



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 Gynradd Kingsland
Caergybi
Ynys Môn
LL65 2TH**

Date of inspection: Mawrth 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:

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

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

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

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

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

© Crown Copyright 2015: 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: 15/05/2015

Context

Ysgol Gynradd Kingsland is in the Kingsland district of Holyhead on the Isle of Anglesey. There are currently 186 pupils on roll, including 28 part-time nursery pupils. Nearly all pupils are of white British background. Very few pupils speak Welsh as a first language.

There are currently eight full-time teachers at the school. There are seven classes in the school including the part time nursery. Of these, five are single aged classes and two are mixed aged classes. Approximately 21% of pupils are eligible for free school meals, which is similar to the average for Wales.

The school identifies about 16% as having additional learning needs, which is lower than the average for Wales. Very few pupils have a statement of special educational needs.

The headteacher took up his post in September 2008 and the last inspection was in April 2010.

The individual school budget per pupil for Ysgol Gynradd Kingsland in 2014-2015 means that the budget is £3,630 per pupil. The maximum per pupil in the primary schools in the Isle of Anglesey is £9,552 and the minimum is £2,870. Ysgol Gynradd Kingsland is 36th out of the 48 primary schools in the Isle of Anglesey in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Nearly all pupils, including those with additional learning needs, make at least expected progress as they move through the school
- Most pupils' bilingual skills are very good
- Pupils' attitudes to learning are positive and the behaviour of most pupils is very good
- Teachers develop pupils' skills for learning well
- The quality of teaching is consistently high
- The support and guidance pupils receive are effective

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and governors have a strong commitment to raising standards
- There is effective teamwork among all staff and a willingness to take on new ideas and ways of working
- The school has effective procedures for self-evaluation, it is clear about what it needs to do to improve outcomes for pupils and priorities clearly reflect this
- The strong partnerships with parents and the wider community help to improve the quality of provision and the standards that pupils achieve
- The school manages its resources very well

Recommendations

- R1 Improve more able pupils' attainment in mathematical development in the Foundation Phase
- R2 Improve more able pupils' attainment in science in key stage 2
- R3 Improve attendance
- R4 Ensure that teachers' marking records what pupils need to do to improve their work so that they understand their targets for improvement

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils, including those with additional learning needs, are keen and enthusiastic learners and make good progress as they move through the school. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt.

Most pupils' literacy skills develop well and they use them effectively to improve their learning. Most pupils in the Foundation Phase speak confidently in a wide range of situations to staff, visitors and each other and express their opinions confidently. Many listen carefully to the ideas of their friends and maintain concentration for sustained periods. Most pupils in key stage 2 contribute effectively in lessons, and use their oral skills purposefully to provide clear explanations. They listen well and respond sensibly to the views of others.

Across the school, pupils develop their reading skills well. Nearly all have a positive attitude to reading. Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. In key stage 2, most pupils read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. They use their reading skills well to research information from books and using information and communication technology (ICT).

Nearly all pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, most use write successfully in different areas of learning. They sequence sentences effectively to describe events, and write simple stories and reports, using a suitable range of punctuation with increasing accuracy. Most pupils in key stage 2 use a range of sentence structures and interesting vocabulary and write confidently and accurately in a variety of forms. They consolidate and extend their writing skills well, producing good quality extended pieces of work across the curriculum, particularly in their history projects. The standard of presentation and handwriting by most pupils is consistently good.

Nearly all pupils develop their numeracy skills methodically at an appropriate level for their age and ability as they move through the school. Throughout the Foundation Phase, nearly all make very effective use of practical resources to help develop mathematical reasoning, for example when developing early number bonds. They use these imaginatively across other areas of learning. In both key stages, most pupils have a good understanding of place value and their problem solving strategies are developing well. Many pupils in key stage 2 apply their measuring skills effectively in different contexts, particularly when carrying out scientific investigations. Most pupils understand the link between fractions, decimals and percentages.

Most pupils' Welsh skills develop very well. In the Foundation phase, pupils respond well to instructions and, by the end of Year 2, they hold simple conversations

confidently with adults and each other. In key stage 2, nearly all pupils develop a wide range of vocabulary and speak confidently in and out of the classroom. Most pupils' reading and writing skills develop well as they move through the school.

Over the last three years, pupil performance at the expected outcome at the end of the Foundation Phase in literacy has varied, moving the school between the top 25% and the lower 50% of similar schools. In mathematical development performance has also varied, moving the school between the higher 50% and lower 50%. Over the same period, performance at the higher-than-expected outcome has moved the school between the higher 50% and lower 50% of similar schools for literacy, and between the lower 50% and bottom 25% for mathematical development.

In key stage 2, performance at the expected level 4 in English and science over the last four years has moved the school between the top 25% and bottom 25% of similar schools. In mathematics, performance has moved it between the top 25% and the lower 50% over the same period. Performance at the higher-than-expected level in English and mathematics has varied, moving the school between the top 25% and the bottom 25%. In science, pupil performance at the higher level has placed the school in the bottom 25% of similar schools in three out of the last four years. The number of pupils eligible for free school meals in the last three years is very low and therefore comparison of their performance compared to that of other pupils is not meaningful.

Overall, the performance of girls in the Foundation Phase and in key stage 2 is better than that of boys.

Wellbeing: Adequate

Nearly all pupils display good knowledge of and positive attitudes towards healthy eating and drinking. They understand the importance of being energetic and believe that the school provides worthwhile opportunities to encourage them to do so. Nearly all pupils enjoy the life and work of the school, and feel safe. They are courteous and considerate, and behave very well. They work well in pairs and groups, and show respect for their peers as they share views and ideas. They are proud of their work and their school.

Most pupils have a suitable range of skills that help them to develop into independent learners. They face new tasks confidently and often participate in planning their own learning. However, only a few pupils have a secure understanding of what they need to do to improve their work and are aware of their targets for improvement.

Pupils' personal, social and life skills are developing very well through the daily activities, links with local businesses and individuals from the community. Through activities such as school council meetings, safety walks, and the use of questionnaires, pupils of all ages believe that they have a positive influence on the school's work. They feel that their ideas and suggestions are considered seriously and that they play an active role in decision making.

Attendance rates are low when compared to those of similar schools, placing the school in the bottom 25% for two of the past four years.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Teachers and learning support assistants collaborate well to plan interesting programmes that meet the needs of all pupils successfully. The curriculum meets the requirements of the Foundation Phase, the National Curriculum and religious education.

The school provides a good range of enrichment activities and experiences through a programme of well-planned visits and visitors to the school. Through these, pupils have extensive opportunities to develop an awareness of their local area and places of interest further afield. They include visits to the local nature reserve and the Thomas Telford Centre, which enhance learning for pupils across the school. The school provides a good range of clubs such as the Urdd, which play a significant part in developing pupils' personal and social skills.

Planning incorporates the Literacy and Numeracy Framework well. It identifies many worthwhile ways for pupils to use their literacy, numeracy and ICT skills to support and extend their work across the curriculum. Provision ensures that pupils develop their thinking skills well by providing a suitable range of problem-solving activities.

There is very good provision to develop Welsh language skills. Teachers use Welsh regularly in and out of the classroom and, as a result, most pupils are confident in using Welsh with each other and with visitors.

The curriculum promotes pupils' awareness of sustainable development successfully. There are extensive opportunities to raise pupils' understanding of the importance of recycling, energy saving and how to improve the environment in the school and the wider community.

The school's work is successful in explaining to pupils the importance of fair trade and the impact it can have on helping farmers and traders in less well off countries. The school develops pupils' understanding of different cultures well through studies of different countries.

Teaching: Good

Staff know their pupils well and provide a stimulating range of activities that match the needs of most pupils. Teachers plan each lesson thoroughly, identifying clear learning objectives. Nearly all lessons build upon previous learning experiences successfully.

All adults in the school are good role models for pupils and have very positive working relationships with them. Teachers and learning support assistants question pupils skilfully to extend their understanding and to develop their thinking and communication skills. They work together effectively to promote good standards and the very good behaviour displayed by pupils. They have high expectations of all pupils.

All teachers provide pupils with clear and frequent oral feedback, which helps them to understand what to do and how to improve their work. Pupils are very confident to ask for help if required. Teachers mark pupils' work consistently, using positive comments. However, they do not inform pupils regularly what they need to do to improve their work.

All teachers track pupil performance effectively and set clear targets to help inform their planning for pupils. The school has very detailed records for each pupil, covering all aspects of work. As a result, all pupils receive well-targeted support, either in the classroom or through well planned intervention programmes.

Annual reports to parents contain clear information about the progress of each child and fulfil statutory requirements.

Care, support and guidance: Good

The school is a welcoming, pleasant and caring community, which places strong emphasis on the development of pupils' health and wellbeing. It makes appropriate arrangements for promoting healthy eating and drinking and enables pupils to keep fit. Good examples include encouraging pupils to visit the daily fruit shop and the advice provided to parents in respect of healthy lunch boxes.

There are good opportunities for pupils to take on responsibility and to develop a clear understanding of living and working together in a community. The successful promotion of pupils' spiritual, moral and social development is an integral part of the school curriculum, including its good extra-curricular provision.

There are effective links with a range of specialist services and outside agencies such as the speech and language service and the education welfare service. These links ensure good quality support and guidance to pupils and parents. This enables pupils to do well and makes a significant contribution to their good progress as they move through the school.

The school has effective arrangements for identifying and monitoring pupils with additional learning needs. It identifies needs at an early stage and puts appropriate intervention strategies in place, and these enable pupils to make good progress over time. Individual education plans have clear targets that address the needs of pupils appropriately. Staff keep parents fully involved when reviewing their child's education plan.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Although the school has worked hard recently to highlight the importance of improving attendance through newsletters and the sharing of information, attendance rates remain low compared with those of similar schools.

Learning environment: Good

The school has a caring and inclusive ethos. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an atmosphere that fosters respect and tolerance. All pupils have equal access to the curriculum and extra-curricular activities.

The school has sufficient resources of good quality to support teaching and learning. Resources to develop ICT skills are plentiful and used extensively by pupils to develop their research skills.

There are many creative and useful displays throughout the building that include good examples of pupils' work. These contribute significantly towards creating a stimulating and attractive environment. They celebrate and support pupils' learning and achievement well.

The school's accommodation is of a good standard, secure and well maintained. The school makes good use of its outside areas, with all pupils having access to the extensive playing field. The outdoor learning facilities, including the school garden and 'adventure' style equipment, are stimulating and encourage pupils to be creative during lessons and at break times.

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

Leadership: Good

The headteacher and deputy headteacher are committed to raising pupils' standards and improving the work of the school. They encourage all members of staff to work closely together and this helps to create a supportive whole-school ethos, based on good team work. There are regular meetings to discuss planning and pupils' learning needs and share a common understanding of the school's priorities for improvement.

There are clear arrangements in place for managing the performance of all staff, who receive appropriately challenging personal development targets associated with priorities in the school improvement plan.

The school makes good progress in introducing initiatives that meet local and national priorities. For example, the school pays good attention to developing pupils' literacy skills, which has resulted in improvements in pupils' standards of achievement, particularly in reading and writing.

Governors are supportive of the school and have a thorough understanding of pupil performance as well as a good knowledge of the priorities for improvement and school finances. They are an integral part of the continuous self-evaluation process and, as a result, their role in monitoring the school's provision and challenging the school as a 'critical' friend is well established.

Improving quality: Good

There are clear and effective procedures for self-evaluation that enable the senior management team and staff to have an accurate picture and understanding of the school's strengths and areas for development.

The self-evaluation report is a comprehensive document, which focuses clearly on improving standards and pupils' wellbeing. It draws on a range of first-hand evidence, including classroom observations, analysis of performance data, the monitoring of provision and scrutiny of pupils' work. As a result, the school has been very effective in ensuring continued improvement over recent years. The school draws successfully on the views of staff, governors, pupils and parents. This is a strong feature.

There is a clear link between the self-evaluation report and the school improvement plan. The plan is detailed and identifies appropriate priorities and suitable actions and timescales. The priorities include measurable and specific targets that link well to improving pupils' standards. The school monitors progress regularly and this has led to visible improvements, for example in standards of literacy and numeracy across the curriculum and pupils' bilingual skills.

Partnership working: Good

The school has a wide range of partnerships that have a positive impact on pupils' learning and wellbeing. Partnerships with parents are strong. They feel informed and supported and that they can approach staff with confidence. Parents are involved in their children's learning effectively, for example through the use of purposeful homework tasks. They raise a significant amount of funds annually to enable the school to improve its resources, particularly for ICT.

Partnerships with local chapels and churches are strong. Links with local businesses provide beneficial opportunities for pupils to broaden their experiences and develop good social and life skills. Pupils' involvement in local projects supports their cross-curricular work well, particularly in history. This has improved their awareness of the importance of belonging to a community.

There are effective transfer arrangements for pupils moving to the secondary school, with a range of purposeful transition activities. These activities focus well on literacy and numeracy, co-operative planning and opportunities for teachers to share good practice and help prepare pupils well for the next stage in their learning.

The school works effectively with the secondary school and other local primary schools to discuss planning for improvement and the moderation and standardisation of pupils' work. This has ensured better quality and consistency in the school's assessments.

Resource management: Good

The school has an appropriate number of suitably qualified staff and leaders use their expertise well to deliver the curriculum appropriately and enrich teaching and learning. The school takes full advantage of staff fluency in Welsh, which ensures that many pupils have very good oral skills.

The arrangements for professional development are good. The training programme for all members of staff provides them with regular opportunities to improve their skills. Planning, preparation and assessment arrangements meet statutory requirements.

All members of staff are involved in networks of professional practice within and beyond the school. A particular focus has been to explore ways to improve standards of writing in Welsh. Teachers regularly share good practice, for example by observing each other teaching, and this has ensured consistently good standards of teaching throughout the school.

The school manages its accommodation, resources and budget well and good financial controls are in place. The school uses specific grants, such as the pupil deprivation grant, very effectively to provide additional teaching time to support intervention groups, particularly to improve their early literacy skills.

Nearly all pupils make good progress as they move through the school and achieve well by the end of key stage 2. Considering the standards achieved by pupils, the school offers good value for money.

Appendix 1: Commentary on performance data

6602176 - Ysgol Gynradd Kingsland

Number of pupils on roll	177
Pupils eligible for free school meals (FSM) - 3 year average	19.2
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	18	20	20
Achieving the Foundation Phase indicator (FPI) (%)	83.3	80.0	85.0
Benchmark quartile	2	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	18	20	18
Achieving outcome 5+ (%)	83.3	95.0	94.4
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	22.2	25.0	22.2
Benchmark quartile	2	3	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	18	20	20
Achieving outcome 5+ (%)	83.3	90.0	85.0
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	0.0	10.0	20.0
Benchmark quartile	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	18	20	20
Achieving outcome 5+ (%)	94.4	85.0	90.0
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	5.6	55.0	35.0
Benchmark quartile	4	2	3

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.

6602176 - Ysgol Gynradd Kingsland

Number of pupils on roll	177
Pupils eligible for free school meals (FSM) - 3 year average	19.2
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	21	9	7	23
Achieving the core subject indicator (CSI) (%)	71.4	88.9	100.0	91.3
Benchmark quartile	4	1	1	2
English				
Number of pupils in cohort	21	9	7	23
Achieving level 4+ (%)	76.2	88.9	100.0	95.7
Benchmark quartile	4	2	1	2
Achieving level 5+ (%)	9.5	22.2	57.1	30.4
Benchmark quartile	4	3	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	21	9	7	23
Achieving level 4+ (%)	90.5	88.9	100.0	91.3
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	14.3	22.2	57.1	30.4
Benchmark quartile	4	3	1	3
Science				
Number of pupils in cohort	21	9	7	23
Achieving level 4+ (%)	71.4	88.9	100.0	95.7
Benchmark quartile	4	2	1	2
Achieving level 5+ (%)	0.0	0.0	0.0	30.4
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 learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	75	75 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	75	71 95%	4 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	75	74 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	75	73 97%	2 3%	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.	75	74 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	75	70 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.	75	75 100%	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.	75	75 100%	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.	75	73 97%	2 3%	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.	75	74 99%	1 1%	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.	75	61 81%	14 19%	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	75	73 97%	2 3%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	38	34 89%	4 11%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	35 92%	3 8%	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.	38	31 82%	7 18%	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.	36	26 72%	10 28%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	19 51%	14 38%	1 3%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	37	31 84%	4 11%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	30 79%	8 21%	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.	38	24 63%	11 29%	1 3%	0 0%	2	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.	38	23 61%	10 26%	1 3%	0 0%	4	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.	38	26 68%	11 29%	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.	38	31 82%	7 18%	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'.	38	18 47%	12 32%	0 0%	0 0%	8	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.	38	21 55%	12 32%	5 13%	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.	38	26 68%	10 26%	1 3%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	37	19 51%	15 41%	0 0%	0 0%	3	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.	38	23 61%	15 39%	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.	32	13 41%	13 41%	1 3%	0 0%	5	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.	37	22 59%	15 41%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	38	32 84%	6 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Arolygydd Cofnodol
Hazel Hughes	Arolygydd Tîm
David Jenkins	Arolygydd Lleyg
Dylan Roberts	Arolygydd Cymheiriaid
Tristan Roberts	Enwebai

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
- 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.