A report on

**Ysgol Gymuned Dwyran
Dwyran
Llanfairpwllgwyngyll
LL61 6AQ**

Date of inspection: May 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.

Publication date: 26/07/2017

Context

Ysgol Dwyran is a community primary school that serves the local village and the surrounding rural area. Welsh is the school's everyday language and the main medium of learning and teaching. English is taught formally in key stage 2. Approximately 72% of pupils come from Welsh-speaking homes, and a very few pupils come from ethnic minority backgrounds.

Children are admitted on a full-time bases in the September following their fourth birthday. During the inspection, there were 42 pupils on roll. There are currently no pupils in the nursery class. They are taught by two full-time and two part-time teachers.

Approximately 25% of pupils are eligible for free school meals, which is similar to the national average.

Forty-one per cent (41%) of pupils are on the school's additional learning needs register. These figures are higher than the percentage for Wales. There are no pupils with a statement of special educational needs.

The headteacher was appointed in October 2016. She is also the headteacher of two other nearby schools that work together in a partnership. In time, four schools will join together on one site to form the new Ysgol Santes Dwynwen. The school was last inspected in March 2010.

The individual school budget per pupil for Ysgol Gymuned Dwyran in 2016-2017 is £4,707. The maximum per pupil in primary schools in Anglesey is £13,429 and the minimum is £2,902. Ysgol Gymuned Dwyran is in 18th place of the 47 primary schools in Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils, including those with additional learning needs, achieve well and make sound progress in their learning during their time at the school
- Most pupils are confidently bilingual by the end of key stage 2
- Most pupils are enthusiastic learners who work together effectively and treat each other and adults with obvious respect
- The school provides a good range of learning experiences for pupils
- Teachers and other adults have a beneficial working relationship with each other and with pupils
- Teachers and assistants provide individuals and specific groups with suitable support
- #the quality of care, support and guidance has a positive effect on pupils' standards and wellbeing

However:

- Pupils' standards by the end of the Foundation Phase are not robust enough, particularly their reading skills
- The principles of the Foundation Phase are not implemented in full
- The school does not plan in enough detail to ensure regular opportunities for pupils to develop their information and communication technology (ICT) skills across the curriculum
- Governors do not challenge the school and hold it to account for its performance effectively enough

Prospects for improvement

Prospects for improvement are good because:

- The headteacher provides clear and robust leadership for the school
- Members of staff at the three merger schools work together to plan to raise standards
- There are effective self-evaluation process, which enable the school to identify and evaluate its performance successfully
- The school development plan is detailed and comprehensive, and priorities and targets for improvement are identified clearly to raise standards
- The school works effectively with a good range of partners and this has a positive effect on pupils' standards and wellbeing
- The school is developing as a strong learning community

Recommendations

R1 Raise overall standards by the end of the Foundation Phase, particularly reading skills

R2 Develop pupils' ICT skills further across the school

R3 Ensure that the principles of the Foundation Phase are implemented in full

R4 Provide more opportunities for pupils to take responsibility for their own learning

R5 Ensure that teachers' feedback helps pupils to improve their work

R6 Develop governors' monitoring role further to challenge the school about its performance

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

On entry to the school, many pupils have basic skills that are lower than expected. Considering their starting point, work in pupils' books and in lessons shows that many, including those with additional learning needs, achieve well and make sound progress in their learning during their time at the school.

A majority of Foundation Phase pupils develop suitable listening skills and concentrate appropriately for short periods of time. By the end of the phase, many speak clearly about events that they have experienced and offer relevant comments about their tasks. Most pupils in key stage 2 listen attentively to adults and peers during learning periods. They contribute eagerly in discussions and express an intelligent opinion. Many have a wide vocabulary and communicate confidently in both languages. Most pupils are confidently bilingual by the end of key stage 2. However, a majority of pupils across the school do not use the Welsh language consistently enough in lessons and during break times.

By the end of the Foundation Phase, a few pupils read aloud with an appropriate level of accuracy and understand what they are reading. However, many pupils' reading skills are only beginning to develop. Only a few pupils read fluently and they are not confident when discussing and expressing an opinion on books or authors. In key stage 2, most pupils read a wide range of materials fluently in both languages. They discuss the content of books well and express a mature opinion about different authors. By the end of the key stage, many pupils use various sources confidently to research relevant information about topics across the curriculum.

Many pupils in the Foundation Phase are beginning to make appropriate progress in their Welsh writing skills. By the end of the phase, many use adjectives appropriately, vary sentences and punctuate their work correctly. Many write suitably for their age and ability across the areas of learning, and a few write intelligently when creating a fact file about African and Asian elephants. Most pupils in key stage 2 write successfully for a variety of purposes and audiences in both languages, and they use correct punctuation and an increasing range of adjectives, similes and interesting vocabulary. Literacy skills are developing well across the curriculum, and there are numerous examples of extended work, such as a portrayal of an elderly woman from Germany, creative stories, Branwen's daily diary and a letter of complaint to a local supermarket. The presentation of work and standard of handwriting of many pupils in key stage 2 are high.

Many pupils' numeracy skills in the Foundation Phase are developing appropriately. By the end of the phase, most children read, understand and write numbers up to 100 and count forwards and backwards correctly. They use standard units correctly, for example to measure an elephant's trunk in centimetres. Many have a good understanding of the properties of two- and three-dimensional shapes. They gather information and transfer it successfully into the form of a graph, for example about

their favourite colours. Many pupils are beginning to show an appropriate understanding of simple fractions. More able pupils use decimal points correctly. However, they do not apply their numeracy skills consistently enough across the areas of learning.

By the end of key stage 2, most pupils solve mathematical problems confidently. They measure the temperature during the day and transfer the information methodically to create an appropriate graph. They measure and weigh ingredients correctly to make cakes to celebrate St Dwynwen's Day. Many have a sound understanding of the properties of regular and irregular shapes, and identify symmetry and co-ordinates knowledgeably. Most have a sound knowledge of place value and extended number work. Many use a variety of mental methods confidently to solve multiplication facts. Most use their skills consistently across the areas of learning, for example when planning a journey from north to south Wales.

ICT work is developing appropriately in the Foundation Phase. Many pupils use electronic tablets confidently for different purposes. Many input directions correctly to devise an electronic toy's route around a map of the town. Most use word processing programs appropriately to create graphs about favourite colours and research the internet well with support for a variety of contexts across the curriculum. A good example of this is the pamphlets that were designed about African and Asian elephants.

In key stage 2, many pupils develop their knowledge, understanding and their ICT skills appropriately. They use a variety of programs purposefully to present information in different ways; for example, many pupils are able to use software skilfully to present the results of scientific investigations. Most search the internet confidently for information about St Dwynwen and Llewellyn the Last. This contributes effectively to developing pupils' investigative and literacy skills. However, many pupils' understanding of how to use coding, control and QR codes is not sound enough. Pupils' understanding of the importance of e-safety is evident across the school.

In the Foundation Phase and key stage 2, over the last four years, pupil numbers have been low. As a result, it is not possible to form meaningful conclusions when considering them. One or two pupils' results can, at times, influence the performance of the entire cohort greatly. This can have a significant effect on the school's benchmark performance in comparison with that in similar schools and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, the school's performance in language and mathematics at the expected outcome has been lower in comparison with levels in similar schools. Over the same period, performance at the higher outcome in language has been higher, on the whole, but lower in mathematics.

At the end of key stage 2, the school's performance at the expected level in Welsh, English, mathematics and science, on the whole, has been higher than that of similar schools. Over the same period, the school's performance at the higher level has been consistently lower in all subjects.

Wellbeing: Good

Nearly all pupils feel happy and safe at the school and know whom to approach if they have any concerns. Nearly all pupils have a sound understanding of the importance of eating healthily and keeping fit.

The standard of most pupils' behaviour is high. They treat each other and adults with obvious respect. Most are enthusiastic learners who work together effectively. They show enjoyment and pride in their work and persevere with their tasks for extended periods of time, particularly in key stage 2. While moving through the school, many pupils become increasingly knowledgeable about how well they are achieving and, by the end of key stage 2, they discuss their success criteria confidently.

A majority of pupils take full advantage of appropriate opportunities to voice their opinion and express concern. Members of the school council are proud of their efforts when raising money for a number of charities, such as Children in Need, Red Nose Day and the children's ward at Ysbyty Gwynedd. The eco council has campaigned in the village by distributing posters and pamphlets to try to prevent dog fouling on pavements. However, the pupil's voice is not given enough attention in terms of their work, and they do not play an active enough role in the school's decisions.

Many pupils take pride in the opportunity to serve and entertain the residents of nearby villages by taking part in services in the local church and inviting members of the community to assemblies and concerts at the school.

Attendance levels over the last four years have varied from being in the upper 50% in two of the last four years, to the lower 50% in the two other years, in comparison with attendance levels in similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school has appropriate schemes of work that respond to the requirements of the National Curriculum and the agreed syllabus for religious education. They are balanced and interesting and provide a good range of learning experiences for pupils. The school has recently begun to adapt the schemes in partnership with the merger schools to improve continuity and development in pupils' work. It is too early to measure the effect of these changes on pupils' outcomes. The school has not adopted the principles of the Foundation Phase robustly enough and this limits the opportunities for pupils to develop as independent learners.

Planning to develop and apply literacy, numeracy and ICT skills is appropriate. However, there are not enough opportunities for pupils to develop their ICT skills across the range of subjects.

A good variety of extra-curricular activities are available to pupils, which enrich their experiences successfully. For example, visits to Oriel Môn, St Ceinwen's Church and woodlands that protect the habitat of red squirrels promote pupils' understanding of their area's historical and environmental features successfully.

There are suitable opportunities for pupils to learn about Welsh traditions, history and culture. They study the work of a local artist and celebrate St Dwynwen's Day and St David's Day. There are few opportunities to study the work of famous writers and musicians.

The school promotes sustainable development and global citizenship appropriately across the curriculum. Pupils are given suitable opportunities to learn about other countries and cultures, such as Africa, Spain and France. The eco committee supports pupils' understanding of the importance of recycling suitably.

Teaching: Adequate

Teachers and other adults have a beneficial working relationship with each other and with pupils. This enables them to provide suitable support for individuals and specific groups. On the whole, teachers have good subject knowledge. They model language well, but they do not always encourage pupils enough to communicate in Welsh both inside and outside the classroom.

In most lessons in which teaching is good, teachers share lesson objectives clearly and use beneficial resources to support learning and teaching. Presentations are lively, lessons have a good pace and teachers question effectively. However, there is a tendency for teachers across the school to over-direct pupils. This limits the opportunities for them to take responsibility for their own learning.

Teachers make effective use of praise and they motivate pupils to make an effort by offering appropriate support while pupils are on task. Teacher mark pupils' work suitably, in general, and in the best practice pupils are encouraged to take advantage of the opportunity to improve their work by responding to the teacher's comments. However, comments are not always constructive enough to give them clear guidance on how to improve their work. There are few opportunities for pupils to assess their own work and that of others.

The school's arrangements for tracking pupils' progress have been reviewed recently. Teachers use standardised tests and a commercial assessment package effectively to identify strengths in planning and to provide further support for pupils who are underachieving. This is beginning to have a positive influence on improving standards in the Foundation Phase.

Annual reports for parents are appropriate. They provide useful details about pupils' achievements and the next steps in their learning.

Care, support and guidance: Good

The good quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for eating and drinking healthily, and for ensuring that pupils understand the importance of keeping fit.

The school fosters pupils' spiritual, moral, cultural and social development successfully through curriculum activities, circle time periods and relevant collective

worship sessions. Suitable opportunities are arranged in order to reflect on current issues, for example to consider children who are less fortunate than themselves in countries such as Syria.

Effective links with a range of specialist services and external agencies ensure beneficial support and guidance for pupils and parents. Good examples are the Team Around the Child and the educational psychologist, who strengthen support and assistance for families.

The school has rigorous arrangements for identifying and monitoring pupils with additional learning needs. The school makes effective use of information from formal assessments and teachers' assessments to identify these pupils at an early stage. Teachers provide good quality individual education plans for these pupils, which are reviewed regularly with parents.

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

Learning environment: Adequate

The school has a positive ethos in which everyone is respected and supported. The inclusive feeling nurtures individuals who are willing to help each other and others. This ethos is based on implementing policies and procedures that respect the right of all individuals within the school. The school ensures that it offers the same opportunities and experiences to all pupils, whatever their social background and ability.

The school deals effectively with the very rare cases of bullying or any other kind of harassment or discrimination. The school's equality policy and disability action plan are effective and promote equal opportunities in all aspects of school life.

On the whole, there is an appropriate supply of resources for lessons and activities across the curriculum. Recent investment in ICT adds beneficially to the opportunities for pupils to develop their skills.

There are suitable displays to support learning and teaching, but there are very few examples of work that celebrates pupils' successes.

The building provides an appropriate learning environment, and the outdoor areas add to the learning opportunities that are available in the classrooms. However, staff do not use the outdoor areas effectively enough to implement the principles of the Foundation Phase. The school playground is suitable; however, there are very few resources to enrich pupils' leisure time.

The school building and grounds are maintained appropriately.

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

Leadership: Good

In the short period of time since being appointed, the headteacher has provided clear and robust leadership for the school. She has an innovative vision to raise standards through positive co-operation with the two other schools in the merger arrangements. She is keen to include the staff from the three schools in processes to promote improvements. As a result, she has introduced a number of new procedures to plan to develop the staff's skills jointly, in addition to monitoring pupils' standards of work purposefully. However, it is too early to see the full effect of this on the school's standards and systems.

Staff are aware of their responsibilities. Regular meetings provide opportunities to develop the school's plans and monitor and target pupils effectively. Purposeful performance management arrangements provide appropriate opportunities to promote staff's professional development and contribute to improvements in learning and teaching. The headteacher ensures that all members of staff are part of the process and that they have a target that links with a priority in the school improvement plan.

The governing body is conscientious and is supporting the headteacher effectively during this challenging time. The headteacher has refined the roles of governors recently in order to develop their skills to be a key part of the school's monitoring procedures. However, this work is not yet embedded enough to enable them to challenge the school effectively about its performance. They visit the school to observe lessons and scrutinise pupils' work, and this increases their knowledge and understanding of areas for improvement.

The school responds appropriately to local and national priorities, such as the Literacy and Numeracy Framework, the Welsh Language Charter, assessment for learning strategies and preparing co-ordinators for the Digital Competency Framework. These initiatives have a positive effect on staff development and pupils' experiences.

Improving quality: Good

The headteacher has established effective self-evaluation processes that enable the school to identify, monitor and evaluate its performance successfully. There are robust systems for reviewing progress, identifying areas for improvement and taking effective steps to address improvements purposefully.

The self-evaluation process is based on first-hand evidence from lesson observations, scrutinising pupils' work, reviewing different aspects of provision and detailed data analysis. However, these procedures have not yet had enough time to become established, embedded or to have a full effect on pupils' outcomes, particularly in the Foundation Phase.

In line with the headteacher's arrangements, there are effective steps in place to develop the governing body's strategic role in the monitoring process. It is now part of the process of scrutinising books and monitoring learning and teaching through regular lesson observations.

The school improvement plan is detailed and comprehensive, and priorities and targets for improvement are identified clearly. The document derives clearly from the findings of the self-evaluation report and focuses directly on improving pupils' standards of learning. All priorities identify measureable targets with a timetable, staff responsibilities and short-term outcomes. This corresponds well with the school's rigorous monitoring programme. Since the headteacher was appointed, there is clear evidence that standards in the Foundation Phase are improving; this can be seen clearly in pupils' written work. The school has ensured progress against most of the recommendations from the last inspection.

Partnership working: Good

The school works effectively with a range of partners and this has a positive effect on pupils' standards and wellbeing and extends their learning experiences successfully.

The school has a good relationship with parents. Staff keep parents well informed about the school's procedures by sending text messages and frequent letters. An open-door policy ensures that parents are given regular opportunities to discuss any issues relating to their children. They very much appreciate these informal opportunities in addition to formal interviews.

The link and co-operation with the local community are successful. Pupils visit the local church regularly and have campaigned recently in the village to draw the residents' attention to problems with dog fouling. They entertain the village residents occasionally by conducting assemblies and concerts at the school. These experiences reinforce pupils' understanding of the importance of acting appropriately within their community.

There is an effective partnership with the local playgroup, which meets at the school. This ensures that pupils settle well and quickly in the nursery class. There are successful arrangements with the local secondary school to support pupils to transfer smoothly from one sector to the other. This prepares them well for the next stage in their education.

An effective moderation system has been established with other schools to produce purposeful and useful profiles to assist teachers as they standardise pupils' work.

Resource management: Adequate

The school is staffed appropriately and the leader makes good use of individuals' expertise to enrich teaching and learning; for example, specific teachers provide music and art lessons. Classroom assistants provide effective support and valuable assistance to pupils and groups of pupils.

Arrangements for teachers' planning, preparation and assessment time are effective. Performance management processes lead effectively to training opportunities in appropriate areas that are based on the school's priorities for improvement, in addition to the staff's specific targets.

There is a good range of good quality resources at the school, and they are managed purposefully to ensure full access to all aspects of the curriculum. Staff do not currently use the outdoor area in the Foundation Phase purposefully enough.

The school is developing as a strong learning community. Staff are part of many effective networks with the federal school in addition to other schools, and this is instrumental in raising pupils' standards of work; for example, the school co-operates to improve standards of mathematical reasoning and problem-solving.

The headteacher and governors monitor expenditure regularly. The school currently has a significant percentage of reserves, which are earmarked for a purpose; this has been agreed with the local authority. The school makes appropriate use of the Pupil Deprivation Grant to target and try to raise standards of literacy and mathematics, and this is beginning to have a positive effect on the standards of specific groups of pupils.

The school provides adequate value for money in terms of pupils' standards of work and provision.

Appendix 1: Commentary on performance data

6602139 - Ysgol Gymuned Dwyran

Number of pupils on roll   43
Pupils eligible for free school meals (FSM) - 3 year average   18.8
FSM band   3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	6	2	4	4
Achieving the Foundation Phase indicator (FPI) (%)	66.7	100.0	75.0	50.0
Benchmark quartile	4	1	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	6	2	4	4
Achieving outcome 5+ (%)	66.7	100.0	75.0	50.0
Benchmark quartile	4	1	4	4
Achieving outcome 6+ (%)	66.7	50.0	50.0	25.0
Benchmark quartile	1	1	1	3
Mathematical development (MDT)				
Number of pupils in cohort	6	2	4	4
Achieving outcome 5+ (%)	83.3	100.0	75.0	75.0
Benchmark quartile	3	1	4	4
Achieving outcome 6+ (%)	33.3	0.0	0.0	0.0
Benchmark quartile	2	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	6	2	4	4
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	50.0	100.0	75.0	50.0
Benchmark quartile	2	1	1	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.

6602139 - Ysgol Gymuned Dwyran

Number of pupils on roll	43
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	4	7	4	4
Achieving the core subject indicator (CSI) (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
English				
Number of pupils in cohort	4	7	4	4
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	0.0	28.6	75.0	0.0
Benchmark quartile	4	3	1	4
Welsh first language				
Number of pupils in cohort	4	7	3	3
Achieving level 4+ (%)	75.0	85.7	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	0.0	14.3	66.7	0.0
Benchmark quartile	3	4	1	4
Mathematics				
Number of pupils in cohort	4	7	4	4
Achieving level 4+ (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	0.0	28.6	25.0	25.0
Benchmark quartile	4	3	4	4
Science				
Number of pupils in cohort	4	7	4	4
Achieving level 4+ (%)	75.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	0.0	14.3	25.0	0.0
Benchmark quartile	4	4	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.	14	14 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	14	13 93%	1 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	14	13 93%	1 7%	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	14	14 100%	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.	14	13 93%	1 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	14	9 64%	5 36%	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.	14	14 100%	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.	14	13 93%	1 7%	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.	14	10 71%	4 29%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	13	13 100%	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.	13	12 92%	1 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	14	13 93%	1 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 3

The inspection team

Mr Mervyn Jones	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mrs Meleri Cray	Lay Inspector
Ms Dilys Ellis-Jones	Peer Inspector
Mrs Manon Williams (Headteacher)	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.