



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Bro Tryweryn
Frongoch
Bala
Gwynedd
LL23 7NT**

Date of inspection: November 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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

The school is situated in the village of Fron Goch, which is about two miles from the town of Bala in Gwynedd. There are 49 pupils aged between 3 and 11 years on roll. They are arranged into three mixed-age classes.

Nearly all pupils are from homes where Welsh is spoken as a first language. There are no pupils from an ethnic minority background. Twenty per cent of pupils have additional learning needs, which is a little higher than the national percentage. There are no pupils with a statutory statement of special educational needs. There are no pupils who are eligible for free school meals.

The individual school budget per pupil for Ysgol Bro Tryweryn in 2014-2015 is £4,071. The maximum per pupil in Gwynedd primary schools is £10,744 and the minimum is £2,961. Ysgol Bro Tryweryn is in 45th place of the 97 primary schools in Gwynedd in terms of the school budget per pupil.

The headteacher was appointed to the post in September 1990.

The school was last inspected by Estyn during Autumn 2008.

Summary

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

Current performance

The school's current performance is good because:

- standards of literacy and numeracy are good throughout the school;
- nearly all pupils make good progress in their learning;
- the high priority placed on listening to the pupil's voice is an excellent feature;
- the school's attendance rates are consistently high;
- a wide range of teaching methods ensures pupils' involvement in their learning;
- assessment for learning strategies are embedded firmly throughout the school;
- there are stimulating learning experiences that engage the interest and curiosity of pupils from the full age and ability range; and
- the school provides an inclusive environment that ensures equal opportunities for all pupils.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher's innovative leadership sets a clear strategic direction for the school's development;
- staff members fulfil their responsibilities particularly effectively;
- the headteacher has promoted co-operation and sharing good progress with a considerable number of other schools;
- the governing body's ability to challenge the school's performance data, along with the school council's significant contribution to the self-evaluation arrangements, is an excellent feature;
- self-evaluation has led to improvements in standards and provision;
- there are excellent partnerships with parents, the community and other schools; and
- the school provides good value for money.

Recommendations

- R1 Increase the percentage of pupils who attain the higher outcome and levels at the end of the Foundation Phase and key stage 2
- R2 Ensure that the quality of presentation of work and handwriting is consistently good across the school

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study to describe the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils give of their best in lessons and make good progress in their learning. Most of them co-operate diligently on tasks, concentrate well and are alert to questioning matters and asking questions. Pupils of all ages recall previous learning well and apply it successfully in new situations. In the Foundation Phase and key stage 2, nearly all pupils use their thinking skills very skilfully when planning jointly and solving practical problems. This has a positive effect on their learning and the standards that they achieve.

Across the school, nearly all pupils possess the literacy and numeracy skills that they need to take advantage of the full curriculum. Standards are good.

Nearly all pupils in the Foundation Phase listen attentively during whole group sessions, they speak clearly and express their ideas confidently. They are interested in books and most of them choose books independently and use a wide range of strategies in order to enable them to read unfamiliar words. Nearly all pupils' written work shows good progress by the end of the phase. Most write independently and vary their sentences and use basic punctuation correctly. Many pupils write at length when recording their learning experiences across the curriculum. However, the quality of many pupils' handwriting and presentation of work is not consistently good.

In key stage 2, nearly all pupils contribute thoughtfully in group and class discussions and use polished oral language. They are confident and keen readers and, by end of the key stage, glean information in an orderly way from various sources, such as books and websites. Throughout the key stage, many pupils are very skilled at using information collected from English language reference books to support their work in Welsh. Many pupils write skilfully for a number of purposes in both languages and display increasing fluency and accuracy in spelling and expression. By Year 4, nearly all use similes and a wide range of adjectives in order to enrich their work. Although many pupils produce handwriting that flows and is legible, the standard is not consistent across the key stage.

Most pupils in the Foundation Phase have a firm grasp of number facts and they use the knowledge effectively to solve problems, for example when comparing different sized Wellington boots. Across the ability range, many pupils explain the processes that they have followed in order to reach the correct answer or to arrive at a conclusion. Older pupils use correct mathematical terms when discussing their work, for example when investigating how long a particular journey takes. Nearly all pupils are able to collect and represent data in number tasks and in their work across the curriculum.

The ability of key stage 2 pupils to use number facts and to undertake mental calculations is good. By Years 5 and 6, nearly all handle five-digit numbers and percentages confidently, for example when recording and comparing numerical facts about Bardsey Island. Most pupils' ability to apply their numeracy skills in order to

solve practical problems is sound. For example, as they investigate how much time various liquids take to freeze, Years 5 and 6 pupils collect a range of data from a number of sources and then present it skilfully in the form of tables and graphs.

In comparison with other similar schools, the proportion of pupils in the Foundation Phase who achieved outcome 5 in the last three years has placed the school in the top 25% for literacy and mathematics. The proportion who achieved at outcome 6 across the phase has placed it in the upper 50% for literacy but mostly in the lower 50% for mathematics.

During three of the last four years, performance at the end of key stage 2 at level 4 in Welsh, English, mathematics and science has placed the school in the top 25% in comparison with similar schools. Performance in 2014 at level 4 places it in the top 25% for Welsh, English and science but in the bottom 25% for mathematics.

Performance at level 5 in the four subjects at the end of key stage 2 in 2011 and 2012 placed the school mostly in the top 25% of similar schools. However, performance in 2013 and 2014, more often than not, has placed it in the lower 50%.

In the Foundation Phase and in key stage 2, girls and boys achieve equally well.

Wellbeing: Excellent

All pupils in key stage 2 say that they feel safe in the school environment and that they are free from any harassment from other pupils. Pupils of all ages have a sound understanding of how to keep healthy and they appreciate that healthy foods and regular physical exercise have a positive effect on their wellbeing and their development.

All pupils behave responsibly and show respect and care towards each other. They are active and enthusiastic, co-operate harmoniously and diligently over extended periods and face new challenges confidently.

As they mature, all pupils undertake responsibilities, for example the school council, eco and healthy living groups, enthusiastically. The council has an active role in school life and members respond confidently to the opportunities that they have to influence and make decisions; for example when they arranged a coffee morning and decided which games to have in the winter fair.

Pupils' contribution to what and how they learn, along with their ability to make decisions about the life and work of the school, is an excellent feature. They contribute annually to the school's strategic direction and take an active role in staff appointments. They also decide for themselves to which charities to contribute during the educational year and report orally and in writing to parents and governors regularly.

Pupils at the school make a key contribution to activities in the local community. They support good causes and local charities regularly and take part in eisteddfodau and sports clubs in the area.

Pupils enjoy coming to school. Attendance rates over the last three years have placed the school in the top 25% in comparison with schools that have a similar percentage of pupils who are eligible for free school meals.

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

Through thorough weekly and termly planning, the school provides a wide range of learning experiences that engage the interest and curiosity of pupils from the full age and ability range. These experiences address the requirements of the Foundation Phase and the National Curriculum fully and build systematically on pupils' learning experiences and current skills.

The national literacy and numeracy framework has been embedded firmly in the schemes of work for each class. Planning for developing literacy and numeracy skills across all areas of the curriculum is detailed and provides valuable opportunities for pupils to develop as independent learners.

Pupils' understanding of the Welsh dimension is fostered purposefully through interesting experiences that take considerable advantage of the local area's culture and resources. Good examples include the stimulating experiences that pupils had as a result of working with a local poet and artists on specific projects, such as a ceramic mural.

The curriculum, as well as pupils' day-to-day experiences in school, gives a prominent place to sustainable development and global citizenship. Through the activity of the eco council, the school ensures that pupils contribute to acting sustainably, recycling waste and saving energy. Activities such as supporting charities and humanitarian activities, along with links with schools in Ghana and Patagonia, contribute considerably towards raising awareness of global citizenship.

Teaching: Good

Teachers have up-to-date subject knowledge and they plan thoroughly and set clear objectives for learning experiences. They deliver a wide range of activities that stimulate pupils' interest and ensure that they have an active role in their learning. Across classes, tasks are differentiated appropriately in order to enable each individual to achieve within his or her age and ability. Purposeful intervention and skilful questioning by teachers and assistants encourage pupils from the full age and ability range to strive hard and make progress in their learning.

All staff provide good opportunities for developing pupils' skills and place a strong emphasis on promoting them as independent learners. They use a wide range of teaching methods and classroom organisation, for example group, pair or whole class work, in order to ensure pupils' involvement in the task in question.

The school's assessment and recording arrangements are comprehensive and enable pupils to monitor all pupils' progress regularly. Assessment for learning strategies are an obvious strength that have been embedded firmly in the school's teaching and assessment methods. The regular opportunities that pupils have to evaluate their own work as well as that of their peers and to set personal targets improve their learning skills considerably.

Across the school, assessment information is used skilfully by teachers to identify the next stages in learning.

Annual reports for parents provide beneficial information for them about their children's development and progress. The opportunities that pupils and their parents have to contribute to the content of reports are a strength.

Care, support and guidance: Good

The high priority that the school places on pupils' wellbeing and safety creates an inclusive community. Staff succeed in creating a caring environment that responds positively to all pupils' educational and personal needs. There are appropriate arrangements to promote eating and drinking healthily. The variety of regular extra-curricular activities provides valuable experiences to promote all pupils' wellbeing and fitness.

Collective worship sessions contribute well to pupils' spiritual and personal development. The regular opportunities that pupils have to take part in community activities have a positive effect on the development of their social skills.

The use that the school makes of the expertise of a range of agencies and the local authority's support and educational services enables it to support pupils' wellbeing and learning successfully. For example, the school makes effective use of a specialist teacher to develop the language of more able pupils.

There are thorough and effective arrangements for identifying and supporting pupils who have additional learning needs. Through early intervention and careful planning, the school provides good support for these pupils. This increases their confidence and contributes significantly towards their personal and educational development. All pupils with additional learning needs have a detailed individual education plan, which is reviewed regularly and shared with parents.

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

Learning environment: Good

The school is an inclusive community in which pupils have equal rights to all the activities that are arranged for them. The headteacher and staff foster a positive and friendly ethos and this in turn enables pupils to work happily and conscientiously. The strong emphasis that is placed on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance, and creates a safe and stimulating learning environment.

There is an extensive supply of relevant good quality resources that have been matched appropriately to the full age and ability range. Full advantage is taken of the expertise of members of the community to add to provision in the classroom, for example to train pupils in 'cerdd dant' and football.

The building is of good quality. It is sufficiently safe and is used effectively by pupils and teachers. The outside area for the Foundation Phase is a valuable resource that is used very effectively by staff in order to provide interesting and exciting experiences for pupils.

The school's buildings and grounds are of good quality and used extensively by staff and pupils. Tasteful displays of artwork around the school give prominence to pupils' efforts and contribute significantly towards creating a stimulating and interesting learning environment.

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

The headteacher's innovative and robust leadership sets a clear strategic direction for the school's development. She has high expectations and a purposeful vision which is shared successfully with the school community. She allocates responsibilities effectively and has a positive role in promoting co-operation and sharing good practice with a considerable number of other schools. For example, other teachers visit the Foundation Phase class regularly in order to observe good practices and the headteacher has led three other schools in order to create specific materials for governing bodies. These are excellent features, which have a significant effect on the quality of provision and on raising pupils' standards.

All members of staff are aware of their roles and responsibilities and they fulfil them particularly effectively. They co-operate closely as a team and meet regularly to discuss and plan jointly. Under the headteacher's leadership, they are very willing to share expertise amongst each other in addition to other schools in the authority. This is excellent practice, and promotes good teaching and learning practices.

Governors have a probing understanding of the school's strengths and of the areas that need to be developed further. The innovative plan that they have adopted recently has allowed them to observe teaching more systematically and to come to a firmer judgement about pupils' standards of work and attainment. They use their knowledge well to ensure a robust strategic direction for the school, in addition to contributing more effectively to the process of producing a self-evaluation report, setting targets and creating an effective school development plan. Their role as a critical friend for the school is undertaken effectively.

Improving quality: Excellent

Self-evaluation processes are thorough and draw upon information from a wide range of direct evidence. This includes pupils' performance data, thorough monitoring evaluations of standards and the quality of teaching and learning, the opinions of parents and other stakeholders and termly reviews by external agencies.

The governing body's ability to challenge the school's performance data, along with the school council's significant contribution to the self-evaluation arrangements, is an excellent feature. They ensure that all leaders have a thorough knowledge of the school's strengths and the areas that need to be developed.

The school uses the information that is collected through the self-evaluation process purposefully in order to set priorities for improvement. The development plan is comprehensive and identifies relevant and specific targets and it contains success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, financial requirements and methods for monitoring progress. The school can show that self-evaluation has led to visible improvements in standards and provision, for example in Welsh and numeracy.

The school's self-evaluation report is of good quality and conveys an accurate picture of the school's strengths, as well as the areas that need to be developed further.

Partnership working: Excellent

The school has partnerships that have a positive effect on standards and extend pupils' learning experiences considerably. There is a strong and extremely productive relationship with parents. Parents contribute considerable amounts of money to the school, which are used purposefully in order to provide additional resources and expand pupils' experiences. Parents are very supportive of the school and are very willing to offer support to pupils and staff. For example, a number of them hold sports training for pupils and give strong support for events such as concerts and Urdd events.

The excellent co-operation that there has been between the school and a local farm recently has led to extremely exciting learning experiences for pupils. The opportunity that they had to prepare, care for and show an animal in the Winter Fair of the Royal Welsh Show has been a particularly stimulating starting point for a wide range of cross-curricular work.

The school has a successful relationship with the nursery group. The arrangement for integrating pupils for two afternoons a week helps pupils to settle well in the Foundation Phase. Robust links and effective transfer arrangements exist between the school and the secondary school, and there is a variety of purposeful transition activities for pupils.

The school co-operates purposefully with the schools in the cluster and the secondary school to standardise and moderate work. These processes help teachers to understand better the expected standards at the end of the Foundation Phase and key stage 2.

The school has fostered excellent links for co-operating with other schools, which leads to improvements in standards of pupils' work and promotes staff professional development extremely effectively. This co-operation has been core to developing new strategies in writing across the school, in addition to refining planning in the Foundation Phase.

Pupils' contribution to community activities, along with the number of visitors who come to the school, expands and enriches learning experiences considerably. Creating the forest school recently has aroused pupils' awareness of the importance of protecting the environment.

Resource management: Good

The school has thorough budgetary arrangements and expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully in order to ensure that financial resources are used effectively to support priorities for improvement.

Teachers make purposeful use of their planning, preparation and assessment time to work jointly, and arrangements are managed effectively. Assistants provide good support for teachers by co-operating on plans that have a positive influence on pupils' attainment.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide valuable opportunities to promote staff professional development through a comprehensive programme of training. These have had a positive effect on standards of writing and numeracy across the curriculum.

The effect of learning resources is evaluated carefully to ensure that they are suitable for all pupils' needs and provide opportunities to develop pupils' skills.

A strong feature is the school's prominence in a number of learning networks that provide a wide range of opportunities for pupils to work together and for staff to develop their professional skills. This has had a positive effect on improving pupils' language and numeracy skills, in addition to developing the role and responsibilities of governors.

The school provides good value for money, considering pupils' outcomes and the quality of provision.

Appendix 1: Commentary on performance data

6612214 - Ysgol Bro Tryweryn

Number of pupils on roll	44
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	6	6
Achieving the Foundation Phase indicator (FPI) (%)	*	100.0	100.0
Benchmark quartile	*	1	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	*	6	6
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	83.3	50.0
Benchmark quartile	*	1	1
Mathematical development (MDT)			
Number of pupils in cohort	*	6	6
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	66.7	33.3
Benchmark quartile	*	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	6	6
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1

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.

6612214 - Ysgol Bro Tryweryn

Number of pupils on roll	44
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	7	*	*	7
Achieving the core subject indicator (CSI) (%)	100.0	*	*	71.4
Benchmark quartile	1	*	*	4
English				
Number of pupils in cohort	7	*	*	7
Achieving level 4+ (%)	100.0	*	*	100.0
Benchmark quartile	1	*	*	1
Achieving level 5+ (%)	57.1	*	*	0.0
Benchmark quartile	1	*	*	4
Welsh first language				
Number of pupils in cohort	7	*	*	7
Achieving level 4+ (%)	100.0	*	*	100.0
Benchmark quartile	1	*	*	1
Achieving level 5+ (%)	57.1	*	*	28.6
Benchmark quartile	1	*	*	3
Mathematics				
Number of pupils in cohort	7	*	*	7
Achieving level 4+ (%)	100.0	*	*	71.4
Benchmark quartile	1	*	*	4
Achieving level 5+ (%)	42.9	*	*	14.3
Benchmark quartile	2	*	*	4
Science				
Number of pupils in cohort	7	*	*	7
Achieving level 4+ (%)	100.0	*	*	100.0
Benchmark quartile	1	*	*	1
Achieving level 5+ (%)	57.1	*	*	28.6
Benchmark quartile	1	*	*	4

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

Stakeholders' 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.	26	26 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	26	25 96%	1 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	26	26 100%	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	26	26 100%	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.	26	26 100%	0 0%	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.	26	26 100%	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.	26	26 100%	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.	26	26 100%	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.	26	26 100%	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.	26	26 100%	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	26	24 92%	2 8%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to parent questionnaire

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.	27	20 74%	7 26%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	21 78%	6 22%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	23 85%	4 15%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	27	20 74%	7 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	27	20 74%	7 26%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	27	20 74%	7 26%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	26	20 77%	6 23%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	16 59%	10 37%	1 4%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	27	18 67%	7 26%	1 4%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	22 81%	5 19%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	27	20 74%	7 26%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	17 65%	8 31%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	27	18 67%	9 33%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	18 67%	8 30%	1 4%	0 0%	0	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.	27	16 59%	10 37%	1 4%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	26	17 65%	9 35%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	17 63%	9 33%	1 4%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	27	22 81%	5 19%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	27	21 78%	5 19%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

William Williams	Reporting Inspector
Hazel Hughes	Team Inspector
Jeremy Turner	Lay Inspector
Derfel Griffiths	Peer Inspector
Jano Owen	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools

across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.