



*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 Gynradd Dolgellau  
Ffordd Pen y Cefn  
Dolgellau  
Gwynedd  
LL40 2YW**

**Date of inspection: January 2015**

**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.

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## Context

Ysgol Gynradd Dolgellau is a Church in Wales Voluntary Controlled school on the northern outskirts of the town. The school has two sites, with a public road between them. It is in the care of Gwynedd local authority.

There are 155 pupils between four and 11 years old on roll, with 20 part-time children in the nursery class. Pupils are divided into six mixed-age classes. About 16% of pupils are eligible for free school meals, which is lower than the average for Wales. About 25% come from homes where Welsh is spoken as a first language. About 7% of pupils come from an ethnic minority background.

In line with the local authority's policy, Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of ensuring that they are bilingual by the time they transfer to the secondary school.

The school has identified that it has 19% of pupils with additional learning needs, including 4 pupils who have a statement of special educational needs.

The headteacher was appointed in April 2009. The school was last inspected in June 2009. The permanent headteacher is absent from work at present and the authority ensured that another headteacher was in charge of the school during the period of the inspection.

The individual school budget per pupil for Ysgol Gynradd Dolgellau in 2014-2015 is £3,951. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gynradd Dolgellau is in 53<sup>rd</sup> position of the 95 primary schools in Gwynedd 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>Unsatisfactory</b>

### Current performance

Current performance is adequate because:

- The majority of pupils make appropriate progress
- Nearly all pupils are enthusiastic and keen to learn
- Pupils are polite and confident with visitors and show respect, care and concern for other people
- The Foundation Phase provides a range of suitable learning experiences across the curriculum

However:

- More able pupils do not always attain higher standards in Welsh and mathematics
- Key stage 2 pupils' oral and written language is fairly erroneous
- Many pupils' independent learning skills have not been developed sufficiently
- Information about pupils' achievement and attainment is not used effectively
- Over-use of work sheets across the school hinders pupils' ability to make appropriate progress in their learning
- The school's arrangements for safeguarding pupils do not meet requirements and are a cause for concern

### Prospects for improvement

Prospects for improvement are unsatisfactory because:

- Leaders do not have a clear vision for the school's strategic development
- The role of the governing body has not been developed appropriately
- The self-evaluation report does not provide a complete picture of the school's current situation
- Priorities in the development plans change regularly and plans do not have a positive effect on pupils' outcomes and wellbeing
- Leaders have not succeeded in addressing all the recommendations following the last inspection

However:

- The school has a number of partnerships that contribute appropriately to provision and pupils' standards of achievement and wellbeing

## Recommendations

- R1 Raise standards and ensure that more able pupils reach their potential
- R2 Develop robust procedures for assessment, and use findings in order to provide appropriate intervention programmes for pupils
- R3 Ensure that the school has appropriate safeguarding procedures and address safety issues that were highlighted during the inspection
- R4 Improve the school's leadership procedures in order to ensure a more effective staffing structure
- R5 Develop the role of governors in the school's self-evaluation procedures and ensure that all the school's documents meet statutory requirements
- R6 Develop self-evaluation procedures that are sustainable and identify priorities for improvement effectively
- R7 Implement plans to improve the school effectively

### **What happens next?**

In line with the Education Act 2005, HMCI is of the opinion that special measures are needed in relation to this school. The school will produce an action plan to show how it will address the recommendations. Estyn will monitor the school's progress every term.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

There is a cross-section of ability among pupils' basic skills on entry to the school. During their time at the school, the majority of pupils make appropriate progress in their learning.

In the Foundation Phase, pupils make sound progress in their language, literacy and communication skills. The majority speak clearly and confidently and use an expanding vocabulary. The majority read to a standard that is appropriate to their age and ability and write for various purposes, showing an appropriate grasp of basic punctuation.

Many pupils in key stage 2 are able to talk about their work confidently. They are able to explain their work in a mature manner, using appropriate vocabulary. However, their syntax and their ability to mutate are fairly erroneous orally and this has an effect on the accuracy of their written language.

Most pupils in key stage 2 are able to write at length for a range of purposes in both languages. They punctuate fairly accurately and present their work in an organised way and in paragraphs. Most pupils speak Welsh naturally to adults, but many use English rather than Welsh during play times and also occasionally when walking through the school.

On the whole, most pupils use and apply their literacy skills to a higher standard in areas across the curriculum than they do in language lessons.

Many pupils achieve appropriately in mathematics across the school. In the Foundation Phase, they are able to count in tens, add and subtract up to 20, count forwards and backwards, use kilograms and identify the properties of 3D shapes.

By the end of their period in the school, pupils are able to use multiplication tables in order to calculate the cost of products. They show a good understanding of place value when handling money and are able to create successful line graphs, for example when timing heartbeats. On the whole, most pupils use and apply their numeracy skills across the curriculum appropriately.

However, more able pupils do not always attain higher standards in Welsh and mathematics. Most pupils' thinking skills are developing appropriately.

In the Foundation Phase, the school's performance at the expected outcome (outcome 5) has placed the school in the lower 50% in comparison with similar schools for literacy and mathematical development in the last two years. The school's performance at the higher outcome (outcome 6) over the last three years in literacy and mathematical development has placed it in the lower 50% in comparison with similar schools.

At the end of key stage 2, the school's performance at the expected level (level 4) over the last four years has declined significantly. In 2014, the school's performance at the higher than expected level (level 5), places it in the lower 50% in English, mathematics and science and in the upper 50% in Welsh in comparison with similar schools.

In general, there is no obvious pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers. However, no pupils who are eligible for free school meals have attained the higher level over the last four years in key stage 2.

In the Foundation Phase, boys' performance at outcome 5 has been consistently lower than that of girls in literacy and mathematics over a period of three years.

### **Wellbeing: Adequate**

Most pupils are aware of the importance of keeping healthy by eating fruit and vegetables regularly, drinking water and taking regular physical exercise through a variety of sports activities. They feel safe at the school and they have confidence in the staff's ability to deal effectively with any cases of negative behaviour.

Nearly all pupils are enthusiastic and keen to learn. They concentrate well as they work on a task. However, many pupils' independent learning skills have not developed effectively across the school.

Nearly all pupils are polite and confident with visitors. Their behaviour is consistently good in classrooms and at break times, and they show respect, care and concern for other people.

Pupils' attendance rates in three of the last four years are lower than the median in comparison with those of similar schools. Most pupils arrive at school punctually in the morning.

The school council meets regularly and ensures that the pupil's voice contributes to the life and work of the school. The school council keeps detailed minutes of its meetings and makes valuable decisions, such as choosing to raise money for particular charities and buying relevant equipment to be used during play times.

Pupils contribute appropriately to the local community and take part in annual events; for example, the choir sings in the town at Christmas time.

<b>Key Question 2: How good is provision?</b>
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<b>Unsatisfactory</b>
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### **Learning experience: Adequate**

The Foundation Phase provides a range of suitable learning experiences across the curriculum that respond appropriately to the needs of most pupils. However, planning for using the outdoor area in the Foundation Phase has not been developed fully. In addition, recent schemes of work in key stage 2 are not suitable enough meet pupils' needs effectively.

Provision for developing pupils' literacy and numeracy skills has been planned appropriately across the school. The school has embedded the Literacy and Numeracy Framework firmly. However, the school's plans do not always provide enough challenge for more able pupils.

The school provides limited opportunities for pupils to develop an awareness of their Welshness by studying Welsh artists. The school uses a language charter in order to promote the use of Welsh appropriately and this is beginning to have an effect on many pupils to speak more Welsh in classes.

The school promotes sustainable development appropriately through practical activities that include recycling, saving energy and educational visits to a recycling centre. A few pupils act as 'energy detectives' and give appropriate guidance to the school in these areas that contribute positively to pupils' experiences.

The school provides useful opportunities for pupils to develop their understanding of global citizenship through its curricular activities, for example when studying China.

### **Teaching: Unsatisfactory**

Most teachers have good subject knowledge. Classroom management is consistently effective throughout the school and adults create a friendly and caring ethos in the classroom.

In a majority of lessons, teachers provide work that gains pupils' interest. In these lessons, teachers model good language and question skilfully to promote pupils' understanding and promote extended answers.

In a majority of lessons in which teaching is not as good, work does not challenge more able pupils or provide sufficient opportunities for pupils to develop to become independent learners. There are not enough tasks arranged on different levels in order to develop pupils from all ability ranges, and over-use of worksheets across the school hinders pupils' ability to make appropriate progress in their learning.

Assessment procedures are inadequate. The school has adopted an electronic tracking system to record pupils' attainment and plan for their learning needs. However, it is not used effectively to assist purposeful planning and improve standards or in order to develop intervention programmes for supporting specific pupils.

A majority of teachers use assessment for learning strategies appropriately. Teachers mark pupils' work regularly; however, comments do not always give enough guidance to pupils on how to improve their work.

Written reports for parents on their children's progress meet statutory requirements.

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

There is a caring and friendly atmosphere at the school, which places emphasis on pupils' wellbeing. A good working relationship exists between most pupils and adults



and this adds to the inclusive ethos at the school. Staff promote good behaviour. The school has established a reward system that encourages pupils to take responsibility for their behaviour.

The school co-operates effectively with a number of specialist services such as a language therapist, social services, the school nurse and the local policeman in order to improve pupils' wellbeing.

The school makes appropriate arrangements for promoting eating and drinking healthily.

Through regular assemblies and opportunities for reflection, the school promotes most pupils' spiritual, moral, social and cultural development well.

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

Provision meets the needs of pupils who need additional support effectively. The school identifies pupils' learning needs at an early stage, and provides suitable additional support as needed. Individual educational plans for pupils include clear targets, and appropriate arrangements are in place to discuss progress with parents.

### **Learning environment: Adequate**

The school's ethos is caring and inclusive and it promotes equal opportunities effectively. There is great emphasis on fostering respect towards peers and visitors within the school and the 'golden rules' reinforce this element successfully.

The school has appropriate policies and procedures that promote equality and social diversity suitably. However, it does not have appropriate policies for ensuring accessible entry to the building.

The school's buildings are maintained to an appropriate standard, considering their age. Both sites are reasonably tidy and well maintained, although maintenance work is needed in places. Safety issues about the quality of the building were highlighted during the inspection.

The outdoor areas at the school give some encouragement for pupils to keep healthy and appreciate the physical environment around them. However, the outdoor area for the Foundation Phase does not provide enough opportunities to enrich learning experiences in order to raise standards of achievement appropriately.

There are sufficient resources of suitable quality at the school and pupils make appropriate use of them.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

The school's leadership is ineffective. Leaders do not have a clear vision for the school's strategic development. With the intensive support of local authority and regional consortium officers, staff members have begun to refine procedures in order to evaluate what works well and plan for improvement. However, these procedures are very new and have not yet had a positive effect on standards or provision. The staffing structure is defective, as there are no procedures in place for other members of staff to undertake responsibility for running the whole school in the absence of the headteacher.

Staff have established some of the Foundation Phase teaching procedures appropriately, but have not yet developed the outdoor area effectively enough for pupils. They have introduced the Literacy and Numeracy Framework fairly successfully, and this is beginning to have a positive effect on pupils' standards across the curriculum.

The role of the governing body has not been developed appropriately. The body acts too slowly to ensure that the school's strategic leadership is effective. Recently, under the leadership of the new chair, governors have begun to develop their role more effectively as critical friends. However, they do not undertake their role robustly enough when self-evaluating or planning for improvement.

### **Improving quality: Unsatisfactory**

The self-evaluation report includes appropriate information about a wide range of aspects of the school's life and work. It identifies trends in the school's performance in relation to that of similar schools and national performance levels appropriately. However, the report does not provide a complete picture, nor is it based firmly enough on the school's day-to-day monitoring findings over an extended period. As a result, leaders cannot be sure of the school's strengths and areas for development accurately enough. The school's current self-evaluation procedures are new and have not been established effectively to date. There is little evidence of seeking the views of stakeholders, and governors have not had a role in the process to date.

Leaders have planned a comprehensive monitoring programme in order to evaluate various aspects of the school's work over time. However, they have not ensured that members of staff have complied fully with the requirements of the programme over recent terms, or used the outcomes in order to improve the school. As a result, the work of planning for improving provision and standards is too slow.

With the intensive and recent support of the challenge advisor, leaders have attempted to refine the link between the outcomes of the self-evaluation process and the priorities in the school development plan. However, the effect of this is not clear in relation to assessing or developing strategic leadership.

There is no evidence that previous development plans have had a positive effect on pupils' outcomes or wellbeing.

Leaders have not succeeded in addressing all the recommendations following the last inspection. Two important recommendations continue as priorities in the current development plan. These involve governors' role in terms of monitoring standards and implementing management arrangements, and the link between the outcomes of the self-evaluation process and the school development plan.

### **Partnership working: Adequate**

The school has a number of partnerships that contribute appropriately to provision and pupils' standards of achievement and wellbeing.

The 'friends of the school', which include parents, work consistently to arrange fundraising activities in order to buy resources for the benefit of pupils. Individuals among parents visit the school occasionally in order to share their experiences and expand pupils' knowledge in particular areas appropriately, for example talking about Indian costumes, or sharing experiences about running a marathon.

An appropriate partnership exists between the school and the local nursery group. As a result, new pupils settle quickly when starting at the school.

The school benefits from the beneficial working relationship that exists between schools in the area. Teachers plan jointly and organise events jointly, for example school sports days. The school also co-operates closely with these schools to moderate and standardise continuous assessments jointly. However, teachers' knowledge of level requirements is not always clear.

The school takes regular advantage of opportunities to take part in activities in the community. A robust link exists with the local church and chapel. These links raise pupils' awareness of their community and of their responsibilities as responsible citizens.

Local authority officers have supported the school particularly well with leadership issues over the last two years and the current self-evaluation document and school development plan were formed as a result of this support. However, there is no evidence that the support has had an effect on pupils' standards of attainment.

### **Resource management: Adequate**

The school has an appropriate level of qualified and experienced teachers in order to deliver the curriculum. However, considerable periods of staff absence over the last two years have affected the running of the school significantly.

Performance management arrangements exist for staff at all levels. Although staff have objectives to improve their practice, they do not always receive appropriate training in order to help them to meet those objectives. However, recently, a minority of teachers have attended specific training on developing numeracy, aspects of literacy and education for pupils who have additional learning needs. This has had a positive effect on standards in these areas. Teachers have appropriate time for planning, preparation and assessment.

Although leaders manage financial resources and monitor expenditure appropriately, there is no evidence that the Pupil Deprivation Grant has a positive effect on the outcomes and wellbeing of pupils who are eligible for free school meals.

Considering the use of funding, and pupils' standards of achievement, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6613041 - Ysgol Gynradd Dolgellau

Number of pupils on roll	151
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	24	19	19
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.5	73.7	78.9
Benchmark quartile	2	4	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	24	19	19
Achieving outcome 5+ (%)	91.7	73.7	84.2
Benchmark quartile	2	4	3
Achieving outcome 6+ (%)	20.8	21.1	47.4
Benchmark quartile	3	3	1
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	24	19	19
Achieving outcome 5+ (%)	87.5	84.2	78.9
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	0.0	15.8	36.8
Benchmark quartile	4	4	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	24	19	19
Achieving outcome 5+ (%)	87.5	94.7	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	20.8	21.1	52.6
Benchmark quartile	4	4	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

## 6613041 - Ysgol Gynradd Dolgellau

Number of pupils on roll	151
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (16%<FSM<=24%)

### Key stage 2

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	21	17	20	15
<b>Achieving the core subject indicator (CSI) (%)</b>	95.2	94.1	80.0	80.0
Benchmark quartile	1	1	3	4
<b>English</b>				
Number of pupils in cohort	21	17	20	15
Achieving level 4+ (%)	95.2	94.1	85.0	86.7
Benchmark quartile	1	1	3	3
Achieving level 5+ (%)	14.3	35.3	25.0	33.3
Benchmark quartile	4	2	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	21	17	19	15
Achieving level 4+ (%)	90.5	82.4	89.5	80.0
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	28.6	23.5	26.3	33.3
Benchmark quartile	2	2	2	2
<b>Mathematics</b>				
Number of pupils in cohort	21	17	20	15
Achieving level 4+ (%)	95.2	94.1	80.0	80.0
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	19.0	35.3	30.0	33.3
Benchmark quartile	4	2	3	3
<b>Science</b>				
Number of pupils in cohort	21	17	20	15
Achieving level 4+ (%)	95.2	94.1	85.0	86.7
Benchmark quartile	2	2	4	4
Achieving level 5+ (%)	14.3	17.6	15.0	33.3
Benchmark quartile	4	4	4	3

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to the learner questionnaire

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.	88	85 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	88	70 80%	18 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	88	87 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	88	86 98%	2 2%	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.	88	85 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	88	82 93%	6 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.	88	88 100%	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.	88	86 98%	2 2%	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.	87	79 91%	8 9%	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.	88	85 97%	3 3%	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.	88	60 68%	28 32%	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	88	66 75%	22 25%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the 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.	31	8 26%	19 61%	4 13%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	14 45%	15 48%	2 6%	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.	32	14 44%	16 50%	0 0%	0 0%	2	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.	32	14 44%	16 50%	2 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	6 19%	16 50%	4 12%	1 3%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	32	12 38%	17 53%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	14 44%	17 53%	0 0%	0 0%	1	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.	30	10 33%	16 53%	0 0%	0 0%	4	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.	32	13 41%	14 44%	0 0%	2 6%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	14 44%	15 47%	1 3%	0 0%	2	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.	32	16 50%	13 41%	1 3%	0 0%	2	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'.	32	11 34%	16 50%	2 6%	0 0%	3	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.	32	10 31%	14 44%	7 22%	0 0%	1	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.	32	15 47%	13 41%	3 9%	1 3%	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.	32	8 25%	15 47%	3 9%	0 0%	6	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.	32	14 44%	16 50%	1 3%	0 0%	1	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	10 37%	13 48%	0 0%	0 0%	4	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.	31	8 26%	10 32%	10 32%	1 3%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	32	8 25%	13 41%	7 22%	2 6%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

### Appendix 3

#### The inspection team

Gwenda Easton	Reporting Inspector
Huw Watkins	Team Inspector
David Jenkins	Lay Inspector
Gareth Owen	Peer Inspector
Doris Parry	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
- 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.