



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

A report on

**Ysgol Gynradd Pencarnisiog
Pencarnisiog
Tŷ Croes
Anglesey
LL63 5RY**

Date of inspection: February 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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Context

Ysgol Gynradd Pencarnisiog is situated in the village of Pencarnisiog, which is about two miles from Rhosneigr, Anglesey. It serves the village and the surrounding area.

At present, there are 58 pupils aged between 3 and 11 years on roll. Pupils are taught in three mixed-age classes. About 96% of pupils come from Welsh-speaking homes. Over the last three years, about 9% of pupils are eligible for free school meals, which is considerably lower than the average for Wales. About 36% of pupils are on the additional learning needs register, which is higher than the average for Wales.

The school was last inspected in June 2009. Over a period of two years, there has been instability in the leadership of the school. The acting headteacher has been in post since January 2016.

The individual school budget per pupil for Ysgol Gynradd Pencarnisiog in 2015-2016 is £4,073. The maximum per pupil in primary schools in Anglesey is £6,763 and the minimum is £2,889. Ysgol Gynradd Pencarnisiog is in 33rd 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	Adequate

Current performance

The school's current performance is adequate because:

- The school's performance in literacy at the higher outcome at the end of the Foundation Phase has placed the school consistently in the top 25% in comparison with similar schools
- Most pupils across the school communicate clearly in Welsh
- Many pupils in key stage 2 use higher reading skills well to glean information
- Pupils show positive attitudes towards living, eating and drinking healthily
- Teachers plan stimulating experiences that gain pupils' interest well
- There is effective co-operation between teachers and assistants, who provide purposeful support for individuals and specific groups of learners

However:

- The structure of written sentences of a few pupils in key stage 2 is weak
- In three of the last four years, attendance levels have placed the school in the bottom 25% in comparison with similar schools
- The school's plans do not provide regular opportunities for pupils in key stage 2 to apply their numeracy and information and communication technology (ICT) skills in a wide range of contexts across the curriculum
- The school's plans do not ensure that the agreed syllabus for religious education is been implemented fully
- Over-direction by teachers limits pupils' ability to be independent learners and to lead their own learning

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher in charge has shared a clear vision for developing the school with staff, pupils, governors and parents
- The headteacher in charge has put a number of robust strategies in place in a short time, and has succeeded in creating an ethos of co-operating as a team among staff
- Recent staff meetings focus clearly on priorities for improvement
- Recent reports by the headteacher in charge are analytical and evaluative, and identify the strengths and areas that need to be developed clearly

However:

- Leaders have not addressed shortcomings in schemes of work
- Over time, the governing body has not contributed effectively enough to setting a

strategic direction for the school's work

- The governing body does not monitor the budget effectively enough or measure the effect of expenditure in enough detail

Recommendations

R1 Raise standards of writing in both languages in key stage 2

R2 Improve pupils' attendance

R3 Ensure that schemes of work respond fully to the requirements of the National Curriculum and the syllabus for religious education

R4 Provide regular opportunities for pupils to work independently in order to play a full role in their own learning

R5 Strengthen the role of governors so that they act more strategically

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils' basic skills on entry to the school are varied. During their time at the school, many make good progress. In lessons, most build successfully on previous learning and solve problems effectively by using their thinking skills. Pupils who have additional learning needs make good progress against their targets.

Across the school, most pupils listen attentively and converse confidently about their work. Most pupils in the Foundation Phase communicate clearly in Welsh, and use vocabulary that is appropriate to their age and ability. Most of them converse confidently about their experiences and interests, and use an increasing range of appropriate words. An example of this is pupils discussing their work based on the theme of the Arctic. Pupils' oral skills in both languages develop well in key stage 2. By the end of the key stage, many are able to converse naturally and fluently about a variety of subjects in formal and informal situations. An example of this is when discussing their scientific investigation on forces.

At the top end of the Foundation Phase, many pupils read meaningfully and with a sound understanding of the text, and change voice intonation effectively in order to hold the listeners' attention. In key stage 2, many pupils' reading skills are developing well in both languages. Many read fluently and pay appropriate attention to punctuation. A few more able pupils discuss the content of the story in detail, and express an opinion confidently about their favourite character. Across the key stage, many use higher reading skills well when gleaning information about a particular subject, for example their work on Patagonia.

In the Foundation Phase, many pupils write appropriately in a variety of forms, and use robust sentence structure and basic punctuation. A few more able pupils use conjugated verb forms consistently and a wide vocabulary to enrich their work, for example when writing a self-portrait and a diary. In key stage 2, many pupils write intelligently for various purposes in both languages and show an appropriate awareness of the various forms. Many use a suitable range of sentences and punctuate their work effectively. By the end of the key stage, many write at length in both languages. An example of this is a formal letter to Liverpool council to persuade them not to submerge Cwm Celyn and a biography in English based on a famous person from the 60s. However, at times, a few pupils' sentence structures are unclear. In general, they depend too much on writing frames, which limits a few pupils' ability to write independently.

In the Foundation Phase, most pupils use and apply their numeracy skills well in a variety of situations. By the end of the phase, they solve number problems successfully, use appropriate units of measurement, collect and record data in the form of a bar graph and use money in an everyday situation. For example, they are able to apply their number skills well to calculate a total and profit for their enterprise project. In key stage 2, most pupils use a range of strategies to solve numeracy

problems successfully. They analyse data, and solve problems that include fractions and percentages, in addition to measuring capacity and area appropriately. Most of them apply their numeracy skills effectively in mathematics lessons, for example to measure and cost a carpet for the classroom. However, pupils do not use their numeracy skills consistently enough across a range of subjects.

Over recent years, the school has often had a comparatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

Performance at the end of the Foundation Phase at the expected outcomes in literacy and mathematical development has varied, moving the school between the top 25% and the bottom 25% in comparison with similar schools over the last four years. At the end of key stage 2, performance at the expected levels in mathematics and science has placed the school consistently in the top 25% in comparison with similar schools. Performance in Welsh has been above the median, whilst performance in English has varied.

At the higher outcome, over a period of four years, the school's performance in literacy at the end of the Foundation Phase has placed it consistently in the top 25% in comparison with similar schools, whilst performance in mathematical development has varied, moving the school between the top 25% and the bottom 25%. At the end of key stage 2, performance at the higher level has generally varied, moving the school between the top 25% and the lower 50% in comparison with similar schools in all core subjects. There is a trend of improvement in the percentage of pupils who attained the higher levels in Welsh and English over the last four years.

In general, girls perform better than boys at the end of the Foundation Phase and at the higher levels in language at the end of key stage 2. The number of pupils who are eligible for free school meals is low, and therefore comparisons of their performance against other pupils' performance levels are not reliable.

Wellbeing: Adequate

Nearly all pupils have positive attitudes towards living, eating and drinking healthily. They undertake various physical activities, which contribute well towards their wellbeing. Nearly all pupils feel safe at school and know to whom to turn for help and advice.

Most pupils arrive at school punctually. However, in three of the last four years, attendance levels have placed the school in the bottom 25% in comparison with similar schools.

Across the school, most pupils' behaviour is good. They are very careful of each other and show respect for others in lessons and around the school. Most pupils show positive attitudes towards their work and they work diligently for extended periods. However, pupils do not work independently enough or lead their learning successfully enough.

Members of the school council are an enthusiastic group of pupils. They arrange fund-raising activities for a number of charities and this has a positive effect on their awareness of the needs of others. They are beginning to voice their opinion about issues involving the school. However, they do not take an active enough role in the school's decisions.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school has schemes of work that, on the whole, respond appropriately to the requirements of the Foundation Phase and the National Curriculum. However, the school is in the process of adapting its schemes of work. As a result, the current schemes do not always ensure that all aspects of the National Curriculum and the syllabus for religious education are implemented fully. For example, there are only a few opportunities for pupils to develop their ICT skills across the curriculum.

The school's schemes of work ensure a beneficial range of activities that, in general, develop pupils' literacy and numeracy skills and thinking skills appropriately. Teachers plan robustly to develop pupils' number skills in mathematics lessons. However, the schemes do not provide regular opportunities for pupils in key stage 2 to apply their numeracy skills in a wide range of contexts across the curriculum.

Provision for promoting pupils' understanding of the language and culture of Wales is robust. The school provides suitable opportunities for pupils to take an active part in activities such as the eisteddfod and when studying the work of Kyffin Williams, in order to enrich their experiences. This develops pupils' understanding of their culture and local area well.

The school plans appropriate opportunities to develop pupils' knowledge of global citizenship issues through classroom theme work. An example of this is pupils in the Foundation Phase comparing life in Pencarnisiog with Qaanaaq in Greenland. The eco council contributes effectively to reducing waste, for example by recycling paper, batteries and cans. As a result, many pupils' understanding of the importance of caring for the wider world is developing appropriately. Pupils have beneficial experiences to support less fortunate children and people through collecting money or collecting food for a local food bank.

Teaching: Adequate

Across the school, teachers plan experiences that gain pupils' interest well. Where teaching is most effective, there is a clear emphasis on delivering a practical curriculum, which engenders a desire to learn amongst pupils. There is effective co-operation between teachers and assistants, who provide purposeful support for individuals and specific groups of learners. This ensures that many pupils make robust progress in lessons. Staff model clear and correct language, which contributes well to pupils' oral standards. In the very few examples in which teaching is less effective, over-direction by teachers limits pupils' ability to be independent learners and to play a full role in their own learning.

Assessment for learning strategies are in place, but their use is inconsistent across the school. Suitable learning objectives are shared appropriately with pupils at the beginning of the lesson, but they are not always specific enough or respond fully to the requirements of the task. Teachers mark pupils' work regularly and pupils have a sound understanding of the marking code. In general, teachers' comments are constructive and ensure that pupils know what needs to be done to improve their work.

The school uses an appropriate range of assessment materials and standardised tests to assess pupils' development, and uses an electronic system suitably to track their progress. However, leaders/teachers do not use the information that arises from this effectively enough to track the progress of specific groups of pupils.

Annual reports to parents include valuable comments on their child's progress, as well as suitable targets in order to improve.

Care, support and guidance: Adequate

The school is a safe and caring community. The school makes appropriate arrangements to promote eating and drinking healthily through a variety of internal and extra-curricular activities, including football and netball clubs.

Periods of collective worship support pupils' spiritual and moral development well. The school celebrates pupils' successes by keeping individual reward charts and house points, as well as 'star of the week'. Pupils take pride in this and it has a positive effect on their learning and behaviour.

Although pupils' attendance receives due attention in the school's plans, over a period of time, the strategies that have been put in place have not had enough of an effect.

The school has efficient links with a range of specialist services and external agencies, such as the educational psychologist and the school nurse. These links ensure good quality support and guidance for pupils, staff and parents.

The school has suitable arrangements for pupils who have additional learning needs which have developed more effectively recently. Teachers use a variety of appropriate methods to identify pupils' needs, including reading and numeracy tests, along with their professional judgement. Pupils and teachers co-operate appropriately on individual education plans. Recent individual plans are more specific and the targets are more incisive. Plans are reviewed 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 an inclusive community in which all pupils have equal access to the activities that are arranged for them. However, not all of the school's policies are detailed enough and do not reflect the school's situation in full. There is great emphasis on fostering respect towards peers and visitors within the school.

The school makes effective use of the school building and grounds, which encourages pupils to keep healthy and appreciate the environment around them. The building is attractive and provides a stimulating environment for pupils. The school has a suitable supply of resources for lessons and staff use them appropriately to reinforce learning. However, the Foundation Phase's outdoor areas are not stimulating enough and have not been developed fully.

Displays in classrooms and along the corridors celebrate pupils' work successfully.

The site and building are kept clean and tidy.

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

Over time, the school's leadership has been unstable. The headteacher in charge has shared a clear vision for developing the school with staff, pupils, governors and parents recently. Within a short time, she has put a number of robust strategies in place, and has succeeded in creating an ethos of co-operating as a team among staff. She has put robust processes in place, based on raising pupils' standards and wellbeing. The headteacher in charge has begun to monitor these processes effectively. However, it is too early to measure the full effect of these recent processes on the school's standards.

Job descriptions identify responsibilities clearly and take advantage of staff expertise effectively. All staff fulfil their roles appropriately in direct relation to the school's plans and strategic direction. Records of recent staff meetings focus clearly on priorities for improvement. As a result, the school's leaders are aware of the school's strengths and what they need to do in order to ensure improvement.

Recently, the school's leaders have put a number of new strategies in place in order to raise standards and improve provision. The school responds appropriately to a number of local and national priorities; for example, the use of the National Literacy and Numeracy Framework is developing suitably and the school pays due attention to addressing pupil deprivation.

The governing body is supportive of the school's work, and has sound knowledge of the school's performance in comparison with that of similar schools. Recently, governors have been undertaking monitoring activities. This strengthens their knowledge of the school's standards and priorities appropriately. However, over time, the sub-committees have not undertaken their responsibilities effectively enough in order to address shortcomings in provision. Over a period of time, the governing body has not contributed effectively enough to setting a strategic direction for the school's work.

Improving quality: Adequate

The most recent self-evaluation report gives a balanced picture of the life and work of the school. On the whole, it is evaluative and identifies strengths and appropriate aspects to be developed in the school's development plan. It is based on a suitable range of evidence, including monitoring lessons, scrutinising pupils' work and a detailed analysis of data. Leaders use monitoring reports by local authority and consortium officers in order to support these procedures appropriately.

The recent monitoring reports by the headteacher in charge are analytical and evaluative, and identify strengths and areas that need to be developed successfully. The findings of the process to observe lessons and scrutinise books jointly are discussed in staff meetings. This develops the staff's understanding of the school's standards well. However, it is too early to measure the full effect of these procedures on standards. To date, there is not enough effect to date in terms of addressing the inconsistency in aspects of provision.

Overall, there is a close link between the outcomes of the self-evaluation report and the priorities in the school improvement plan. The plan focuses clearly on improving provision and raising standards. It includes appropriate strategies for action, along with suitable success criteria and monitoring arrangements. The use of measurable targets ensures that leaders are able to review progress effectively.

Partnership working: Good

The school has successful partnerships, which have a positive effect on pupils' standards and learning experiences. Parents receive useful information about their children's progress and targets regularly. This ensures that they take an active part in their children's education. The friends of the school association supports the school well by raising money to buy valuable resources and contribute towards the cost of educational visits.

There is a successful partnership with specialist agencies and the local authority, which has a positive effect on pupils' wellbeing and attainment.

The school co-operates closely with the nursery group which is on the school site. They share resources effectively and arrange joint events in order to ensure that children settle in quickly in the nursery class. An example of this is the way in which they arrange joint educational visits and sports days. Through visits to the secondary school and drama workshops, transition arrangements are effective. This enables older pupils to prepare suitably for the next stage in their education.

Teachers co-operate suitably with schools in the catchment area and the secondary school. This enables staff to co-operate effectively to standardise pupils' work and ensure accuracy in their assessments and when preparing valuable learning resources.

A strong relationship between the school and the local community enriches pupils' learning experiences successfully. The contribution of visitors who come to the school enrich learning experiences effectively. For example, a member of the community coaches the school football team, which promotes pupils' health and fitness well.

Resource management: Adequate

The school has a suitable supply of teachers and classroom assistants to cover all areas of the curriculum. Specific steps have been taken recently to restructure staffing in order to match the school's needs better. Teachers' expertise is used to enrich specific aspects such as physical education.

The performance management processes for all staff lead to setting appropriate targets which are linked to the school's priorities for improvement and their professional development. This has a positive influence on the quality of teaching and learning. Teachers use their planning, preparation and assessment time effectively to raise standards.

The school works suitably within learning networks, which contribute appropriately to enriching the school's provision. For example, teachers contribute beneficially to a network of primary and secondary schools in order to develop pupils' reading skills. This has a positive influence on provision and pupils' standards of literacy.

The headteacher in charge co-operates effectively with the authority's finance officer to manage funding appropriately. In general, the school's expenditure decisions link suitably to the priorities for improvement. However, the finance sub-committee does not monitor the budget regularly enough or keep detailed enough records of expenditure.

The school makes appropriate use of the deprivation grant to develop pupils' wellbeing by employing an assistant to support individuals and specific groups of learners. Expenditure is monitored carefully by school leaders. As a result, these pupils make good progress against their targets.

Considering pupils' achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6602160 - Ysgol Pencarnisiog

Number of pupils on roll	53
Pupils eligible for free school meals (FSM) - 3 year average	10.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	7	6	6	10
Achieving the Foundation Phase indicator (FPI) (%)	85.7	100.0	66.7	100.0
Benchmark quartile	2	1	4	1
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	7	6	6	10
Achieving outcome 5+ (%)	85.7	100.0	83.3	100.0
Benchmark quartile	3	1	4	1
Achieving outcome 6+ (%)	42.9	66.7	50.0	60.0
Benchmark quartile	1	1	1	1
Mathematical development (MDT)				
Number of pupils in cohort	7	6	6	10
Achieving outcome 5+ (%)	85.7	100.0	66.7	100.0
Benchmark quartile	3	1	4	1
Achieving outcome 6+ (%)	28.6	66.7	16.7	40.0
Benchmark quartile	2	1	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	7	6	6	10
Achieving outcome 5+ (%)	85.7	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	57.1	66.7	33.3	70.0
Benchmark quartile	1	1	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.

6602160 - Ysgol Pencarnisiog

Number of pupils on roll	53
Pupils eligible for free school meals (FSM) - 3 year average	10.2
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	11	10	*	8
Achieving the core subject indicator (CSI) (%)	90.9	100.0	*	100.0
Benchmark quartile	2	1	*	1
English				
Number of pupils in cohort	11	10	*	8
Achieving level 4+ (%)	90.9	100.0	*	87.5
Benchmark quartile	2	1	*	4
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	11	10	*	8
Achieving level 4+ (%)	90.9	90.0	*	100.0
Benchmark quartile	2	2	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	11	10	*	8
Achieving level 4+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving level 5+ (%)	*	70.0	*	*
Benchmark quartile	*	1	*	*
Science				
Number of pupils in cohort	11	10	*	8
Achieving level 4+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving level 5+ (%)	*	50.0	*	*
Benchmark quartile	*	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	26 93%	2 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	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	27	26 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.	27	26 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	26	26 100%	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 ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	28	28 100%	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.	28	28 100%	0 0%	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.	27	25 93%	2 7%	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.	27	27 100%	0 0%	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	27 96%	1 4%	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 the 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.	12	4 33%	7 58%	1 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	12	8 67%	4 33%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	12	6 50%	5 42%	1 8%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	12	4 33%	7 58%	1 8%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	12	5 42%	7 58%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	12	7 58%	4 33%	1 8%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	12	4 33%	6 50%	1 8%	1 8%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	11	8 73%	2 18%	1 9%	0 0%	0	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.	12	7 58%	5 42%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	12	8 67%	3 25%	1 8%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	11	8 73%	2 18%	1 9%	0 0%	0	Mae fy mhlentyn 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.	12	6 50%	4 33%	2 17%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	10	8 80%	2 20%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	12	6 50%	5 42%	0 0%	1 8%	0	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.	12	8 67%	3 25%	0 0%	1 8%	0	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.	9	5 56%	4 44%	0 0%	0 0%	1	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.	10	6 60%	4 40%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	11	3 27%	7 64%	1 9%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Kevin Davies	Team Inspector
Jeffrey Davies	Lay Inspector
Nia Jones	Peer Inspector
Rhian Dargie Hughes	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.