



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

A report on

**Ysgol Gynradd Garndolbenmaen
Garndolbenmaen
Gwynedd
LL51 9SZ**

Date of inspection: November 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.

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Context

Ysgol Gynradd Garndolbenmaen is situated in the village of the same name, about five miles from the town of Porthmadog in Gwynedd. It serves the village and the rural area nearby. It provides education for pupils aged between 3 and 11 years. There are 58 pupils on roll, which includes seven of nursery age. It has three mixed-age classes in the morning and two in the afternoon.

The school admits pupils on a part-time basis in the September following their third birthday and on a full-time basis after their fourth birthday. About 60% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority or mixed backgrounds.

Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English.

Eight per cent of pupils are eligible for free school meals. Twenty-two per cent of pupils are on the school's additional learning needs register and a very few pupils have a statement of special educational needs.

The school was last inspected in June 2010. Since the inspection, there has been a considerable change in staffing. The headteacher has been in post since January 2011. In addition to the headteacher, who is in charge of a class for four days a week, there is one full-time teacher and one part-time teacher.

The individual school budget per pupil for Ysgol Garndolbenmaen in 2015-2016 is £4,236. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Garndolbenmaen is in 36th position of the 98 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 performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Most pupils' Welsh language skills are robust and they choose to use the language to socialise at play times as well as in their lessons
- Pupils adapt their Welsh and English literacy skills effectively across the curriculum
- Nearly all pupils behave very well and demonstrate positive attitudes towards their work
- It provides a rich range of learning experiences for its pupils
- It has 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 based on ensuring pupils' high standards and good wellbeing and has conveyed it successfully to staff, parents and governors
- Staff are supportive of the headteacher and co-operate effectively as a team
- The school has an accurate understanding of its strengths and the areas that it needs to improve
- The school development plan includes detailed strategies for addressing what needs to be achieved in relation to raising standards
- The governing body is knowledgeable and supportive, and it holds the school to account for its performance
- There are beneficial partnerships with parents, the local community and other organisations

Recommendations

- R1 Provide more opportunities for pupils to apply their numeracy skills across the curriculum
- R2 Ensure that teachers provide a consistent challenge for pupils of higher ability
- R3 Ensure that the best practices of assessment for learning are implemented consistently
- R4 Create more opportunities for the school's staff to exchange good practice with schools beyond the local area

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?

Good

Standards: Good

Most pupils' standard of basic skills is suitable for their age and ability. During their time at the school, most pupils make sound progress in their learning and achieve well.

Most pupils in the Foundation Phase listen attentively and communicate clearly in Welsh. By the end of the phase, most converse confidently about their experiences and interests and use a wide vocabulary that is appropriate for their age and ability. This is developed successfully in key stage 2. Nearly all pupils concentrate well in lessons and take an interest in their work. Most communicate clearly and confidently in Welsh and English, and join in classroom discussions enthusiastically. By the end of the key stage, nearly all pupils converse confidently in a variety of situations and vary their conversation completely naturally in formal and informal situations. Most show pride in the Welsh language and choose to use the language to socialise at play times as well as in their lessons.

In the Foundation Phase, most pupils read aloud fluently and meaningfully at a level that is appropriate for their age and ability. They use appropriate strategies when reading unfamiliar words. By the end of the Foundation Phase, most are able to discuss the content of a text meaningfully and refer to events and characters in the books they read. Many pupils are able to discuss their favourite books and characters simply. Many use their reading skills effectively across the areas of learning, for example when reading and discussing facts to compare their local area with the Amazon. In key stage 2, most pupils read a range of materials confidently in Welsh and English. By the end of the key stage, most pupils discuss the content of the text and characters in a mature manner. They glean relevant information about a particular subject from more than one source, for example when learning about Owain Glyndŵr.

In the Foundation Phase, most pupils make good progress in their writing skills. Many pupils write appropriately for their age and ability. By the end of the phase, they show a sound understanding of various writing styles and use suitable sentence structures and basic punctuation effectively. Pupils make good use of their writing skills across the areas of learning, for example when writing a thank-you letter following a visit to a local adventure playground. In key stage 2, most pupils write intelligently for various purposes in both languages, and show a sound awareness of the various written forms. They use a suitable range of sentence patterns correctly and show an increasing grasp of linguistic accuracy and punctuation. This is developed further across the curriculum, for example when they write about life in the Age of the Princes and when writing a report about a visit to a restaurant in Cardiff. Across the school, many pupils' presentation of work is neat.

Most pupils in the Foundation Phase show appropriate mathematical skills for their age. By the end of the phase, most show a firm grasp of number facts and use this knowledge effectively to solve number problems in their activities. They have a sound understanding of standard units of measurement and of the properties of two- and three-dimensional shapes. Most of them are able to collect simple information to create a table and produce a simple bar graph, for example of what type of house they live in and their favourite fruit. In key stage 2, most pupils have a sound understanding of number strategies, and by the end of the key stage they use a wide range of strategies confidently to solve mathematical problems. They estimate skilfully and reason their replies in a mature manner. They use mathematical vocabulary increasingly confidently, for example when discussing the properties of various shapes and creating them. They handle and analyse data confidently and the majority are able to create appropriate graphs independently. However, although most pupils' mathematical skills across the school are sound, they do not transfer them regularly enough in other areas across the curriculum.

Most pupils who have additional learning needs make good progress in relation to their targets in their individual education plan. Pupils who are eligible for free school meals make sound progress in line with their ability. At times, pupils of higher ability in key stage 2 do not achieve as well as they could.

Over recent years, there have been comparatively small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable 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, pupils' performance in literacy and mathematical development at the expected outcome has placed the school in the top 25% in comparison with similar schools over the last two years. At the higher outcome, pupils' performance has placed the school in the top 25% in comparison with similar schools in three of the last four years.

At the end of key stage 2, pupils' performance at the expected level in English, Welsh, mathematics and science has placed the school in the top 25% in comparison with similar schools in three of the last four years. At the higher outcome, pupils' performance varies greatly and there is no overall pattern.

Wellbeing: Good

Nearly all pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of taking regular physical exercise and have a positive attitude to eating and drinking healthily. They have a clear understanding of elements that are likely to affect their health.

Nearly all pupils' behaviour is very good. They are very caring of each other and show respect for others in lessons and during play time. Nearly all pupils show positive attitudes towards their work. Most are able to work diligently for extended periods. However, pupils' skills to improve their own work are only just beginning to develop.

Members of the school council are an enthusiastic group of pupils. They feel that they are appreciated. They are active in the school and the pupil's voice has a prominent place through various initiatives, for example when planning improvements to the outdoor area and purchasing resources to be used at play times. Members organise fundraising activities for a number of charities and this has a positive effect on their awareness of the needs of others. Pupils contribute extensively to the community and take a prominent part in local social events.

Pupils' attendance rates have risen annually and have placed the school among the upper 50% of similar schools in three of 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

The school provides a rich range of experiences to all pupils, which meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers co-operate effectively to plan purposefully to meet the needs of almost all pupils. They ensure that learning experiences build successfully on pupils' previous experiences throughout the school. Outdoor provision ensures beneficial opportunities for pupils in the Foundation Phase. The variety of educational visits and extra-curricular experiences enrich pupils' experiences and support their learning effectively.

The school responds appropriately to the requirements of the Foundation Phase and the Literacy and Numeracy Framework. Teachers plan a beneficial range of activities that develop literacy skills, thinking skills and information and communication technology (ICT) skills well across the school. They plan purposefully to develop number skills in mathematics lessons. However, teachers' plans do not always provide enough regular opportunities for pupils to apply their numeracy skills across the curriculum.

Provision for promoting pupils' understanding of the language and culture of Wales is very robust. The school provides valuable opportunities for pupils to take an active part in activities such as the local eisteddfod in order to enrich their experiences.

The school provides appropriate experiences that promote pupils' awareness of sustainability issues. The work on wind turbines is a good example of promoting pupils' awareness of producing electricity in a sustainable way. The school provides beneficial opportunities to raise pupils' awareness of global citizenship, for example in supporting a child in Africa.

Teaching: Good

Teachers in most lessons lead effective and interesting learning sessions that motivate pupils to learn. They have sound subject knowledge and link their lessons clearly to previous learning. They use a range of methods skilfully to ensure that they present a sequence of learning activities that gain the enthusiasm and maintain the interest of most pupils. All staff take advantage of every opportunity to enrich

pupils' language, which contribute successfully to their oracy skills. Teachers question pupils effectively by using a method that encourages them to give extended answers. In the few examples where teaching is less effective, there is not always enough of a challenge to ensure that pupils of higher ability make full progress, especially in key stage 2.

Teachers ensure that pupils are aware of learning intentions and they discuss the quality of their work in a sensitive and constructive way during lessons. Pupils' work is marked regularly. Where marking is most effective, for example in language books, teachers' comments provide clear guidance on how to improve the work. However, the best assessment for learning practices are not implemented consistently enough.

The school has clear procedures for recording pupils' progress. Teachers use the results of assessments effectively to arrange additional support for specific pupils, which contributes to improving outcomes. Parents receive good information about their children's progress and annual reports meet statutory requirements.

Care, support and guidance: Good

The school promotes pupils' spiritual, moral, social and cultural development well through a range of interesting experiences. It has appropriate policies and arrangements to promote eating and drinking healthily. All staff promote living healthily effectively, including the importance of eating healthily and regular physical exercise. The periods of collective worship support pupils' spiritual and moral development successfully. The school has adopted robust procedures to raise attendance which have led to improvement.

The school provides good individual support to pupils on educational, social and personal issues and appropriate use is made of the support of specialist external services, including the educational welfare, medical and emergency services to enrich this. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The policy and procedures for supporting pupils with additional learning needs are clear and useful, and they promote a focus on each pupil as an individual. Teachers make effective use of evidence that derives from observations to identify pupils who have additional learning needs and plan beneficial support for them. Through regular assessments, teachers keep a close eye on their progress, and clear and attainable targets are set in the individual education plans. Parents and pupils are included appropriately in the process of producing and reviewing them.

Learning environment: Good

The school is a friendly and caring community in which everyone is respected. It has a homely and welcoming ethos in which pupils and teachers show respect and care for each other. All pupils are treated equally and have suitable access to all the school's activities. The school has appropriate policies, plans and procedures to promote equality and social diversity.

The buildings and the site provide a homely, safe and stimulating atmosphere. The Foundation Phase's sheltered outdoor area includes a wide range of good quality equipment and contributes effectively to meeting requirements. The outdoor areas encourage pupils of all ages to keep fit and healthy with a variety of good quality resources. The building and grounds are maintained to a high standard with a high standard of cleanliness. The polished, good quality displays of pupils' work in the classrooms and corridors support learning well.

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

The headteacher has a clear vision that is based on ensuring pupils' high standards and good wellbeing. He provides robust leadership and co-operates successfully with pupils, staff, governors and parents to create an effective school. Staff support the headteacher ably and there is an ethos of co-operating as a team to achieve the school's objectives effectively.

Teachers have detailed job descriptions that link well to their individual responsibilities. Staff meetings are held regularly and they focus clearly on the school's priorities for improvement. As a result, all members of staff understand their responsibilities well in relation to the school's strategic plans. Appropriate performance management arrangements have been established and they provide good opportunities to promote staff's professional development.

The governing body are well informed and support the school well. They receive reports from the headteacher and visit regularly to observe lessons and scrutinise books. As a result, members have developed a sound understanding of how the school is performing. They use that knowledge to hold the school to account effectively.

The school responds well to local and national priorities, for example in implementing the Gwynedd Language Charter successfully and by placing an emphasis on developing pupils' literacy skills.

Improving quality: Good

The school has robust procedures for self-evaluation, which are based on a wide range of direct evidence. This evidence includes a thorough analysis of data, lesson observations and scrutinising pupils' work. The headteacher includes the views of pupils and governors views regularly as part of the monitoring procedures. As a result, the school has an accurate understanding of its strengths and areas that it needs to improve. However, the school does not provide regular opportunities for parents to contribute to the school's self-evaluation procedures.

The school uses the information that derives from self-evaluation effectively to set clear priorities to be included in the school development plan. The plan includes detailed strategies for addressing what needs to be achieved in relation to raising standards. It includes success indicators, staff responsibilities and costs, as well as a timetable for evaluating the targets. The actions are already having a positive effect, for example in improving standards of reading.

Partnership working: Good

The school has established a number of robust partnerships that contribute well to improving pupils' standards and wellbeing effectively. There is a valuable partnership between the school and parents. The school's friends association is very active and raises funds regularly. The funds are used effectively to purchase resources to enrich the experiences that are provided for pupils, for example to purchase information technology hardware and resources for the outdoor area.

There is a very successful partnership with the nursery school, which is situated in the school. This ensures that pupils settle in quickly as they begin in the Foundation Phase. There are effective transfer arrangements with the secondary school, which ensures progression and continuity in pupils' learning as they move to the next stage in their education.

The school co-operates effectively with the secondary school and primary schools in the catchment area to standardise and moderate teachers' assessments jointly in order to ensure the validity of assessments at the end of the Foundation Phase and key stage 2.

The school has useful partnerships with specialist agencies that support provision for vulnerable pupils effectively.

There is a valuable partnership with the local community, which enriches learning experiences effectively. An example of this is the work that the school undertakes in partnership with a local football club, which has a positive effect on pupils' fitness.

Resource management: Good

The school has an appropriate level of teachers and support staff who have suitable qualifications to teach the curriculum. There is a skilful and enthusiastic team of assistants who provide valuable support for teachers and have a positive influence on raising pupils' standards of work and attainment. There is a good range of resources at the school and these are managed effectively to ensure full access for pupils to all aspects of the curriculum.

The school responds fully to the statutory requirements for teachers' workload. Arrangements for teachers' planning, preparation and assessment periods are appropriate and are used effectively to ensure successful joint planning for classroom organisation.

The school pays due attention to all staff's continuous professional development and teachers' performance management processes support this appropriately. The school responds well to local and national priorities.

The partnership with schools in the local area is effective. Partnerships have a positive effect on the school's work, for example in improving teachers' understanding of pupils' achievement levels and validating end of key stage assessments. However, there are few opportunities for staff to exchange good practice with schools beyond the local area in order for them to build the school's capacity for further improvement.

The governors and headteacher manage expenditure carefully. They ensure that expenditure is linked well to the school's objectives, targets and priorities. Effective use is made of the Pupil Deprivation Grant, mainly to improve the reading skills of the pupils who are eligible to receive it.

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

Appendix 1: Commentary on performance data

6612049 - Ysgol Gynradd Garndolbenmaen

Number of pupils on roll	58
Pupils eligible for free school meals (FSM) - 3 year average	18.3
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	8	6	7
Achieving the Foundation Phase indicator (FPI) (%)	*	50.0	100.0	100.0
Benchmark quartile	*	4	1	1
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	*	8	6	7
Achieving outcome 5+ (%)	*	50.0	100.0	100.0
Benchmark quartile	*	4	1	1
Achieving outcome 6+ (%)	*	37.5	33.3	42.9
Benchmark quartile	*	1	2	2
Mathematical development (MDT)				
Number of pupils in cohort	*	8	6	7
Achieving outcome 5+ (%)	*	62.5	100.0	100.0
Benchmark quartile	*	4	1	1
Achieving outcome 6+ (%)	*	37.5	33.3	71.4
Benchmark quartile	*	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	8	6	7
Achieving outcome 5+ (%)	*	75.0	100.0	100.0
Benchmark quartile	*	4	1	1
Achieving outcome 6+ (%)	*	37.5	33.3	71.4
Benchmark quartile	*	3	4	1

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.

6612049 - Ysgol Gynradd Garndolbenmaen

Number of pupils on roll	58
Pupils eligible for free school meals (FSM) - 3 year average	18.3
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	5	6	*	8
Achieving the core subject indicator (CSI) (%)	100.0	83.3	*	100.0
Benchmark quartile	1	2	*	1
English				
Number of pupils in cohort	5	6	*	8
Achieving level 4+ (%)	100.0	83.3	*	100.0
Benchmark quartile	1	3	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	5	6	*	8
Achieving level 4+ (%)	100.0	83.3	*	100.0
Benchmark quartile	1	2	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	5	6	*	8
Achieving level 4+ (%)	100.0	83.3	*	100.0
Benchmark quartile	1	3	*	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	5	6	*	8
Achieving level 4+ (%)	100.0	83.3	*	100.0
Benchmark quartile	1	3	*	1
Achieving level 5+ (%)	*	*	*	62.5
Benchmark quartile	*	*	*	1

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 a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	25	25 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	25	25 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	25	25 100%	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	24	24 100%	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.	25	25 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	25	25 100%	0 0%	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.	25	25 100%	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.	25	25 100%	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.	25	25 100%	0 0%	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.	25	25 100%	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.	25	25 100%	0 0%	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	25	22 88%	3 12%	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.	15	10 67%	5 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	15	12 80%	3 20%	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.	14	12 86%	2 14%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	15	11 73%	4 27%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	14	11 79%	3 21%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	10	6 60%	4 40%	0 0%	0 0%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	15	9 60%	6 40%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	14	9 64%	5 36%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	15	10 67%	5 33%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	7 54%	6 46%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	15	9 60%	6 40%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	15	12 80%	3 20%	0 0%	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.	13	8 62%	5 38%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	15	8 53%	7 47%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	9	6 67%	3 33%	0 0%	0 0%	5	Mae fy mhentyn 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.	15	9 60%	6 40%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	15	10 67%	5 33%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Rosemarie Wallace	Team Inspector
Meleri Cray	Lay Inspector
Michael Carruthers	Peer Inspector
Richard 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.