



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Goronwy Owen  
Benllech  
Anglesey  
LL74 8SG**

**Date of inspection: January 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

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

**© Crown Copyright 2014: 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: 18/03/2014**

## Context

Ysgol Goronwy Owen is in the village of Benllech, Anglesey. It serves the village and the nearby area. There are 116 pupils on roll at present, which is considerably lower than at the time of the last inspection. The local nursery group and the English-medium play group are situated in the school grounds. The school admits pupils full-time to the reception class following their fourth birthday. Children are taught in five classes, four of which are mixed-age classes.

About 11% of pupils are entitled to free school meals at present, which is considerably lower than the average for the authority and for Wales. About 27% of pupils come from Welsh-speaking homes. Welsh is the medium of teaching and learning in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of making them bilingual by the time they transfer to the secondary school. About 20% of pupils are on the additional learning needs register, which includes a very few pupils who have a statement of special educational needs.

The school was last inspected in January 2008. Following a period of instability in terms of the leadership of the school, a permanent headteacher was appointed in September 2013.

The individual school budget per pupil for Ysgol Gynradd Goronwy Owen in 2013-2014 is £4,512. The maximum per pupil in primary schools in Anglesey is £9,156 and the minimum is £2,901. Ysgol Gynradd Goronwy Owen is in 21st position out of the 48 primary schools in Anglesey in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- the school's performance in English at the end of key stage 2 has placed the school consistently in the upper 50% in comparison with similar schools;
- the school's performance at the higher levels, at the end of key stage 2, has improved over the last two years;
- the majority of pupils in the Foundation Phase have literacy skills that are appropriate to their age and ability; and
- the school plans a number of interesting experiences that promote pupils' understanding of their local area and Wales successfully.

However:

- performance in Welsh has placed the school consistently in the bottom 25% in comparison with similar schools;
- work in pupils' books does not show that enough attention is being paid to developing extended writing in Welsh;
- activities do not challenge pupils successfully enough; and
- planning for using the outdoor area in the Foundation Phase has not been developed fully.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher's leadership is robust and she has a clear vision for developing the school;
- the headteacher has put a number of robust strategies in place, based on raising standards and setting a strategic direction for the school's work;
- the headteacher has succeeded in a short time in creating an ethos of co-operating as a team among the school's staff;
- the current self-evaluation is based on an appropriate range of evidence; and
- the recent school development plan focuses clearly on raising standards.

However:

- the senior management team does not act effectively enough and this has not resulted in sufficient improvement in standards;
- the governing body does not contribute effectively enough to setting a strategic direction to the school's work; and
- the governing body does not challenge the school and hold it to account for its performance effectively enough.

## **Recommendations**

- R1 Raise standards in Welsh across the school
- R2 Improve the school's attendance levels
- R3 Ensure more effective use of the outdoor area for the Foundation Phase
- R4 Ensure that teaching provides challenging tasks in order to respond to the needs of all pupils and develops pupils to be more independent learners
- R5 Address the health and safety issues urgently
- R6 Ensure that the school's leaders and the governing body operate more effectively to set a strategic direction for the school and challenge its performance

### **What happens next?**

Ysgol Goronwy Owen 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

Many pupils make suitable progress in relation to their age and ability. In general, they recall previous learning and show suitable knowledge and understanding of what they have learnt.

Most pupils in the Foundation Phase make appropriate progress in their use of Welsh from the time when they start at the school. Considering many pupils' linguistic background, their oral skills in Welsh develop quickly. By the end of the phase, the majority of pupils have literacy skills that are suitable to their age and ability. They listen well to their teachers and are prepared to offer oral responses, using appropriate language.

In key stage 2, many pupils can speak about their work confidently and use appropriate vocabulary within the task. By the end of the key stage, the majority are able to express an opinion and discuss new ideas successfully in English. However, this has not developed as well in Welsh. A lack of vocabulary and confidence restrict a minority of pupils' ability to converse and discuss in Welsh.

In the Foundation Phase, many pupils make appropriate progress in their reading. They read simple texts meaningfully. The majority use appropriate strategies when reading unfamiliar words. By the end of key stage 2, many read a range of texts accurately in both languages. The majority of pupils enjoy reading and some of them are able to discuss their favourite authors in a mature way.

Most pupils' handwriting and presentation of work across the school are neat. By the end of the Foundation Phase, many pupils are able to write for a range of purposes, and show an understanding of the characteristics of forms such as letters and writing instructions. However, pupils of higher ability do not make enough progress in writing at greater length.

In key stage 2, many pupils make appropriate progress in their ability to write in a variety of forms. The majority punctuate and paragraph their work suitably according to their ability. However, the majority of pupils do not make enough progress when using their extended writing skills across the curriculum.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, many pupils are able to add and subtract accurately, using tens and units. They use these skills appropriately to solve simple mathematical problems across learning areas. In key stage 2, many pupils use a range of calculation methods to solve number problems. However, the majority of pupils do not apply their numeracy skills to the same extent across the curriculum. Most pupils who have additional learning needs make appropriate progress against the targets.

Although pupils achieve work of an appropriate standard in lessons and in books, there is inconsistency in standards throughout the school, especially in Welsh.

Over the last two years, performance in the Foundation Phase at the expected outcome has varied. In 2013, the school's performance in literacy placed it in the lower 50% in comparison with similar schools, whilst performance in mathematical development placed it in the top 25%. In 2013, an obvious increase could be seen in the percentages of pupils who attained outcome 6, especially in personal and social development in which the school is in the top 25% in comparison with similar schools.

In key stage 2, performance at the expected level has varied over the last four years. In comparison with that of similar schools, the school's performance in English has placed it consistently in the higher 50% whilst performance in Welsh has placed it consistently in the bottom 25%. Performance in mathematics and science has dropped the school from the top 25% to the bottom 25% over the last four years. Overall, the school's performance at the higher levels has improved over the last two years.

### **Wellbeing: Adequate**

Ysgol Goronwy Owen is a happy school in which pupils feel safe. They know to whom to turn for help when necessary. They have a sound understanding of the importance of eating and drinking healthily.

The pupil's voice is being developed effectively at the school. Pupils express opinions and play an important part in decisions that involve the school by putting their ideas in the 'Golden Box'. They take pride in what they achieve through the School Council. An example of this is the 'celebration tree', where there is an opportunity for pupils to share their successes with the remainder of the school. On the whole, pupils' behaviour across the school is good. Most pupils have appropriate attitudes towards their work and they show respect and care for others. However, to date, pupils do not assess their own progress in order to identify their strengths and weaknesses, and develop as independent learners.

The school's attendance percentage has placed it in the bottom 25% in comparison with similar schools for the last four years.

Pupils take part in an appropriate variety of local events that expand their knowledge and understanding of their responsibility to their local community and the wider community. A valuable example of this is pupils' contribution in the local eisteddfod.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
---	-----------------

### **Learning experiences: Adequate**

On the whole, the school plans suitable activities that stimulate pupils' interest. The school's recent plans respond appropriately to the requirements of the National Curriculum, the Foundation Phase and religious education. However, planning for using the outdoor area in the Foundation Phase has not been developed fully.

The school has appropriate schemes of work that identify opportunities for developing literacy and numeracy skills across the curriculum. However, information and communication technology (ICT) skills have not been planned fully across the curriculum.

The school plans a number of interesting experiences that promote pupils' understanding of their local area and Wales successfully. An example of this the art work based on the work of Catrin Williams. Clubs are held after school, such as the Urdd and Dragon Sport, which provide opportunities for pupils to socialise through the medium of Welsh and to improve their physical fitness.

Provision to develop pupils' understanding of sustainable development and global citizenship has been integrated successfully across the curriculum. A good example of this is the school's enthusiastic commitment to supporting a number of projects, including Maliza Business Week. Through the project, pupils develop their enterprise skills.

### **Teaching: Adequate**

When teaching is at its best, there is a good pace to lessons and effective and challenging questioning responds to the individual's needs. In the majority of lessons, teachers build well on previous learning and learning objectives are presented clearly. Where teaching is not as good, introductions are too long, the pace of lessons is too slow and activities do not challenge pupils successfully enough. Overall, there are few opportunities for pupils to take an active role in their learning and to be independent learners. This is reflected in pupils' books.

Teachers mark pupils' work regularly. Where marking is most effective, comments refer directly to the success criteria and ensure that pupils understand the next steps in their learning. However, this is not consistent across the school. Suitable strategies to help pupils to know how to improve their work are used in the majority of classrooms.

Recently, the school has introduced appropriate procedures for collecting and evaluating evidence from assessments and the results of standardised texts to track pupils' progress. However, teachers' use of the findings of these procedures is not thorough enough to identify and plan for the specific needs of groups of pupils.

Reports that are presented to parents provide clear information about pupils' ability and they meet statutory requirements.

### **Care, support and guidance: Adequate**

The school promotes pupils' health and wellbeing effectively, and there are appropriate policies in place to support this provision. Many opportunities are offered to pupils to take part in regular physical exercise and the school has appropriate arrangements to promote healthy eating and drinking. The school provides valuable experiences that promote pupils' moral, spiritual and social development well through regular assemblies in the school and in the community. The school co-operates



effectively with a suitable range of relevant services, such as the educational psychologist, to provide appropriate support and guidance for pupils.

The school identifies pupils' additional learning needs early on and arranges suitable intervention programmes that meet pupils' needs well. Overall, individual education plans are suitable. However, targets are not always specific enough to enable teachers to measure progress effectively enough. The school provides appropriate support for individuals and specific groups of pupils who have additional learning needs.

The school's policies and procedures for safeguarding meet requirements and they are not a cause for concern.

### **Learning environment: Adequate**

The school is an inclusive community in which all pupils have equal access to activities that are arranged for them. Overall, there are enough resources to enrich pupils' learning. However, resources in the outdoor areas for the Foundation Phase are not stimulating enough.

The school's classrooms and corridors are colourful and stimulating, and pupils' work is displayed on the walls very effectively. This is a source of pride for pupils.

The building is of adequate quality and all spaces are used purposefully. The building and the site are maintained well and kept clean. However, some places on the school site cause concern in terms of safety. Inspectors have drawn the school's attention to health and safety issues involving fire doors.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
--	-----------------

### **Leadership: Adequate**

The headteacher's leadership is robust and she has a suitable and clear vision for developing the school which is shared by staff, pupils, governors and parents. Within a short time, the headteacher has created an ethos of co-operating as a team among the school's staff. The role of subject co-ordinators is developing appropriately and they now take an active part in monitoring teaching and learning and contribute more confidently to the school's work. The effect of this can be seen clearly in the progress that has occurred in provision for mathematics and for pupils who have additional learning needs.

The school has put robust processes in place to raise the school's standards of attendance and to improve pupils' behaviour. These processes are monitored continuously in order to ensure that standards are raised.

All members of staff at the school have suitable job descriptions and they are aware of their role and responsibilities. Following the headteacher's recent appointment, the school's current senior management team was established. However, the structure has not been developed effectively enough and it has not led to an improvement in the school's standards.

Staff meetings focus regularly on analysing the school's performance data and setting targets for improvement. Teachers' understanding of the school's data and performance is developing appropriately.

Leaders and governors pay due attention to a number of national priorities. The school implements the requirements of the Literacy and Numeracy Framework and this is beginning to have a positive effect on pupils' standards, especially in numeracy. The principles of the Foundation Phase are in place but they are not always implemented effectively, especially in the outdoor area.

Governors are very supportive of the school. Recently, the governing body has received comprehensive reports on the school's performance, and a number of governors visit the school regularly in order to improve their understanding of the day-to-day work. Their understanding of the school's performance is developing appropriately but they do not challenge the school and hold it to account for its performance appropriately. The governing body does not contribute effectively enough to setting a strategic direction for the school's work.

### **Improving quality: Adequate**

The current self-evaluation report is based on an appropriate range of evidence, including attainment data, outcomes of monitoring processes, responses to pupils' and governors' questionnaires, and parents' opinions. On the whole, it is evaluative, and identifies appropriate strengths and aspects to be developed in the school development plan.

Recently, the school's leaders have established arrangements to monitor the standards of teaching and learning through observing lessons and scrutinising pupils' books. Overall, monitoring reports are detailed and analytical and indicate strengths and areas to be developed appropriately. The findings of the monitoring process are discussed with individuals, in staff meetings and with governors and are fed effectively into the school's self-evaluation arrangements. Recent developments in the area of assessment for learning have contributed well to pupils' increasing ability to assess their own work.

The recent school development plan focuses clearly on raising standards. It includes appropriate strategies for implementation, along with suitable success criteria and monitoring arrangements. It also includes measurable targets in order to measure progress.

### **Partnership working: Good**

The school works effectively with a range of partners. There is a successful partnership with specialist agencies and the local authority that has a positive effect on pupils' wellbeing and attainment.

There is a good relationship between parents and the school. The 'Pnawn Paned' (Coffee Afternoon) that was established recently is successful and pupils in the various classes have an opportunity to share the term's work with their parents over a cup of tea or coffee. By selling their goods during this period, pupils' business and

enterprise skills develop well. The school shares information with parents regularly through letters, and regular meetings are held for parents to discuss their children's work and standards.

The local nursery school has now settled into the main building at the school and the effective link between the school and the nursery school ensures that children settle in quickly as they start full-time at the school. Effective transfer arrangements exist with the secondary school, which prepare older pupils well for the next stage in their education.

The school works effectively with schools in the catchment area to raise pupils' standards of reading in the Foundation Phase.

Pupils contribute effectively to community activities, and a number of visitors who come to the school, such as members of the local lifeboat crew, enrich the learning experiences successfully.

The Parent and Teachers Association is active and raises money regularly to buy useful learning resources in order to enrich the curriculum, such as resources for the library and ICT hardware.

### **Resource management: Adequate**

The school has an appropriate level of staff and it makes effective use of their expertise to enrich teaching and learning. Specific steps have been taken to restructure staffing to match the school's needs better. However, the senior management team does not act effectively enough.

Appropriate arrangements for managing teachers' performance have been introduced recently. This has resulted in identifying teachers' professional development needs more effectively.

Teachers make suitable use of their non-contact time for planning, preparing and assessing pupils' work. This has had a positive influence on the quality of the school's planning work.

The school's arrangements for financial planning or for monitoring expenditure are not effective enough. The school's budget over the last five years shows significant over-expenditure. However, the school is co-operating with the authority to implement an appropriate recovery scheme to address the over-expenditure.

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

## Appendix 1

### Commentary on performance data

In 2013, 100% of pupils in the Foundation Phase attained the expected level, namely outcome 5 in mathematical development. This is higher than the averages for the family and Wales. However, 88% of pupils attained outcome 5 in language, literacy and communication skills in Welsh, and 94% attained outcome 5 in personal and social development. Progress can be seen in the school's performance in comparison with performance in 2012, except in personal and social development.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, in 2013 the school performs in the top 25% in mathematical development, and in the lower 50% in language, literacy and communication in Welsh and personal and social development.

The proportion of pupils who achieved higher than the expected level, namely outcome 6, in 2013, compares favourably with the average for the family and Wales in mathematical development and considerably higher than the averages for the family and Wales in personal and social development. Although there is an increase in the proportion of pupils who attained outcome 6 in language, literacy and communication skills in Welsh, the school continues to perform below the averages for the family and Wales.

When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, in 2013 the school performs in the top 25% in personal and social development, in the lower 50% in mathematical development and in the bottom 25% in language, literacy and communication in Welsh. Over a period of two years, in comparison with the national percentages, girls' performance is better in personal, social and cultural development at outcome 6.

Over the last four years, the school's performance in English in key stage 2 has been consistently higher than the average for the family and Wales. However, the school's performance in Welsh at the expected level is not as good. It performs consistently below the average for the family and Wales. In 2013, performance in mathematics and science is lower than the average for the family and Wales and shows that there has been a decline in the school's performance over the last four years. An increase was seen in the percentage of pupils who attained the higher levels in 2013 in all core subjects.

In comparison with the results of similar schools, the school performs consistently in the top 25% and the higher 50% in English, whilst performance in Welsh has placed it consistently in the bottom 25%. Performance in mathematics and science has dropped the school from the top 25% to the bottom 25% of similar schools over the last four years. In general, the school's performance at the higher levels, over the last two years has improved and compares more favourably with that in similar schools, except in Welsh.

Overall, there is no significant pattern between the performance of boys and girls in the Foundation Phase; however, girls have performed better over the last two years at outcome 6 in mathematical development. In key stage 2, girls perform better than boys at the expected level and at the higher levels in both languages, especially in reading and writing. There is no significant pattern over time in terms of the achievements of pupils who are entitled to free school meals in comparison with the achievements of the remainder of the cohort.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Survey (All Pupils)

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.	70		67 96%	3 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	70		66 94%	4 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	70		69 99%	1 1%	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	70		63 90%	7 10%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%	
There are lots of chances at school for me to get regular exercise.	70		63 90%	7 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school.	70		65 93%	5 7%	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.	70		70 100%	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.	70		69 99%	1 1%	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.	70		65 93%	5 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.	70		46 66%	24 34%	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.	70		43 61%	27 39%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%	
Nearly all children behave well at playtime and lunch time.	69		56 81%	13 19%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

### Ymateb i'r holiadur i rieni

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.	11	7 64%	3 27%	1 9%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	7 64%	4 36%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	11	7 64%	4 36%	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.	11	5 45%	4 36%	2 18%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	11	3 27%	5 45%	1 9%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	11	7 64%	3 27%	1 9%	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.	11	6 55%	5 45%	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.	11	4 36%	6 55%	1 9%	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.	11	4 36%	6 55%	1 9%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	11	4 36%	6 55%	0 0%	0 0%	1	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.	11	7 64%	4 36%	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'.	10	5 50%	3 30%	1 10%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

Report on Ysgol Goronwy Owen  
January 2014

	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 am kept well informed about my child's progress.	11	5 45%	5 45%	1 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	11	6 55%	5 45%	0 0%	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.	11	3 27%	4 36%	1 9%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	11	4 36%	7 64%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	9	3 33%	4 44%	1 11%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	11	6 55%	5 45%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	11	6 55%	4 36%	1 9%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		



## Appendix 3

### The inspection team

Anwen Griffith	Reporting Inspector
Anthony Bate	Team Inspector
Carolyn Thomas	Team Inspector
Gwen Aubrey	Lay Inspector
Tegwen Morris	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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 entitled to 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 entitled to 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 entitled to 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.