



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

A report on

**Ysgol Gynradd Llanefydd
Llanefydd
Denbigh
Conwy
LL16 5EA**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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

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

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 22/03/2016

Context

Ysgol Gynradd Llanefydd is in the rural village of Llanefydd, Conwy. It serves the village and the nearby agricultural community.

The school provides for pupils aged between 3 and 11 years. Welsh is the school's everyday language and the main medium of learning and teaching. English is taught formally in key stage 2. About 95% of pupils come from Welsh-speaking homes. No pupils come from an ethnic minority background.

Although there are no pupils in the nursery class at present, they are usually admitted full-time in the September following their fourth birthday. During the inspection, there were 50 children on roll. They are taught by three full-time teachers and one part-time teacher.

No pupils are eligible for free school meals.

Sixteen per cent of pupils are on the school's additional learning needs register. These figures are lower than averages for Wales. No pupils have a statement of special educational needs.

The headteacher in charge was appointed in September 2015. The school was last inspected in October 2009.

The individual school budget per pupil for Ysgol Llanefydd in 2015-2016 is £4,275. The maximum per pupil in primary schools in Conwy is £9,616 and the minimum is £3,227. Ysgol Llanefydd is in 27th place of the 57 primary schools in Conwy in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make sound progress in their lessons and during their time at the school
- Nearly all pupils' standards of behaviour and self-discipline are good and they show courtesy, care and respect for each other, staff and visitors
- Nearly all pupils are enthusiastic and eager to learn
- The standard of teaching is consistently good
- Interesting and rich learning experiences are available to all pupils
- It has a familial, caring and welcoming ethos in which pupils feel safe and happy

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision which is based on promoting high standards
- The vision has been conveyed successfully to staff, pupils, parents and governors
- Members of staff co-operate well as a team
- The governing body are very supportive of the life and work of the school, challenge effectively and hold the school to account for its performance
- The school has thorough and robust procedures for self-evaluation and clear plans for improvement
- There is very successful co-operation between a range of partners, which has a positive effect on wellbeing and achievement

Recommendations

- R1 Raise standards of science in key stage 2
- R2 Develop further the role of the school council and the eco council
- R3 Use findings from assessments better in order to set challenging targets for pupils in order to ensure that they understand what they need to do to improve

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

Pupils' basic skills on entry to the school vary naturally in line with their ability. Nearly all pupils, including those who have additional learning needs, make sound progress in their learning during their time at the school. They participate fully in classroom activities, and build well on their previous learning experiences.

In the Foundation Phase, most pupils have good speaking and listening skills and they show high levels of confidence when using these skills. They use Welsh completely fluently when discussing their experiences and interests, and use a wide vocabulary. In key stage 2, many are able to hold extended conversations and respond positively to challenging questions. Many contribute to discussions confidently. By the end of key stage 2, most pupils' oral skills in English also develop effectively.

Most pupils' standards of reading in Welsh in the Foundation Phase and in both languages in key stage 2 are appropriate to their age and ability. In the Foundation Phase, pupils use a range of reading strategies to make good sense of print. By the end of the Foundation Phase, most understand what they are reading and express an opinion and discuss the contents of books on a simple level. In key stage 2, most pupils read a wide range of texts with fluency and respond meaningfully to the contents, in addition to discussing and giving an opinion about books written by popular authors.

Most pupils make consistent progress in developing their writing skills. By the end of the Foundation Phase, most write for a range of purposes and show a sound understanding of the characteristics of forms, for example when writing the story of Betsi Cadwaladr or a thank you letter to a local factory. On the whole, the quality of many pupils' spelling and punctuation is good. Most use their writing skills successfully at the appropriate level in their work across the curriculum.

By the end of key stage 2, most pupils write at length in a wide range of forms in Welsh and English. There are a number of examples of writing letters, portraits, lists and reports of a high standard in their work about the Second World War. Many mutate, punctuate and paragraph their work suitably and many pupils' standards of handwriting and presentation are good.

In the Foundation Phase, most pupils add and subtract accurately by using tens and units. They choose appropriate equipment for activities and create clear graphs to present the information they have collected, for example in their work about the weather. They measure accurately using standard units in practical activities around the classroom. Many solve problems confidently when discovering if the pupil with the largest hand can lift the greatest number of blocks. They present their work in a well-organised way and interpret results intelligently. More able pupils respond well to more challenging tasks. A good example of this is the ability to calculate time using digital and analogue clocks.

In key stage 2, most pupils use suitable strategies to multiply and divide whole numbers by 10, 100 and 1,000. They use written calculation methods including recalling multiplication facts up to 10 x 10. They collect data that is linked to specific information and apply their skills well in a number of situations, for example the cost of travelling on the Mimosa ship to Patagonia. More able pupils identify and discover information in order to solve problems, and check their results sensibly in the context of the problem.

In some year groups over the last four years, there was a comparatively small number 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.

At the end of the Foundation Phase, over a period of four years, the school's performance at the expected outcome and the higher outcome in comparison with similar schools has placed it overall in the top 25% in language skills. Over the same period, performance in mathematics has varied considerably.

At the end of key stage 2 over the same period, the school's performance at the expected level in Welsh, English and mathematics has placed the school mainly in the top 25% of similar schools. In science, and in every subject at the higher level, performance has varied and there is no clear pattern. There is no obvious difference between the performance of boys and girls.

Wellbeing: Good

All pupils feel safe at school. They say that they are treated with respect and are able to turn to any adult, friend or 'Bydis Buarth' (Playground Pals) for help when needed. Nearly all pupils have a good awareness of the importance of eating healthily and keeping fit. They take an enthusiastic part in sports during lessons and in after-school sports clubs.

Standards of behaviour and self-discipline are very high and all pupils are polite and courteous. They show respect and care for their peers, and work very happily and conscientiously at all times. Across the school, nearly all pupils' levels of interest, enthusiasm and commitment are good. Most pupils are beginning to show a good understanding of what they need to do to improve their work.

Members of the school council are very enthusiastic and show obvious pride in their contribution to a number of aspects of school life, such as arranging activities to raise money for charities. However, it is not effective enough in representing other pupils' views to make decisions about improving the school. The eco council has only recently been established and has not yet influenced the school's work.

Most pupils take part in commercial enterprises extremely successfully. They run businesses that produce goods and sell them jointly with local businesses. These projects develop pupils' life and social skills very effectively.

Most pupils contribute considerably to the wider community. They take pride in the opportunity to serve and entertain residents in the village by taking part in assemblies and concerts in the village hall.

Attendance levels are good and have placed the school in the top 25% over the last three years, in comparison with similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a range of interesting and rich learning experiences that gain pupils' interest well. Theme-based planning across the school is detailed and meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education effectively.

The school responds positively to the requirements of the Literacy and Numeracy Framework and provides regular opportunities to reinforce these skills and information and communication technology (ICT) skills successfully, for example by creating attractive and interesting pamphlets, comprehensible posters and factual leaflets outlining food rationing during the First World War.

Learning experiences are enriched well through educational visits and by inviting visitors to speak to pupils. This is especially effective as a trigger for starting units of work.

The school has a natural Welsh ethos that provides various opportunities for pupils to develop a positive attitude towards the Welsh language. The school plans effectively for studying local history and Welsh history, for example by learning about the history of Wales during the Age of the Princes. These opportunities are central to all the school's work, expand pupils' understanding of their heritage, and support them well to understand their role in the community.

There is effective provision for promoting pupils' understanding of the wider world. Work on India, China and Egypt contributes successfully towards improving pupils' understanding of their role as global citizens. The school ensures that pupils have sufficient awareness of the importance of saving energy, recycling and reducing waste. However, the eco council is not yet operational.

Teaching: Good

Teachers have a sound knowledge of the requirements of the Foundation Phase and the National Curriculum. They plan interesting and exciting activities that stimulate pupils to work hard in groups and independently. Teachers question probingly in order to expand pupils' understanding and encourage them to use their thinking skills throughout their lessons.

All teachers use a wide range of teaching methods and resources very thoughtfully to support learning. They share learning objectives clearly and discuss success criteria with pupils in lessons regularly. There is a positive working relationship between adults and pupils in all classrooms.

Teachers provide useful oral feedback for pupils during lessons. They mark pupils' work regularly, with a good balance between comments of praise and constructive comments on how to improve the work. There are good procedures in place for pupils to evaluate their own work, but they do not have regular opportunities to assess their peers' work.

The school has thorough procedures for tracking pupils' progress, including beneficial use of standardised tests and teachers' assessments. Teachers understand pupils' needs well, but they do not always use the knowledge to set challenging enough targets for individuals so that they are able to move forward to the next stage in their learning.

There are suitable arrangements for reporting to parents on their children's progress and achievement and they meet statutory requirements in full.

Care, support and guidance: Good

The quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. There are appropriate arrangements for promoting eating and drinking healthily, and in order to ensure that pupils understand how to be safe. A wide range of after-school clubs reinforce this. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' spiritual, moral and cultural development successfully, by providing collective worship assemblies and through curricular activities such as considering the story of the Jews during the Second World War. There is high quality provision for personal and social education and this means that pupils develop a sound understanding of values such as honesty, fairness and respect for others. The learning experiences and variety of extra-curricular activities provide valuable opportunities for pupils to foster good social skills.

Provision for pupils who have additional learning needs is effective and enables them to make good progress. Teachers identify any additional learning needs quickly, arrange support appropriately and monitor pupils' progress regularly. Staff ensure that individual education plans are detailed and reflect parents' views when they review them.

The school makes appropriate use of specialist services, which ensure good quality support and guidance for pupils and parents as needed.

Learning environment: Good

An especially good feature of the school is the familial ethos that exists within it. It is a very inclusive and caring school, in which all pupils feel happy and safe.

The school has policies, plans and procedures that ensure equal opportunities for all pupils and promote equality successfully. Respect for racial diversity and equality is promoted effectively through different themes, for example 'Y Byd Rhyfeddol' (The Wonderful World).

The building meets pupils' needs well. Full use is made of all facilities, including the small hall, for activities such as collective worship and the drama club. Through a strong partnership, the school makes beneficial use of the village hall for physical education classes and concerts.

Attractive displays of pupils' work and successes around the school create an interesting learning environment. Art work on Second World War aeroplanes engenders pupils' pride in their work and the use of technological codes brings the work to life.

There is a varied range of good quality equipment and resources in classrooms and in the outdoor playing area and these are used effectively. Staff ensure that pupils use the sheltered area outside the Foundation Phase classroom regularly and purposefully.

The standard of cleanliness is high and the school building and grounds are very well-maintained. The school site is safe for pupils.

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

Leadership: Good

The headteacher provides effective and purposeful leadership for the school and has a clear vision and high expectations. He shares these successfully with staff, parents, pupils and governors. The school is a well-organised community and there are clear structures and policies in place, which are implemented consistently and effectively. In a comparatively short time, he has begun to have a positive effect on the school's strategic development. A number of appropriate procedures have been put in place recently, in order to set robust foundations for pupils' wellbeing and to raise standards. He is supported well by all members of staff.

Staff meetings are held regularly and focus clearly on priorities for improvement. Agendas ensure that staff understand their responsibilities and roles in fulfilling those priorities.

The school is making good progress in introducing initiatives that meet local and national priorities. The expectations of the Literacy and Numeracy Framework have been established successfully and assessment for learning requirements are developing appropriately.

Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. They have a sound understanding of the school's strengths and areas that need to be improved. They operate effectively as critical friends and challenge and hold the school to account for its performance.

Improving quality: Good

The self-evaluation procedure is thorough and robust and develops all members of staff's understanding of the school's strengths and aspects that need to be improved. The self-evaluation report is a detailed document, and is based on a wide range of direct evidence, including detailed data analysis, lesson observations, and listening to the views of pupils, governors and parents.

There is a clear link between the outcomes of the self-evaluation process and the priorities in the school improvement plan. The plan focuses well on raising standards and improving provision for pupils. A good example of this is the attention paid to improving reading skills in English in key stage 2 and extended writing in Years 3 and 4. The plan includes an appropriate range of relevant steps and identifies the members of staff who are responsible for undertaking them. It also includes challenging success criteria for specific groups of pupils and useful timescales for completing tasks. The school monitors progress effectively.

The school has good evidence of implementing improvements; for example, the steps that were taken recently to improve reading skills in English have led to clear improvement in key stage 2.

Partnership working: Good

The school works effectively with a range of partners that have a positive influence on pupils' standards and wellbeing and extend pupils' learning experiences successfully.

The school has a strong relationship with parents and members of the community. They support the school practically and financially by raising considerable sums of money. This, for example, has led to an obvious improvement in the climbing equipment on the school field. The school informs parents well about the school's procedures, by using text messages and regular letters.

The open and welcoming ethos succeeds in developing robust partnerships with the community. The good links with local associations and businesses enrich learning experiences effectively, such as a factory manager visiting the Foundation Phase to talk about his work. The school makes regular use of the support of individuals from the community to contribute to pupils' experiences and support their activities; for example, local companies contribute generously to the goods fair every year. The close co-operation with local businesses facilitates the development of pupils' business skills very successfully.

An effective system of moderation has been established in the catchment area and purposeful and useful profiles have been developed to support teachers in their assessments. There are beneficial links with clusters of local primary schools on a range of initiatives, including literacy and numeracy workshops to challenge more able pupils. There is also a good partnership with the local secondary school. Transition arrangements are effective in ensuring a smooth transfer.

Resource management: Good

There is a sufficient number of experienced teaching staff and support staff to cover all aspects of the school's work. The contribution and support of classroom assistants are a strength at the school. They provide valuable support to teachers and have a positive influence on improving pupils' attainment.

There is a good range of resources at the school and in the community and they are used well in order to ensure full access for pupils to all aspects of the curriculum. This is very obvious in the use made of the outdoor area, the playing field and the village hall.

The school's performance management processes lead effectively to staff development in appropriate areas that are based on the school's priorities for improvement. The school operates effectively in professional learning networks. Staff co-operate closely with staff from other schools to share good practice, such as developing strategies to improve the language standards of more able pupils. The literacy workshops have enabled these pupils to take part in a short story writing competition.

The school responds fully to the statutory requirements on teachers' workload and teachers use their non-contact time appropriately for planning, preparation and assessment.

The school has thorough budgetary arrangements, and expenditure links well to the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully. They ensure that financial resources are used effectively to support priorities for improvement. The school does not receive a pupil deprivation grant.

Considering the standards and provision that are provided, the school provides good value for money.

Appendix 1: Commentary on performance data

6622131 - Ysgol Llanefydd

Number of pupils on roll	58
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	12	*	9	12
Achieving the Foundation Phase indicator (FPI) (%)	83.3	*	100.0	91.7
Benchmark quartile	3	*	1	3
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	12	*	9	12
Achieving outcome 5+ (%)	83.3	*	100.0	100.0
Benchmark quartile	3	*	1	1
Achieving outcome 6+ (%)	66.7	*	55.6	16.7
Benchmark quartile	1	*	1	4
Mathematical development (MDT)				
Number of pupils in cohort	12	*	9	12
Achieving outcome 5+ (%)	91.7	*	100.0	91.7
Benchmark quartile	3	*	1	3
Achieving outcome 6+ (%)	66.7	*	44.4	16.7
Benchmark quartile	1	*	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	*	9	12
Achieving outcome 5+ (%)	100.0	*	100.0	100.0
Benchmark quartile	1	*	1	1
Achieving outcome 6+ (%)	75.0	*	100.0	41.7
Benchmark quartile	1	*	1	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.

6622131 - Ysgol Llanefydd

Number of pupils on roll	58
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	14	13	10	9
Achieving the core subject indicator (CSI) (%)	92.9	92.3	100.0	100.0
Benchmark quartile	2	3	1	1
English				
Number of pupils in cohort	14	13	10	9
Achieving level 4+ (%)	85.7	92.3	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	*	46.2	*	*
Benchmark quartile	*	2	*	*
Welsh first language				
Number of pupils in cohort	14	13	10	9
Achieving level 4+ (%)	92.9	92.3	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	*	46.2	*	*
Benchmark quartile	*	2	*	*
Mathematics				
Number of pupils in cohort	14	13	10	9
Achieving level 4+ (%)	92.9	92.3	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	50.0	46.2	60.0	66.7
Benchmark quartile	1	2	1	1
Science				
Number of pupils in cohort	14	13	10	9
Achieving level 4+ (%)	92.9	92.3	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	*	46.2	*	*
Benchmark quartile	*	3	*	*

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	40		40 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	40		40 100%	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.	40		40 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	40		40 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	40		39 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	40		36 90%	4 10%	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.	39		39 100%	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.	40		40 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	40		36 90%	4 10%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	40		40 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	40		38 95%	2 5%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	40		32 80%	8 20%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is 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	14 88%	2 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	16	15 94%	1 6%	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.	16	15 94%	1 6%	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.	16	12 75%	4 25%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	16	9 56%	7 44%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	16	11 69%	5 31%	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.	16	13 81%	3 19%	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.	16	5 31%	11 69%	0 0%	0 0%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	16	11 69%	5 31%	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.	16	12 75%	4 25%	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.	16	15 94%	1 6%	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'.	14	7 50%	7 50%	0 0%	0 0%	2	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.	16	8 50%	8 50%	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.	16	13 81%	3 19%	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.	15	11 73%	4 27%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	16	13 81%	3 19%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	13	10 77%	3 23%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	16	6 38%	10 62%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	16	8 50%	8 50%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Glyn Griffiths	Team Inspector
David Jenkins	Lay Inspector
Bethan Jones	Peer Inspector
Gari Evans	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.