences meet the requirements of the national curriculum, the Foundation Phase, the agreed syllabus for religious education and the Literacy and Numeracy Framework.

By planning jointly, teachers ensure that learning experiences that are provided build systematically on pupils' knowledge and skills well. Plans are detailed and provide plenty of opportunities for pupils to apply their number, literacy and thinking skills across the curriculum effectively.

The curriculum is enriched further by providing a variety of interesting extra-curricular experiences for pupils, for example golf courses and a cookery club.

Provision for the Welsh dimension is good. Pupils have opportunities to study the work of a number of authors from Wales, including the work of the local artist Elin Crowley. They learn about Welsh legends, visit local areas and compete successfully in a number of eisteddfodau annually. All these experiences promote their understanding of Wales, its people and traditions successfully.

Education for sustainable development and global citizenship is being promoted well. Recently, pupils have exchanged blogs with two pupils who have been travelling around the world. This has effectively raised their awareness of life in other countries, including Vietnam, Sri Lanka and South Africa. The gardening club grows vegetables in the school garden and the cook uses them in school meals. This encourages pupils to eat healthily successfully.

Teaching: Good

The quality of teaching is good or better in all classes. All teachers use an interesting variety of teaching methods, which gain pupils' participation and interest well. Lessons are planned imaginatively and teachers adapt them appropriately to respond to pupils' particular needs. Teachers question pupils probingly and encourage them to use their literacy, numeracy and thinking skills regularly in lessons. Presentations are lively with a good pace. However, there is a tendency in key stage 2 to over-direct pupils at times. This limits opportunities for them to take responsibility for their own learning.

There is a positive working relationship between adults and pupils in every class and all adults promote correct Welsh regularly. Teachers take good advantage of the team of assistants who provide very effective support for pupils and help them to complete their tasks.

Pupils receive constructive oral feedback on their efforts in all classes. Teachers mark pupils' work regularly, and write comments of praise and support for them. However, the standard of constructive comments that explain to pupils how to improve the work is inconsistent. Good procedures are in place for pupils to evaluate their own work and that of their peers.

Pupils' progress across the school is tracked carefully in order to identify anyone who is underachieving and additional appropriate support is provided for them as needed. This information is used very effectively when planning further work.

There are suitable arrangements for reporting to parents on their children's progress and achievement which meet statutory requirements.

Care, support and guidance: Excellent

The good quality of care, support and guidance has a very good effect on pupils' standards and wellbeing. The school has appropriate arrangements for eating and drinking healthily, and for ensuring that pupils understand the importance of keeping fit.

Provision for spiritual, moral and cultural development is robustly good. Provision for vulnerable pupils' social development is extremely effective. The support programme for them is particularly effective and makes an exceptional contribution to raising these pupils' self-confidence and developing their social skills.

Beneficial use is made of external agencies and specialist services to support pupils, for example the police, the psychologist and the speech therapist. The co-operation between them and the school has a very positive effect on pupils' wellbeing.

Procedures for managing pupils' behaviour are very effective. The school's arrangements for promoting good attendance are beginning to bear fruit and pupils and their parents understand the importance of attending school regularly. As a result, pupils' attendance rate shows an upward trend to date during this year.

Provision for pupils who have additional learning needs is excellent. The school makes very effective use of information from formal assessments and teachers' assessments to identify pupils at an early stage and extremely successful support programmes are provided for them. The school's thorough progress-tracking system shows that most pupils make progress above expectations over time.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

A particularly good feature at the school is the familial ethos that exists within it. It is a very inclusive and caring community, in which pupils feel happy and safe.

There is an obvious emphasis on ensuring equal opportunities and full access to the wide curriculum for all pupils. Respect for racial diversity and equality is promoted successfully through varied work, including studying foreign countries.

The building is of excellent quality. The outdoor learning areas have been developed in a creative way in order to make full use of the space available and to improve pupils' learning and play experiences.

There is a varied range of high quality resources at the school, which are used extremely effectively. Stimulating and attractive displays of teachers' work and pupils' achievements and successes in classrooms and around the school create an interesting learning environment that supports learning effectively. They also engender pupils' pride in their work. The standard of cleanliness is high and the school building and grounds are well-maintained. The school site is safe for pupils.

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

The headteacher has a clear vision that is based on promoting high standards. She conveys the vision successfully to staff, pupils, parents and governors. She is supported well by the deputy headteacher and all members of staff share the same values about pupils' education and wellbeing. They co-operate effectively as a team and this has led to a rapid rise in standards achieved in a short time. The school is an orderly community and clear structures and policies are in place and are implemented consistently and effectively.

Staff meetings are held regularly and they focus clearly on priorities for improvement. Agendas ensure that staff understand their responsibilities and roles when fulfilling those priorities. Effective performance management arrangements are in place and include relevant targets for staff that are linked to whole-school priorities.

The school is making good progress in introducing initiatives that meet local and national priorities. The requirements of the Literacy and Numeracy Framework have been established successfully and the majority of assessment for learning requirements are developing appropriately.

Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. They are beginning to hold the school to account for its performance more effectively, but this practice has not been embedded fully to date.

Improving quality: Good

Self-evaluation procedures are thorough and consider a wide variety of direct evidence such as lesson observations, performance data and the views of parents

and others. The self-evaluation report is a detailed and evaluative document that gives a clear and honest picture of the school's current situation. The management team uses the information that is collected purposefully in order to set priorities for improvement.

The school has evidence to demonstrate that self-evaluation has led to visible improvements in standards and provision, especially in the progress seen in the achievement of pupils who have additional learning needs.

There is a clear link between the outcomes of the self-evaluation process and the priorities in the development plan. The plan focuses well on raising standards and improving provision for pupils. A good example of this is the attention paid to improve spelling and reading skills in English in key stage 2.

The improvement plan includes an appropriate range of relevant steps and identifies members of staff who are responsible for fulfilling them. It also includes challenging success criteria for specific groups of pupils within time limits that are suitable for completing tasks. The school monitors progress on the priorities effectively.

Partnership working: Good

The school works effectively with a range of partners in a way that has a positive effect on pupils' standards and wellbeing and extends learning experiences successfully.

The school has a good relationship with parents and members of the community. The parents and teachers association is very active and supports the school practically and financially. This, for example, has led to an obvious improvement in the supply of resources, such as a climbing wall to promote fitness and develop pupils' physical skills. Staff inform parents well of the school's procedures, by using the website, sending text messages and regular letters.

The school serves a wide rural area, and by establishing an open and welcoming ethos, effective partnerships are developed with all the communities that are served by the school. Pupils take part regularly in concerts, eisteddfodau and activities in local churches and chapels, reinforcing their understanding of the importance of operating appropriately within their community.

An effective moderation system has been established with other schools to produce purposeful and useful profiles to help teachers as they standardise pupils' work. There are beneficial links with the local secondary school. These are effective in helping pupils to transfer smoothly between one sector and the other and in preparing pupils appropriately for the next stage in their education.

Resource management: Good

The school has an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Good use is made of their expertise and the contribution of support staff is extremely effective in encouraging and supporting pupils who have additional learning needs.

The school has robust performance management procedures and useful training supports this successfully. The continuous professional development of all staff links clearly to the school's priorities for improvement.

The school responds fully to the statutory requirements on teachers' workload and there are suitable arrangements in place to ensure non-contact for them, in order to plan, prepare and assess.

There is a good range of resources at the school and they are managed well in order to ensure full access for pupils to every aspect of the curriculum. This is very obvious in the use that is made of the outdoor area, the playing field, the school hall and the multi-purpose sports area.

Staff act effectively in professional learning communities in the school and beyond. This has led to developing teachers' skills in evaluating pupils' work correctly. There is close co-operation with other schools to share good practice, such as developing strategies to improve pupils' reading skills in Welsh and English.

The school has thorough arrangements for planning expenditure. Expenditure links well the objectives, targets and plans in the school improvement plans. The headteacher and governors monitor and manage expenditure carefully and ensure that financial resources are used effectively to support priorities for improvement. Effective use of the Pupil Deprivation Grant to support pupils who are eligible for free school meals has led to a considerable increase in pupils' standards, especially those who have additional learning needs.

Considering the provision, progress and the standards achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6612228 - Ysgol Craig y Deryn

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	*	15	13
Achieving the Foundation Phase indicator (FPI) (%)	*	*	26.7	61.5
Benchmark quartile	*	*	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	15	13
Achieving outcome 5+ (%)	*	*	40.0	61.5
Benchmark quartile	*	*	4	4
Achieving outcome 6+ (%)	*	*	6.7	53.8
Benchmark quartile	*	*	4	1
Mathematical development (MDT)				
Number of pupils in cohort	*	*	15	13
Achieving outcome 5+ (%)	*	*	73.3	92.3
Benchmark quartile	*	*	4	3
Achieving outcome 6+ (%)	*	*	0.0	53.8
Benchmark quartile	*	*	4	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	15	13
Achieving outcome 5+ (%)	*	*	33.3	92.3
Benchmark quartile	*	*	4	4
Achieving outcome 6+ (%)	*	*	0.0	69.2
Benchmark quartile	*	*	4	2

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.

6612228 - Ysgol Craig y Deryn

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	*	15	18
Achieving the core subject indicator (CSI) (%)	*	*	53.3	77.8
Benchmark quartile	*	*	4	4
English				
Number of pupils in cohort	*	*	15	18
Achieving level 4+ (%)	*	*	86.7	72.2
Benchmark quartile	*	*	4	4
Achieving level 5+ (%)	*	*	33.3	33.3
Benchmark quartile	*	*	3	4
Welsh first language				
Number of pupils in cohort	*	*	13	17
Achieving level 4+ (%)	*	*	76.9	82.4
Benchmark quartile	*	*	4	4
Achieving level 5+ (%)	*	*	38.5	29.4
Benchmark quartile	*	*	2	3
Mathematics				
Number of pupils in cohort	*	*	15	18
Achieving level 4+ (%)	*	*	60.0	83.3
Benchmark quartile	*	*	4	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	*	*	15	18
Achieving level 4+ (%)	*	*	53.3	88.9
Benchmark quartile	*	*	4	4
Achieving level 5+ (%)	*	*	*	38.9
Benchmark quartile	*	*	*	3

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 to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	52		52 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	52		51 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	52		50 96%	2 4%	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	52		52 100%	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.	52		45 87%	7 13%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	52		49 94%	3 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.	52		52 100%	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.	52		52 100%	0 0%	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.	52		50 96%	2 4%	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.	52		52 100%	0 0%	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.	52		31 60%	21 40%	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	52		44 85%	8 15%	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 to date 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.	45	21 47%	19 42%	5 11%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	45	25 56%	18 40%	1 2%	1 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	44	22 50%	19 43%	2 5%	1 2%	1	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.	42	19 45%	21 50%	2 5%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	42	12 29%	27 64%	2 5%	1 2%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	44	25 57%	16 36%	3 7%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	45	25 56%	20 44%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	38	16 42%	18 47%	4 11%	0 0%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	39	15 38%	17 44%	5 13%	2 5%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	43	18 42%	22 51%	1 2%	2 5%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	43	28 65%	14 33%	1 2%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	15 43%	17 49%	1 3%	2 6%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	44	18 41%	20 45%	3 7%	3 7%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	45	19 42%	19 42%	6 13%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	38	10 26%	22 58%	5 13%	1 3%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	42	16 38%	23 55%	3 7%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	26	11 42%	13 50%	1 4%	1 4%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	41	17 41%	17 41%	5 12%	2 5%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	43	18 42%	16 37%	5 12%	4 9%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Rhian Jones	Team Inspector
David Owen Jenkins	Lay Inspector
David Kenneth Davies	Peer Inspector
Jennifer Bradbury	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.