



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Gynradd Llanelltyd
Llanelltyd
Dolgellau
Gwynedd
LL40 2TA**

Date of inspection: June 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 Llanelltyd is situated in the Mawddach Valley on the outskirts of the village of Llanelltyd, about three miles from the town of Dolgellau in Gwynedd. It serves the village and the nearby rural area.

At present, there are 39 pupils on roll including one nursery age child. There are two mixed-age classes at the school. The school admits pupils on a part-time basis in the September following their third birthday and full-time after their fourth birthday. About 30% 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.

Very few pupils are eligible for free school meals, which is lower than the county and national percentage. Thirteen per cent of pupils are on the school's additional educational needs register, which is lower than the national figure. Very few pupils have a statement of special educational needs.

The school was last inspected in February 2010. The headteacher in charge has been in post since April 2015. He is also headteacher of a nearby school.

The individual school budget per pupil for Ysgol Gynradd Llanelltyd in 2014-2015 is £4,685. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gynradd Llanelltyd is in 23rd position of the 95 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

Ysgol Llanelltyd's performance is good because:

- Most pupils make progress and achieve well
- Considering their linguistic background, pupils' skills in Welsh develop quickly and many of them are confidently bilingual by the end of key stage 2
- There are high attendance levels and most pupils behave very well and show positive attitudes towards their work
- There are rich learning experiences, the quality of teaching is good and classroom assistants support learning effectively
- 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 high standards and pupils' wellbeing
- The governing body's ability to challenge the school in areas that need to be improved is developing well
- The school has an accurate understanding of its strengths and the areas that it needs to improve
- All members of the school staff co-operate effectively as a team and, as a result, there is a strong commitment across the school to developing and promoting further improvements
- There is a good range of partnerships, which have a positive effect on pupils' wellbeing and achievement

Recommendations

- R1 Ensure that pupils in key stage 2 use their extended writing skills and their numeracy skills at an appropriate level across the curriculum
- R2 Ensure that there is progression and continuity in planning, especially in order to challenge pupils of higher ability
- R3 Ensure consistency in the assessment for learning procedures in order to ensure that pupils understand what they need to do to improve their work
- R4 Develop further the leadership team's role in ensuring quality and planning for improvement

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Results of pupils' basic assessments on entry to the school show that most of them have skills that are appropriate their age, except in Welsh, which is new to many of them. Most pupils make sound progress in their learning and achieve well during their time at the school.

Across the school, most pupils listen well and are able to recall previous learning appropriately. Considering their linguistic background, most pupils' oral skills develop quickly. By the end of the Foundation Phase, most of them listen well to adults' instructions and other pupils' oral contributions. They communicate increasingly correctly and confidently. By the end of key stage 2, many pupils talk about their work confidently in Welsh, and express themselves clearly and correctly. A good example of their oral skills is the on-line radio appeal to help the people of Nepal following the recent disaster. Most Year 6 pupils use an appropriate range of suitable vocabulary in English when expressing an opinion on the advantages and disadvantages of living in the country or living in the town. Many attain a good standard of bilingualism and are able to change easily from one language to the other when discussing their work.

Most pupils' reading skills are developing well across the school. Most pupils' standard of reading in the Foundation Phase is appropriate to their age and ability. They are familiar with a range of reading strategies and are able to use them effectively to read meaningfully. By the end of the Foundation Phase, most pupils read a varied range of books confidently, intelligently and with expression. In key stage 2, many pupils read increasingly accurately and confidently in Welsh. By the end of the phase, most of them read fluently with good expression and understanding in English. They apply their reading skills well to support their work in a range of subjects, for example when gleaning information about the lives of poor children in the Victorian era.

Across the school, most pupils' writing skills are developing effectively. By the end of the Foundation Phase, the majority of pupils write appropriately for their age across the curriculum, for example when writing a thank you letter to a member of the community who came to help them to plant flowers. Spelling and punctuation are suitable for their age and work is presented neatly. In key stage 2, most pupils make good progress in their ability to write in various forms. They plan their work carefully and are able to make improvements when redrafting. By the end of the key stage, most pupils write clearly when presenting factual and creative information across a range of topics in Welsh and English, and they punctuate and paragraph their work appropriately. However, they do not extend their skills in extended writing across the subjects regularly enough.

In the Foundation Phase, most pupils are able to handle a wide range of number activities successfully. By the end of the phase, many are able to handle simple

problem-solving activities and mental work appropriately. Most pupils collect data effectively and transfer the information into the form of a graph. An example of this is the graph that records Year 2 pupils' work on different houses in the village. Most pupils' standards in key stage 2 in mathematics lessons are good and they use an appropriate variety of mental and written calculation strategies correctly to solve problems. They make increasing use of data to support their work on various themes, for example when using their knowledge of co-ordinates correctly on an Ordnance Survey map to expand their knowledge of the local area. Many also discuss the Tudors' timeline and family tree intelligently in their history lessons. However, pupils do not use and apply their numeracy skills appropriately consistently across the curriculum.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plans. Pupils who are eligible for free school meals make sound progress in line with their ability. Most pupils of higher ability make good progress in their literacy and numeracy skills but are not always stretched across learning activities.

The small numbers of pupils in each year group can have a significant effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 from one year to the next.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome 5 in literacy skills has risen, moving the school from the lower 50% to the top 25% of similar schools. Performance in mathematical development has placed the school consistently in the top 25%. During the same period, the school's performance at the higher outcome (outcome 6) has mostly placed the school in the lower 50% or the bottom 25% in literacy skills and mathematical development.

Over the last four years, there have been many small cohorts in key stage 2. In such a case, we do not include a performance data table.

There is no significant pattern of difference in the achievement of pupils who are eligible for free school meals, in comparison with their peers.

Wellbeing: Good

Nearly all pupils enjoy the life and work of the school and feel safe there. Most pupils have a sound awareness of the importance of health, fitness and eating and drinking healthily. They achieve consistently well in their personal and social development.

Pupils' behaviour across the school is very good and they are courteous and welcoming towards visitors. Pupils are very caring towards each other and show respect to others in lessons and during break times. Pupils of all ages offer support and friendship to others regularly. The majority contribute their own ideas effectively to that which they want to learn. However, their skills of improving their own learning are only beginning to develop.

Attendance levels have declined a little in 2014. This places the school in the lower 50% in comparison with similar schools. Attendance levels have placed the school in the top 25% during the previous four years. Pupils' punctuality is good.

The school council is an enthusiastic group of pupils. They are active and the pupil's voice has a prominent role, for example through the work of safety officers. Older pupils in key stage 2 are developing a good understanding of business and enterprise, for example through contributing intelligently to the 'Menter Mawddach' project to create goods to sell in school fairs. Pupils benefit directly from robust links that exist between the school and visitors, along with visits to the local community. Many pupils take a prominent part regularly in social activities in the area. This contributes well towards their awareness of their community

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

The school provides rich learning experiences that respond appropriately to most pupils' needs. Pupils receive valuable opportunities to take advantage of visits and activities outside the classroom. They also take advantage of stimulating provision to develop their creative skills. Provision in the Foundation Phase, inside and outside the classroom, fosters independent learners competently. Provision in key stage 2 provides wide learning experiences that respond to most pupils' needs. However, planning does not ensure that learning experiences build successfully on previous learning consistently enough. As a result, pupils of higher ability are not being challenged regularly across the curriculum.

Teachers have begun to weave literacy and numeracy skills into curricular subjects in line with the requirements of the Literacy and Numeracy Framework. However, in key stage 2, pupils do not have enough opportunities to extend their numeracy and extended writing skills in a range of contexts across the curriculum.

Provision for the Welsh language and developing pupils' awareness of their Welshness and their heritage is core in the school. There are regular opportunities for pupils to study Welsh history and geography and the work of famous Welsh artists. Many pupils participate successfully in Urdd activities. The school uses the Gwynedd primary schools Welsh Language Charter effectively in order to promote the use of Welsh. This has already begun to have an effect on pupils' use of Welsh.

The school provides suitable experiences to promote pupils' awareness of sustainability issues to raise their awareness of global citizenship. A good example of this is the work of Year 6 pupils in collaboration with pupils from two nearby schools to raise money in aid of the recent disaster in Nepal.

Teaching: Good

Teachers have good subject knowledge and, in most lessons, they explain new concepts clearly. They use a range of suitable methods to ensure that learning activities engender enthusiasm and maintain the interest of most pupils. All staff take advantage of every opportunity to enrich language in order to improve the quality of pupils' oral language. They question probingly in order to extend most pupils' understanding. However, at times, learning activities are not adapted in order to ensure that pupils of all abilities, especially those of higher ability, make full progress.

In lessons, teachers provide valuable oral feedback for pupils. They mark their work regularly and, in many books, they include constructive comments on how to improve

their work. Teachers use a suitable range of assessment for learning strategies. However, opportunities for pupils to reflect on their own work and that of their peers are uneven.

The school has thorough procedures for assessing and tracking pupils' progress. This information is used appropriately in order to provide additional support to meet the needs of specific pupils. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are sound. Parents receive beneficial information about their children's achievements and development.

Care, support and guidance: Good

The school is a caring community and the high level of care and co-operation between staff and pupils contributes well to pupils' wellbeing. The school makes appropriate arrangements for promoting eating and drinking healthily. The importance of keeping fit is emphasised throughout the curriculum and extra-curricular activities effectively. Personal and social education receives good attention across the curriculum. There are daily collective worship sessions, which place a clear emphasis on pupils' spiritual, moral and social development. There are regular courses for pupils to understand the importance of caring for less fortunate people.

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

Provision for pupils who have additional learning needs is effective. The school identifies pupils' learning needs at an early stage, and provides appropriate support for them. The effective use of learning assistants ensures that pupils have full access to the curriculum. Individual education plans for these pupils include clear targets, and there are appropriate arrangements to discuss progress with parents regularly.

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

Learning environment: Good

The school is an inclusive and friendly community in which pupils are treated equally. All staff encourage pupils' good behaviour very effectively. This is one of the school's strengths and is based on values that promote respect and care. There are effective procedures to ensure that no pupil suffers because of disadvantage.

There is a good supply of resources for delivering lessons and activities across the curriculum. Classrooms and walls around the school are colourful and attractive and include a variety of displays that celebrate successes and give prominence to pupils' work. The learning space within the building and outside for the Foundation Phase are suitable and contribute effectively towards meeting pupils' needs.

The school is situated on a pleasant site and effective use is made of the whole site. The building and the land are well maintained and there is a high standard of cleanliness. The school's various outdoor areas encourage pupils to keep healthy and appreciate the environment around them.

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

The headteacher has a clear vision based on ensuring high standards and pupils' wellbeing. He provides robust strategic leadership which builds effectively on the good practice that already exists at the school. Staff's roles are defined clearly and, as a result, they are aware of their responsibilities. Staff meetings focus well on the quality of teaching and ensure high standards. As a result, all staff fulfil their responsibilities effectively and contribute well to the school's aims and objectives. The headteacher has identified a number of targets for improvement and has shared these successfully with staff. However, it is too early to see the effect of the new leadership strategies on pupils' outcomes.

There are appropriate performance management arrangements in place, which set suitable targets for developing staff's skills further. The school responds well to local and national priorities, for example by responding positively to the language charter.

The governing body supports the school well, and is aware of its responsibilities. Members of the body respond conscientiously to their executive role by analysing data carefully and monitoring progress against priorities for improvement thoroughly. Their visits to the school give them a clear focus on various aspects, including a sound understanding of pupils' performance along with those aspects that need improvement. As a result, their ability to challenge and hold the school to account for its performance is developing well.

Improving quality: Good

The school has an accurate understanding of its strengths and the areas that need to be improved. Evaluation arrangements make good use of direct evidence through analysing data, monitoring pupils' work, observing lessons and collecting and considering the views of pupils and parents. The process of evaluating progress against the priorities in the previous development plan has been established firmly. This ensures good knowledge about what has been achieved. There is continuous progression between annual self-evaluation reports and a clear link between the self-evaluation process and priorities for improvement. The school development plan contains measurable targets and a specific implementation timetable along with staff responsibilities and sensible costs.

The headteacher has strengthened the process of observing and scrutinising books and discussing with staff by identifying clearly the aspects that need to be improved. As a result, the school has refined its improvement plans by focusing on a manageable number of suitable priorities. They have a clear focus on improving the outcomes of specific groups of pupils and teachers have taken positive active steps towards fulfilling them. A good example of this is the effective co-operation with two nearby schools to improve pupils' standards of oracy and writing in Year 6.

Co-operation with teachers in nearby schools provides valuable opportunities for teachers to share good practice and to develop the role of curriculum leaders. This has strengthened their observation skills in order to evaluate the effectiveness of teaching. However, leadership roles have not been developed fully in order to ensure responsibilities and accountability for improving quality and planning for improvement.

Partnership working: Good

The school has a range of effective partnerships that contribute well to extending pupils' standards and wellbeing.

A close partnership with a number of community organisations enriches learning experiences. For example, the partnership with the Urdd provides good opportunities to use Welsh and to extend awareness of Welsh culture in addition to competing in sports. All this contributes well to fostering pupils' social and linguistic skills and wellbeing.

The school has joined two nearby schools to arrange science workshops in partnership with a scientific centre in Cardiff. The school co-operates with other nearby schools to plan joint activities. This has a positive effect on pupils' outcomes and on staff's professional development. This also ensures consistency in standardising and moderating pupils' work.

There is close co-operation with local organisations, for example holding a harvest festival and a Christmas fair in a chapel. Effective use is made of the village hall to hold school concerts and a Christmas show.

There is a good system for admitting new pupils to the school from the local nursery groups, which ensures that they start at the school confidently. Detailed arrangements are in place to ensure that older pupils transfer successfully to the secondary school at the end of their time at the school.

Resource management: Good

The school has enough teachers and support staff to ensure that all pupils have full access to all the school's activities. The school makes effective use of assistants to help pupils who have additional learning needs and pupils in the Foundation Phase. Assistants have received training that is relevant to their responsibilities, expanding their contribution.

Staff co-operate well with other schools by observing and sharing good practices. This contributes effectively towards planning lessons of a good standard and expands internal arrangements for planning, preparing and assessing work.

The school has a clear system for managing performance. These arrangements reflect the whole school's targets, along with staff's professional development targets.

The school uses the School Effectiveness Grant effectively to raise standards in numeracy by contributing to catchment area training and to employ a teacher to work with specific groups of pupils in order to raise standards of literacy.

The governing body sets the budget carefully and agrees on priorities to be funded. It monitors expenditure carefully and ensure that the school's resources are managed carefully to meet pupils' needs.

The school provides good value for money in terms of pupils' outcomes and the quality of provision.

Appendix 1: Commentary on performance data

6612197 - Ysgol Llanelltyd

Number of pupils on roll	41
Pupils eligible for free school meals (FSM) - 3 year average	1.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	6	5	*
Achieving the Foundation Phase indicator (FPI) (%)	83.3	80.0	*
Benchmark quartile	3	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	5	*
Achieving outcome 5+ (%)	83.3	80.0	*
Benchmark quartile	3	4	*
Achieving outcome 6+ (%)	16.7	20.0	*
Benchmark quartile	3	4	*
Mathematical development (MDT)			
Number of pupils in cohort	6	5	*
Achieving outcome 5+ (%)	100.0	100.0	*
Benchmark quartile	1	1	*
Achieving outcome 6+ (%)	0.0	20.0	*
Benchmark quartile	4	4	*
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	6	5	*
Achieving outcome 5+ (%)	100.0	100.0	*
Benchmark quartile	1	1	*
Achieving outcome 6+ (%)	33.3	40.0	*
Benchmark quartile	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.

There are many very small cohorts in many of the years of performance data in key stage 2 for this school. In such a case, we do not include a performance data table.

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

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

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	23	23 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	23	23 100%	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.	23	23 100%	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	23	23 100%	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.	23	23 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	23	23 100%	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.	23	23 100%	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.	23	23 100%	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.	23	23 100%	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.	23	23 100%	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.	23	23 100%	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	23	23 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	16	11 69%	5 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	32%	3%	1%		
My child likes this school.	16	13 81%	2 12%	1 6%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	16	14 88%	2 12%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	16	10 62%	5 31%	1 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	16	11 69%	4 25%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	16	11 69%	5 31%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	16	10 62%	6 38%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	7 47%	6 40%	1 7%	1 7%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	16	10 62%	5 31%	1 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	16	8 50%	6 38%	1 6%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	16	13 81%	3 19%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	7 47%	6 40%	1 7%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	16	8 50%	5 31%	3 19%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	16	9 56%	6 38%	1 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	16	7 44%	8 50%	1 6%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	16	10 62%	5 31%	1 6%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	7 50%	3 21%	1 7%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	16	9 56%	5 31%	2 12%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	16	11 69%	4 25%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Glyn Griffiths	Team Inspector
Meleri Cray	Lay Inspector
Einir Jones	Peer Inspector
Llion Huws	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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