



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

A report on

**Ysgol Bro Hedd Wyn
Trawsfynydd
Blaenau Ffestiniog
Gwynedd
LL41 4SE**

Date of inspection: February 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Bro Hedd Wyn is in the village of Trawsfynydd in Gwynedd. It serves the village itself and the surrounding rural area. Welsh is the school's main language. There are 72 pupils on roll between 3 and 11 years old, including six nursery-age children. The school has three mixed-age classes.

Approximately 90% of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority backgrounds.

Approximately 3% of pupils are eligible for free school meals, which is significantly lower than the national average. Twenty-two per cent (22%) of pupils are on the school's additional learning needs register. No pupils have a statement of special educational needs.

The headteacher took up the post in September 2000. The school was last inspected in November 2011.

The individual school budget per pupil for Ysgol Gynradd Bro Hedd Wyn in 2016-2017 is £3,553. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Bro Hedd Wyn is in 71st place of the 93 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Most pupils' oral Welsh skills are sound and they choose to use the language to socialise during playtime, as well as in their lessons
- Pupils apply their literacy and numeracy skills effectively across the curriculum
- Nearly all pupils are very well-behaved and show positive attitudes towards their work
- Pupils' attendance rates are consistently high
- Teachers provide a rich range of interesting learning experiences for pupils, which have a clear emphasis on ensuring that they have a good awareness of the local area's history and culture
- There is a good working relationship between staff and pupils in all classes, which creates an inclusive and homely ethos in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision that is based on ensuring high standards and pupils' wellbeing, and she conveys that vision successfully to staff, parents and governors
- Staff work together effectively as a team to provide stimulating learning opportunities for pupils
- The governing body is knowledgeable and supportive, and holds the school to account for its performance effectively
- The school has developed robust self-evaluation procedures that ensure an accurate understanding of its strengths and areas for improvement
- The school development plan includes detailed strategies in order to address what needs to be achieved in relation to raising standards
- There are successful partnerships with parents, the local community and other organisations, which have a positive effect on pupils

Recommendations

- R1 Improve the English reading and spelling skills of pupils in key stage 2
- R2 Strengthen planning and provision to develop pupils' information and communication technology (ICT) skills across the curriculum
- R3 Ensure that teachers provide consistent challenge for pupils of higher ability
- R4 Develop the outdoor area to provide stimulating learning experiences for pupils in the Foundation Phase

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils start at the school with literacy and numeracy skills that are similar to those expected for their age. During their time at the school, most pupils make sound progress and achieve well.

Most pupils' oral skills in the Foundation Phase are very good. They listen attentively and communicate clearly in Welsh. By the end of the phase, they speak confidently about their work and experiences using polished and correct language. The oral skills of a few pupils from non-Welsh speaking homes develop at a very early stage. Most pupils in key stage 2 communicate clearly and confidently, and are keen to offer answers or comments when speaking about their work in both languages. Most have a natural and rich language in Welsh. They show pride in the language and choose to use it to socialise during playtime, as well as in their lessons. At the top of the school, most reach a good standard of bilingualism and change freely from one language to the other when discussing their work.

Nearly all pupils in the Foundation Phase make good progress when learning to read. Most enjoy reading aloud and do so with increasing confidence. By the time they reach Year 2, many read with accuracy, fluency, expression and intonation. Most are able to discuss their favourite books and characters confidently. Most pupils in key stage 2 read in line with their age and ability in both languages. They read aloud in Welsh with accuracy and fluency, and use appropriate strategies in order to establish meaning. They use their reading skills well to support their work in other subjects, for example when they gather evidence from local newspapers from the period to consider the effect of the Second World War on the local area. A majority read with increasing accuracy and meaning in English. At the top of the school, many pupils apply their English reading skills effectively, for example when researching into the events that led to the war. However, a minority find it difficult to read and pronounce unfamiliar words.

Most pupils in the Foundation Phase write an increasing range of simple sentences independently, and spell correctly and punctuate purposefully. By the end of the Foundation Phase, many use their extensive vocabulary and polished language to write interesting extended pieces across the curriculum. This can be seen as they create a newspaper report on aliens from space arriving in Dolgellau. Most pupils in key stage 2 write intelligently for different purposes in both language, and show a sound awareness of different writing forms. Most choose interesting vocabulary in Welsh and spell, punctuate and paragraph correctly. They use adjectives, similes and idioms confidently to enrich work, for example when writing about the Aberfan disaster. At the top of the school, many write good quality extended pieces in English, for example when they create an information leaflet to attract visitors to the local area. However, the standard of a minority of pupils' English spelling is inconsistent.

In the Foundation Phase, most pupils' numeracy skills are developing well. By the end of the phase, they show a firm grasp of number facts that are appropriate for their age, and use this information skilfully to solve problems. They use their data-handling skills purposefully, for example when gathering information about their friends' favourite fruit and presenting their findings in the form of a block graph. Most apply their skills well in other areas of learning, for example when creating and modelling a cup that is able to hold 100ml of water. In key stage 2, most pupils have a sound understanding of number strategies. At the top of the school, many are confident in using a wide range of methods to calculate mentally and on paper in order to solve problems, for example when calculating the cost of buying resources in order to compete in the Urdd's textiles competition. Pupils of higher ability use their data-handling skills effectively. A good example of this is how they research key statistics from the census of the population of Cardiff when studying how the city has changed over a period of time.

Most pupils develop their information and communication technology (ICT) skills appropriately in areas of learning across the curriculum. They use ICT packages confidently to extend their literacy and numeracy skills and make good presentations about their work. Many pupils in Year 2 combine pictures and text creatively when creating pictures of fireworks. They handle data that is collected, for example about the colour of their friends' eyes, effectively to create block graphs. They are beginning to use coding skills when creating a series of instructions to move an electronic toy from one place to another. Most pupils in key stage 2 use word processing programs confidently, for example when presenting their work on local attractions. They have a sound knowledge of e-safety and use the internet safely and effectively to search for information, for example when finding information about the effect of the bombing on Merseyside. Many pupils in key stage 2 know how to feed a simple database to create graphs and charts, for example when comparing the distance of holiday journeys. However, very few develop a good understanding of how to handle data or create spreadsheets to model real-life situations.

Most pupils with additional learning needs make good progress in relation to the targets in their individual education plans. At times, pupils of higher ability do not achieve as well as they could.

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

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy and mathematical development at the expected outcome and the higher outcome has varied, but has usually placed the school in the lower 50% or bottom 25% in comparison with similar schools. At the end of key stage 2, over the same period, pupils' performance at the expected level and higher levels in Welsh, English, mathematics and science has varied, but has usually placed the school in the lower 50% or bottom 25% in comparison with similar schools.

Because pupil numbers are so small, comparisons of the performance of boys and girls, or pupils who are eligible for free school meals, are not reliable.

Wellbeing: Good

Nearly all pupils enjoy the school's life and work, and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve well in their personal and social development.

Nearly all pupils are very well-behaved and are polite and welcoming towards visitors. Pupils are very caring towards each other and treat others with respect in lessons and during playtime. Nearly all pupils show positive attitudes towards their work, concentrate well in lessons and work diligently for extended periods of time. Pupils understand the success criteria for tasks well. At the top of the school, most pupils know how to improve their work, and assess their own progress and the work of their peers successfully.

The pupil's voice is important and is given a prominent place through various initiatives, for example when the school council organises fundraising activities for a number of charities. This has a positive effect on their understanding of the needs of others. Pupils contribute extensively to the community and play a prominent part in social events locally by conducting concerts and competing in Eisteddfodau. This enriches their literacy skills well, in addition to developing a sense a pride in their community.

Pupils' attendance rates are consistently high and have placed the school among the top 25% of similar schools over the last four years. Nearly all pupils arrive at school punctually.

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

Teachers provide a rich range of interesting learning experiences that stimulate most pupils' interest effectively. They plan the curriculum purposefully in order to ensure that learning experiences meet the requirements of the National Curriculum, the Foundation Phase and the agreed syllabus for religious education. However, provision for pupils in the Foundation Phase does not ensure that they are given regular enough opportunities to develop their skills in the outdoor area. A strong element of provision is the emphasis on ensuring pupils' awareness of the local area's history and culture, such as the research of pupils in Years 5 and 6 into the effect of war on the community.

The school ensures that the Literacy and Numeracy Framework is planned and woven effectively into schemes of work. Provision ensures that most pupils apply their literacy and numeracy skills skilfully in lessons across the curriculum. However, planning to develop pupils' ICT skills is not rigorous enough. As a result, provision does not provide enough opportunities for pupils to develop their data-handling and modelling skills in ICT across the curriculum.

Provision to develop the Welsh language and Welsh dimension is one of the school's strengths. There is a very strong Welsh ethos, and provision encourages pupils to make full use of the Welsh language in all aspects of school life. Teachers plan effectively to develop the Cwricwlwm Cymreig and this contributes to a sense of pride among pupils towards their language, their country and their culture.

The school offers suitable opportunities to promote pupils' awareness of sustainability issues; for example, older pupils study different ways of producing energy. Teachers provide appropriate opportunities for pupils to learn about life in other countries, for example by encouraging pupils in Years 3 and 4 to study the tropical rainforest.

Teaching: Good

Teachers have good subject knowledge and lead interesting learning sessions that motivate pupils to learn. There is a very effective working relationship between adults and pupils, which fosters a successful learning environment. The effective co-operation between teachers and assistants provides good support for individuals and specific groups of learners. As a result, most pupils make purposeful progress in lessons. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral skills. In most classes, where teaching is at its best, teachers ensure that sessions have a good pace and question pupils effectively in a way that encourages them to give extended answers. In the very few examples in which teaching is less effective, over-direction from teachers limits pupils' ability to be independent learners. As a result, there is not always enough challenge to ensure that pupils of higher ability make full progress.

Teachers ensure that pupils are aware of the learning aims of lessons, and they provide them with valuable feedback in a timely manner. Teachers mark pupils' work regularly and offer constructive comments to help pupils to know how to improve their work. They have adopted useful assessment for learning strategies in order to offer valuable opportunities for pupils to assess their own work and that of their peers. As a result, by the end of key stage 2, most pupils understand how well they are doing and know how to improve their work.

The school has clear procedures for recording pupils' progress. Teachers use assessment results effectively to arrange additional support for specific pupils, which contributes well to improving standards, for example pupils' reading skills. Parents receive good information about their children's progress and annual reports for them meet requirements.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing successfully. There are appropriate arrangements to promote eating and drinking healthily. The advantages of healthy living and boosting pupils' physical health are promoted effectively across the curriculum. The school provides a wide variety of rich experiences within the school and the community, which develop pupils' social, moral, spiritual and cultural skills successfully. One example of this is the way in which the school develops pupils' social and cultural skills by committing to support the two local Eisteddfodau and the agricultural show regularly. This ensures that pupils act fully as members of the local community and appreciate their role within that community.

The school works effectively with a wide range of services in order to support pupils. These include the speech and language team, language difficulty teachers and the educational psychologist. This ensures valuable support and guidance for pupils, staff and parents, when necessary.

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

Provision for pupils with additional learning needs is effective. Teachers use a variety of suitable methods to identify pupils' needs at an early stage and provide them with purposeful support. Teachers track these pupils' progress skilfully to ensure that they make good progress. Clear and achievable targets are identified in individual education plans, and parents and pupils are included in the process of producing them and reviewing them.

Learning environment: Adequate

The school is an inclusive and welcoming community in which pupils feel happy and safe. It is a friendly community with a clear emphasis on care and respect. The school's policies promote equality and equal access to provision effectively. The school encourages co-operation, care and tolerance between adults and children, and among the children successfully. This is reflected in the positive behaviour of nearly all pupils.

The building is suitable for the number of pupils and is kept clean and tidy. Staff make good use of the building by creating a safe and attractive learning environment. Displays in the classrooms and across the school reflect and celebrate pupils' work effectively. A varied supply of good quality resources meets pupils' needs appropriately. However, limited use is made of the outdoor area to promote pupils' learning across the school, and the outdoor site has not been developed appropriately for the learning needs of the Foundation Phase.

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

The headteacher provides robust leadership and a clear strategic direction for the school. She has a clear and purposeful vision that is based on ensuring high standards by providing rich learning experiences for the benefit of pupils. She shares this vision successfully with pupils, staff, parents and governors. The headteacher and staff work well as a team. They meet regularly to discuss whole-school issues and focus on pupils' outcomes against priorities for improvement. As a result, staff are aware of what they need to do in order to ensure improvement. They review their subjects regularly and develop their monitoring and observation skills appropriately.

Performance management arrangements identify improvement issues that are linked to the school's priorities and offer appropriate opportunities to promote the staff's professional development. A good example of this is the recent emphasis on ensuring relevant training to develop the use of ICT in lessons.

The school responds well to local and national priorities. One of the school's strengths is the strong focus on maintaining its pupils' high attendance. It implements the Gwynedd Welsh Language Charter successfully. As a result, pupils show appreciation of Welsh culture and speak polished Welsh around the school.

Members of the governing body are knowledgeable and supportive, and they fulfil their duties conscientiously. They have a good understanding of how the school is performing in comparison with other similar schools. Members of the governing body visit classes regularly. This strengthens their understanding of the effectiveness of learning activities on pupils' standards and wellbeing, and enables them to hold the school to account for its performance successfully.

Improving quality: Good

The school has robust self-evaluation arrangements that are based on a wide range of first-hand evidence. This includes analysing performance data, lesson observations, scrutinising books and evaluative discussions between staff and governors about standards and provision. The system gives good consideration to the views of pupils and parents. For example, as a result of the response of pupils and parents, the school has identified the need to improve provision and resources for ICT. The headteacher conducts reviews of pupils' progress regularly and works effectively with staff to ensure their contributions to the self-evaluation procedure. Information that derives from these arrangements is used effectively to identify the school's strengths and aspects that require specific attention for improvement. The self-evaluation report is rigorous and provides an accurate and honest picture of the school.

There is a close link between the outcomes of the self-evaluation procedures and priorities in the school development plan. The plan includes detailed strategies to address what needs to be achieved in relation to raising standards. The development plan is monitored effectively by the headteacher, the staff and governors, and this ensures that good progress is made against the priorities. This has had a positive effect, for example on improving the standard of pupils' writing across the curriculum and strengthening their problem-solving skills.

Partnership working: Good

The school works successfully with a range of partnerships, which broaden and enrich pupils' experiences and have a positive effect on pupils.

There is a close relationship between the school and parents. Parents are very supportive of the school. The headteacher's focus on promoting an open, co-operative culture succeeds in ensuring strong commitment and support from parents, for example when promoting their children's reading and ICT skills.

There is a good partnership between the school and the local community. The school contributes extensively to community activities, for example by encouraging pupils to take part in local Eisteddfodau. This partnership is developed further by working with officers from Snowdonia National Park and local artists, as pupils are contributing to regenerating the environment of Yr Ysgwrn (the home of Hedd Wyn) in order for it to be re-opened to the public. This provides them with valuable opportunities to develop a sense of the importance of their local area and pride towards it. A good example of this is their enthusiasm when welcoming pupils from a school in Birkenhead as they share their research on the effect of the Second World War on their communities.

The school works effectively with the local authority's various agencies and the regional consortium to improve pupils' standards and wellbeing. A good example of this is the close co-operation with staff from the Language Difficulty Unit to support specific pupils.

A good relationship with the pre-school group ensures that pupils settle quickly on entry to the school. Beneficial co-operation between the school and the secondary school, and transition arrangements, prepare older pupils well to transfer to the next stage in their education.

Effective co-operation with primary and secondary schools in the catchment area to standardise and moderate assessments jointly has led to consistency and accuracy when levelling pupils' work. The practice of arranging joint training with schools in the catchment area has led to raising pupils' standards of numeracy and reading.

Resource management: Good

The school manages its resources effectively to support and improve learning. It has an appropriate number of qualified staff and assistants who work well together to deliver an interesting curriculum. Staff receive regular support from the headteacher to receive robust opportunities to develop professionally. This has a successful influence on the quality of teaching and pupils' achievement, for example when strengthening their numeracy skills specifically.

Arrangements for planning, preparation and assessment meet statutory requirements, and staff use this time effectively to plan together purposefully. The school works effectively with other schools to share experiences and good practice. As a result of the recent focus on numeracy, teachers ensure that pupils are more aware of what strategies to use when solving number problems.

The headteacher, with the support of the governors and guidance from the local authority, monitors and manages funding carefully, and ensures that there is a close link with the priorities in the school development plan. The school makes good use of the Pupil Deprivation Grant to improve the standards of literacy and numeracy of the very few pupils who are eligible for free school meals.

Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6612213 - Ysgol Bro Hedd Wyn

Number of pupils on roll	78
Pupils eligible for free school meals (FSM) - 3 year average	7.2
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	7	17	13	8
Achieving the Foundation Phase indicator (FPI) (%)	57.1	76.5	92.3	50.0
Benchmark quartile	4	4	2	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	1	1	*	*
Achieving outcome 5+ (%)	0.0	0.0	*	*
Benchmark quartile	4	4	*	*
Achieving outcome 6+ (%)	0.0	0.0	*	*
Benchmark quartile	4	4	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	6	16	13	8
Achieving outcome 5+ (%)	66.7	81.3	92.3	50.0
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	0.0	31.3	46.2	0.0
Benchmark quartile	4	3	1	4
Mathematical development (MDT)				
Number of pupils in cohort	7	17	13	8
Achieving outcome 5+ (%)	71.4	88.2	92.3	62.5
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	0.0	17.6	30.8	0.0
Benchmark quartile	4	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	7	17	13	8
Achieving outcome 5+ (%)	100.0	94.1	92.3	87.5
Benchmark quartile	1	4	4	4
Achieving outcome 6+ (%)	0.0	29.4	61.5	37.5
Benchmark quartile	4	4	3	4

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.

6612213 - Ysgol Bro Hedd Wyn

Number of pupils on roll	78
Pupils eligible for free school meals (FSM) - 3 year average	7.2
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	10	11	9	12
Achieving the core subject indicator (CSI) (%)	90.0	100.0	88.9	91.7
Benchmark quartile	2	1	3	3
English				
Number of pupils in cohort	10	11	9	12
Achieving level 4+ (%)	100.0	90.9	88.9	91.7
Benchmark quartile	1	3	4	4
Achieving level 5+ (%)	10.0	27.3	22.2	25.0
Benchmark quartile	4	4	4	4
Welsh first language				
Number of pupils in cohort	10	11	9	12
Achieving level 4+ (%)	100.0	100.0	88.9	91.7
Benchmark quartile	1	1	3	3
Achieving level 5+ (%)	20.0	36.4	22.2	25.0
Benchmark quartile	3	3	4	4
Mathematics				
Number of pupils in cohort	10	11	9	12
Achieving level 4+ (%)	90.0	100.0	88.9	91.7
Benchmark quartile	3	1	4	4
Achieving level 5+ (%)	10.0	36.4	11.1	41.7
Benchmark quartile	4	3	4	4
Science				
Number of pupils in cohort	10	11	9	12
Achieving level 4+ (%)	100.0	100.0	88.9	91.7
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	20.0	54.5	22.2	16.7
Benchmark quartile	4	2	4	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	40	40 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	40	38 95%	2 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.	40	40 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	40	40 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	40	40 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	40	38 95%	2 5%	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.	40	40 100%	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.	40	40 100%	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.	40	36 90%	4 10%	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.	40	40 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	40	37 92%	3 8%	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	40	38 95%	2 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	35	27 77%	8 23%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	35	27 77%	8 23%	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.	35	29 83%	6 17%	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.	35	20 57%	15 43%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	35	19 54%	15 43%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	35	28 80%	7 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	26 74%	9 26%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	23 66%	9 26%	0 0%	0 0%	3	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	35	23 66%	10 29%	2 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	35	24 69%	10 29%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	35	27 77%	8 23%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	24 71%	9 26%	1 3%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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.	34	20 59%	13 38%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	35	25 71%	9 26%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	35	21 60%	11 31%	2 6%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	35	22 63%	11 31%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	35	19 54%	11 31%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	35	24 69%	10 29%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	35	29 83%	6 17%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
William Glyn Griffiths	Team Inspector
Meleri Cray	Lay Inspector
Rhian James Collins	Peer Inspector
Heulwen Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.