



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

A report on

**Ysgol Gynradd Niwbwrch
Niwbwrch
Llanfairpwll
Anglesey
LL61 6TE**

Date of inspection: January 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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

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

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 14/03/2017

Context

Ysgol Gynradd Niwbwrch serves the village of Newborough and the surrounding area. It is maintained by Anglesey local authority. It provides education for pupils between 3 and 11 years old. There are 63 pupils on roll, including 10 part-time nursery age children. Pupils are taught in 3 mixed-age classes, including the nursery pupils.

Approximately 71% of pupils speak Welsh at home. Twenty five per cent (25%) of pupils are eligible for free school meals. Approximately 44% of pupils have additional learning needs, which is significantly higher than the national average. Very few pupils are in local authority care.

The school has been federated with Ysgol Dwyran since September 2011. The current headteacher was appointed to the post at the end of the summer term 2016, and began her duties as headteacher of three schools, namely Ysgol Llangaffo, Ysgol Dwyran and Ysgol Niwbwrch in October 2016. The school was last inspected in December 2009.

The individual school budget per pupil for Ysgol Gynradd Niwbwrch in 2016-2017 is £5,179. The maximum per pupil in primary schools in Anglesey is £13,429 and the minimum is £2,902. Ysgol Gynradd Niwbwrch is in 10th place of the 47 primary schools in Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Many pupils' spoken Welsh skills are developing robustly
- Many pupils in key stage 2 write confidently in a variety of forms in both languages
- There is a clear increase in the percentage of pupils who have attained the higher levels in all core subjects over the last two years
- Provision to promote pupils' understanding of the Welsh language and Welsh culture is robust
- Teachers across the school plan appropriate experiences that stimulate pupils' interest effectively
- The school has comprehensive and effective procedures for tracking pupils' progress

However:

- A few more able pupils do not make enough progress
- The standards of reading of a minority of pupils are lower than expected
- The school does not plan appropriate experiences for pupils to develop their information and communication technology (ICT) skills
- Teaching does not always respond to all pupils' needs

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has high expectations and leads by example
- The headteacher sets a clear strategic direction for the school's work, based on raising standards
- Governors have a sound understanding of the school's strengths and areas for improvement
- The self-evaluation document provides an accurate picture of the school and identifies strengths and areas for improvement clearly
- There is a very clear link between the self-evaluation and the school development plan

Recommendations

- R1 Raise standards of reading
- R2 Ensure regular opportunities to develop pupils' numeracy and information and communication technology skills
- R3 Ensure that teaching offers an appropriate level of challenge and that teachers' feedback on pupils' work offers clear guidance for pupils to improve their work
- R4 Strengthen the partnership with parents

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over a period of time, a majority of pupils' literacy skills on entry to the school have been weak. During their time at the school, many make sound progress from their starting point. Many pupils with additional learning needs make appropriate progress in line with their targets. However, in general, more able pupils do not make enough progress in their learning.

Many pupils' spoken Welsh skills are developing robustly. Many listen attentively to presentations and respond confidently orally, using correct Welsh vocabulary and syntax in line with their age and ability. By the end of the Foundation Phase, many are able to converse enthusiastically about their work using a naturally Welsh vocabulary. An example of this is the way in which they express an opinion about leisure centres as part of their theme work on keeping healthy. By the end of key stage 2, many pupils communicate clearly in both languages and join in appropriately with class discussions. A few more able pupils discuss maturely by using more extended vocabulary, for example when planning a trip to watch a rugby match as part of their mathematics work.

At the top of the Foundation Phase, a majority of pupils read with appropriate accuracy and expression. They are able to discuss their favourite characters at a very simple level, and a very few more able pupils offer valid reasons. A very few pupils use phonics skills effectively when reading unfamiliar words. By the end of key stage 2, many show a liking for books and read appropriately in both languages, showing a good awareness of audience. Most are able to gather relevant information from different texts, including using ICT effectively. However, across the school, a minority of pupils' standards of reading are below the expected standard.

Many pupils in the Foundation Phase develop their ideas appropriately in written work across the areas of learning, for example when writing the story of Mary Jones from Bala. On the whole, they spell and punctuate their work correctly. However, a few pupils do not vary and expand their sentences regularly enough. Over-reliance on prepared worksheets limits pupils' ability to write at length. In key stage 2, many pupils write confidently in a variety of forms in both languages. They punctuate their work correctly and use specific vocabulary to respond to the task. An example of this is the letter written in Welsh to complain about goods bought over the internet and an evaluation of a scientific investigation into light and sound in English.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately, but in a limited range of situations. By the end of the phase, many succeed in handling data effectively and create a block graph of the results independently. A majority apply their number skills suitably to solve simple problems based on class work. A good example of this is the way in which pupils apply their numeracy skills in the context of money when organising a party. In key stage 2, most pupils' mathematical skills in lessons and in their mathematics books are

suitable. Most use appropriate strategies to find the perimeter of 2D shapes and calculate the area and perimeter of irregular shapes correctly. However, pupils across the school do not use their numeracy skills consistently enough in other aspects of the curriculum.

Most pupils have a sound understanding of how to stay safe on the internet. Pupils make limited use of their ICT skills to support their work across the curriculum. By the end of the Foundation Phase, many pupils used word-processing programs suitably to present information and import a picture into their work. In key stage 2, a majority of pupils use a variety of word processing and multimedia programs confidently, and edit text, place a text box and import pictures. Many pupils use the internet confidently to gather information and use the technology safely. However, a majority of pupils' skills have not developed fully across the curriculum.

Often over recent years, there has been a relatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. As a result, trends in the school's benchmark performance in comparison with that of similar schools and in comparison with national averages are not reliable.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome, in general, has varied, moving it between the top 25% and the bottom 25% in comparison with similar schools in literacy and communication in Welsh, and mathematical development. The school's performance at the higher outcome has varied, moving it between the upper 50% and the bottom 25% in literacy and communication in Welsh, and mathematical development. The school's performance data shows a clear downward trend in mathematical development.

At the end of key stage 2, the school's performance at the expected level in all core subjects has varied, moving it between the top 25% and the bottom 25% of similar schools. Over the last two years, there is a clear increase in the percentage of pupils who have attained the higher level, namely level 5, in all core subjects. The school's performance in Welsh, mathematics and science has varied, moving it between the top 25% and the bottom 25%, while the school's performance in English places it more consistently in the top 25% and upper 50%.

Because the numbers are so small, is it not possible to compare the performance of boys and girls or the performance of pupils who are eligible for free school meals and those who are not.

Wellbeing: Good

Most pupils have a sound understanding of the importance of eating and drinking healthily and keeping fit. Nearly all pupils feel safe at school and know who to approach for support and advice. Most pupils have a sound understanding of how to stay safe when using the internet.

Most pupils are well-behaved and are courteous with each other and visitors. They show an interest in their work and commit to their tasks quickly.

Many pupils contribute intelligently to what they learn. However, pupils' ability to work independently has not been developed in full.

Members of the school council are active and arrange fundraising activities for a number of charities regularly. This has a positive effect on their awareness of others' needs. The pupil's voice has a prominent place in the school's strategic work. A notable example of this is the way in which they have created a certificate to celebrate pupils' progress in reading.

Most pupils arrive at school punctually and there is an increase in the school's attendance percentage. In two of the last four years, the school's attendance has placed it in the upper 50% in comparison with similar schools.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Adequate

The school provides a range of appropriate learning experiences that engage many pupils' interest well. These experiences meet the requirements of the National Curriculum and the agreed syllabus. Visitors to the school and visits away from the school site enrich provision effectively. However, there are few extra-curricular activities at the moment.

The school gives appropriate attention to the Literacy and Numeracy Framework in its plans. However, pupils are not given regular opportunities to use their numeracy skills in full across the areas of learning and the curriculum. At times, overuse of worksheets limits pupils' ability to write at length. The school plans appropriate experiences for pupils to develop their ICT skills; however, the range is not wide enough and planning does not ensure that skills are developed gradually.

Provision for promoting pupils' understanding of the Welsh language and Welsh culture is robust. The school's commitment to the Anglesey Welsh Language Charter promotes pupils' use of the Welsh language effectively. The school ensures purposeful opportunities for pupils to learn about Welsh history and culture, for example visits to the local areas, the Folk Museum in Cardiff and by studying work about Welsh authors and poets.

Provision for promoting pupils' understanding of sustainable development is appropriate, and the school council shows a good awareness of the importance of saving energy, reducing waste and recycling.

Teaching: Adequate

Teachers across the school plan appropriate experiences that stimulate pupils' interest effectively. Teachers have good subject knowledge and question effectively in order to develop pupils' previous knowledge and extend their understanding. There is an appropriate working relationship between staff and pupils, which supports behaviour and positive attitudes towards learning. Effective co-operation between teachers and assistants support individuals and specific groups of pupils appropriately. Where teaching is less effective, activities do not always respond fully to pupils' needs. Over-reliance on teacher intervention limits pupils' ability to make decisions and lead their own learning.

There are assessment for learning strategies in place. Teachers set purposeful learning aims regularly. However, they are not specific enough and do not have enough of an effect on raising standards. All teachers use a consistent marking method, but comments do not always give clear enough guidance to pupils on what they need to do to improve their work.

The school has comprehensive and effective procedures for tracking pupils' progress. Leaders use information successfully in order to identify the needs of individuals and specific groups of pupils, and provide for them.

Reports that are presented to parents provide them with suitable information about their children's progress and identify suitable targets for improvement.

Care, support and guidance: Good

The quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. The school provides suitable experiences that promote pupils' spiritual, moral, social and cultural development effectively. Collective worship sessions and the curriculum support this successfully.

Provision ensures that pupils have a sound understanding of the importance of eating and drinking healthily and how to stay safe. This is supported well in class activities, such as the role-play corner, to promote fitness in the Foundation Phase.

The school co-operates effectively with a number of specialist services, such as the speech therapist and the local police officer. These links have a positive effect on pupils' standards of wellbeing and attendance.

Teachers identify pupils with additional learning needs at an early stage and provide them with appropriate support. Suitable individual education plans are in place and, on the whole, they identify appropriate targets that are revised regularly in consultation with parents. This ensures that many pupils make good progress against their targets.

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

Learning environment: Adequate

The school is a caring community that creates a supportive and Welsh ethos. The school's policies and procedures promote equality and equal access to provision. Pupils make suitable use of the school buildings and playground, which encourages them to keep healthy. Pupils benefit from the multipurpose play area for breaktime games and physical education lessons.

The classrooms and walls around the school are colourful and include a variety of displays of appropriate quality. The school has a suitable range of resources that support teaching and learning effectively. However, there is not a suitable complement of ICT resources to ensure full development of learners' digital skills. The Foundation Phase's outdoor area has not been developed in full.

The school site is safe and the building and grounds are kept clean and tidy.

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

Good

Leadership: Good

Within a short period of time, the headteacher has come to know the school well. She has a clear vision that is based on raising standards and ensuring rich learning opportunities for all pupils. She has high expectations and leads by example. She sets a clear strategic direction for the school's work, based on raising standards. There are robust arrangements between the two federated schools, which ensure regular opportunities for teachers to work together, plan as team, monitor learning and set a clear strategy for improvement. This has led to raising standards at the higher levels at the end of key stage 2.

All staff have appropriate job descriptions that identify their responsibilities clearly. Staff meetings focus clearly on raising standards and, as a result, they have a sound awareness of standards and priorities for improvement.

The school makes suitable progress in introducing initiatives that meet local and national priorities, such as the strategy to promote the Welsh language. These are beginning to have a positive effect on pupils' standards and achievement. The school has robust arrangements to improve the wellbeing and achievement of more vulnerable pupils.

Governors are supportive of the school's work and they have a sound understanding of the school's strengths and areas for improvement. They have an increasing understanding of performance data and they visit the school to observe lessons and scrutinise books. Their role in the school's strategic processes and self-evaluation arrangements is developing well. They are beginning to challenge the school more effectively.

Improving quality: Good

Self-evaluation processes are effective and have been established firmly on a wide range of direct evidence. This includes scrutinising pupils' work, lesson observations and gathering the views of parents, pupils and governors. On the whole, monitoring reports that derive from the process identify strengths and areas for improvement clearly. The school analyses a comprehensive range of data that ensures that leaders have a good understanding of the school's performance. This information is used successfully to create a self-evaluation of the school and in order to plan strategic steps for improvement.

The current self-evaluation document provides an accurate picture of the school and identifies strengths and areas for improvement clearly. The document is evaluated regularly, which shows that the headteacher and leaders have a good awareness of their school. A notable example of this is the way in which leaders have identified the need to ensure regular opportunities to develop pupils' numeracy skills and to strengthen teachers' comments when marking pupils' work.

There is a very clear link between the self-evaluation and the school development plan. Priorities derive clearly from the areas that were identified in the self-evaluation

report. The school development plan is a working document that focuses firmly on raising standards. It includes purposeful priorities for improvement. Actions for achieving these priorities include a timetable for action, staff responsibilities and financial requirements. Leaders monitor progress against these targets regularly in order to identify further actions, as necessary.

Partnership working: Adequate

The school has a number of strategic partnerships that contribute effectively to raising standards and improving pupils' wellbeing. The partnerships with local authority and consortium officers contribute effectively to raising pupils' percentages at the higher levels at the end of key stage 2, and raising pupils' attendance levels.

The school has appropriate partnerships with the local community. Pupils take part in various services in the local chapel and church. These experiences promote pupils' sense of pride towards their local area.

The school communicates effectively with parents through social media websites and regular letters. It offers regular opportunities for parents to attend the school, for example by delivering workshops to develop specific aspects of the curriculum. However, this has not had the effect of improving the partnership between parents and the school. The partnership continues to be fragile.

There is a robust working relationship between a number of local schools in order to share good practice and develop joint strategies, for example teachers from the three schools work together effectively to adapt schemes of work, observe lessons and scrutinise books. This has led to improvement targets, for example when ensuring opportunities for pupils to apply numeracy skills across the curriculum. However, it is too early to measure the effect of this on pupils' outcomes.

There is an efficient partnership with the local playgroup. Co-operation and provision ensure that pupils settle quickly on entry to the Foundation Phase. There are also effective transition arrangements with the secondary school, which ensure continuity and progression in pupils' learning experiences as they move to the next stage in their education.

Resource management: Adequate

Although there is currently some instability regarding the school's staffing, the school has a suitable number of qualified staff who provide a curriculum that engages pupils' interest well. The headteacher deploys staff from the schools under her care effectively. An example of this is the way in which the school uses staff expertise to teach music in the three schools. The school make appropriate use of assistants who provide robust support to individuals and specific groups of pupils.

The school works successfully with a number of other schools in order to create effective plans and reading resources. However, it is too early to measure the effect of this fully on pupils' standards of reading. The school makes appropriate use of the Pupil Deprivation Grant to enrich provision. However, school leaders do not monitor the effect of expenditure on pupils' outcomes effectively enough.

Arrangements for teachers' planning, preparation and assessment time meet statutory requirements. Staff use this time effectively to plan jointly with teachers from the three schools. The school has robust performance management procedures for the continuous professional development of teachers and assistants. Objectives correspond clearly to the priorities in the school development plan.

The school has an appropriate range of resources, and they are used purposeful to stimulate teaching. However, over time, leaders have not ensured that the school has a broad supply of ICT resources in order to implement the requirements of the curriculum in full.

The headteacher and the finance sub-committee monitor funding carefully. Considering pupils' outcomes over a period of time, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6602172 - Ysgol Gynradd Niwbwrch

Number of pupils on roll	59
Pupils eligible for free school meals (FSM) - 3 year average	16.3
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	14	5	4	10
Achieving the Foundation Phase indicator (FPI) (%)	85.7	60.0	75.0	70.0
Benchmark quartile	1	4	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	14	5	4	10
Achieving outcome 5+ (%)	92.9	60.0	75.0	70.0
Benchmark quartile	1	4	4	4
Achieving outcome 6+ (%)	0.0	0.0	0.0	40.0
Benchmark quartile	3	4	4	2
Mathematical development (MDT)				
Number of pupils in cohort	14	5	4	10
Achieving outcome 5+ (%)	85.7	100.0	75.0	70.0
Benchmark quartile	2	1	4	4
Achieving outcome 6+ (%)	7.1	0.0	0.0	40.0
Benchmark quartile	4	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	5	4	10
Achieving outcome 5+ (%)	85.7	80.0	75.0	90.0
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	28.6	0.0	0.0	70.0
Benchmark quartile	3	4	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.

6602172 - Ysgol Gynradd Niwbwrch

Number of pupils on roll	59
Pupils eligible for free school meals (FSM) - 3 year average	16.3
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	8	6	8	2
Achieving the core subject indicator (CSI) (%)	75.0	66.7	100.0	50.0
Benchmark quartile	3	4	1	4
English				
Number of pupils in cohort	8	6	8	2
Achieving level 4+ (%)	75.0	83.3	100.0	50.0
Benchmark quartile	3	3	1	4
Achieving level 5+ (%)	25.0	33.3	50.0	50.0
Benchmark quartile	2	2	1	1
Welsh first language				
Number of pupils in cohort	8	6	8	2
Achieving level 4+ (%)	75.0	83.3	100.0	50.0
Benchmark quartile	2	2	1	4
Achieving level 5+ (%)	0.0	33.3	12.5	50.0
Benchmark quartile	3	1	4	1
Mathematics				
Number of pupils in cohort	8	6	8	2
Achieving level 4+ (%)	87.5	66.7	100.0	50.0
Benchmark quartile	2	4	1	4
Achieving level 5+ (%)	0.0	0.0	37.5	50.0
Benchmark quartile	4	4	3	1
Science				
Number of pupils in cohort	8	6	8	2
Achieving level 4+ (%)	87.5	66.7	100.0	50.0
Benchmark quartile	2	4	1	4
Achieving level 5+ (%)	0.0	0.0	12.5	50.0
Benchmark quartile	4	4	4	1

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the 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.	28	28 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	28	28 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	28	28 100%	0 0%	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	28	27 96%	1 4%	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.	28	27 96%	1 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	28	28 100%	0 0%	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.	28	28 100%	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.	28	27 96%	1 4%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	28	26 93%	2 7%	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.	28	10 36%	18 64%	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.	28	22 79%	6 21%	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	28	25 89%	3 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 3

The inspection team

Mrs Anwen Eluned Griffith	Reporting Inspector
Mr Gwyn Williams	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Emyr Wyn Davies Jones	Peer Inspector
Mrs Manon Williams (Headteacher)	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.