



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

A report on

**Ysgol Gynradd Nefyn
Ffordd Dewi Sant
Nefyn
Pwllheli
Gwynedd
LL53 6EA**

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.

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

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Context

Ysgol Gynradd Nefyn is situated in the town of Nefyn, on the northern coast of the Llŷn Peninsula in Gwynedd. It serves the village and nearby rural areas. It provides education for pupils aged between 3 and 11 years. Pupils from Ysgol Morfa Nefyn join the school in Year 4. There are 138 pupils on roll, which includes 17 nursery-age pupils. There are six classes at the school, which includes two mixed-age classes.

The school admits pupils part-time in the September following their third birthday and full-time in the September following their fourth birthday. About 75% of pupils come from Welsh-speaking homes. A very few pupils are from ethnic minority or mixed backgrounds.

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

Twenty per cent of pupils are eligible for free school meals. Thirty-two per cent of pupils are on the additional learning needs register and a very few pupils have a statement of special educational needs. A very few pupils are looked after by another authority.

The school was last inspected in March 2009. Since the inspection, the staff has changed considerably. The headteacher has been in post since September 2013 and the deputy headteacher since April 2014.

The individual school budget per pupil for Ysgol Gynradd Nefyn in 2015-2016 is £3,789. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Gynradd Nefyn is in 63rd 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 current performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Pupils apply their literacy skills in Welsh and English effectively across the curriculum and change easily from one language to the other when discussing their work
- Nearly all pupils behave well, are enthusiastic and keen to learn, and work diligently for extended periods
- The pupil's voice is strong in the life of the school
- Pupils across the school take advantage of regular opportunities to contribute to what they are learning
- The school provides a rich range of interesting learning experiences
- Assessment for learning strategies have been embedded in pupils' work
- The school has an inclusive and caring ethos and pupils are happy and safe

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides robust leadership and co-operates effectively with pupils, staff, governors and the community to create a successful school
- He has a clear vision, based on ensuring high standards and good wellbeing for pupils
- Staff understand their roles and responsibilities well and co-operate effectively as a team to fulfil the school's strategic plans
- The school has an accurate understanding of its strengths and areas that need to be developed
- There are detailed strategies for addressing that which needs to be achieved in relation to raising standards
- The governing body is well-informed and supportive, and it holds the school to account effectively
- There is a good range of beneficial partnerships with parents, the local community and other organisations, which extend pupils' learning experiences successfully

Recommendations

- R1 Ensure that the outcomes of higher ability pupils in the Foundation Phase compare better with those of other schools
- R2 Improve pupils' handwriting and presentation of work in key stage 2
- R3 Provide more opportunities for pupils to apply their numeracy skills across the curriculum
- R4 Provide a consistent challenge for pupils of higher ability

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

On entry to the school, the majority of pupils have basic skills that are appropriate to their age, except in Welsh, which is new to a minority of pupils. Most pupils are keen and enthusiastic learners who make sound progress and achieve well.

Most pupils' oral skills in the Foundation Phase are developing well. The oral skills of pupils from non-Welsh speaking homes develop very quickly. By the end of the Foundation Phase, most communicate clearly and confidently in Welsh, and use a variety of vocabulary that is appropriate to their age. In key stage 2, most pupils respond eagerly to teachers' questions and are keen to contribute to discussions. Most express an opinion maturely about a range of subjects, listen attentively to other contributions and consider their views. By the end of the key stage, most pupils' oral skills in English develop well. They communicate clearly and effectively and use a wide vocabulary when expressing an opinion and talking about their work. Most attain a high standard of bilingualism and change easily from one language to the other when discussing their work.

Most pupils' reading skills are developing well. Most pupils' standards of reading in the Foundation Phase are appropriate to their age and ability. The majority read fluently and correctly. Many of them use various, appropriate strategies to help them to read unfamiliar words. Most understand the context and sequence of stories and discuss the content intelligently. In key stage 2, most pupils read correctly in line with their ability in Welsh and English. Many display good knowledge of the content of their books and understand what they are reading. By the end of the key stage, most read fluently with good expression and understanding. Many of them use a range of appropriate strategies such as skim reading effectively to find information in both languages to support their work in a range of subjects, for example when gleaning information about space.

Most pupils' writing skills are developing effectively. Many pupils in the Foundation Phase make sound progress in their Welsh writing skills. By the end of the phase, many use their literacy skills successfully, and vary sentences and punctuate their work correctly. Many write appropriately for their age across the areas of learning. However, only a few write at length independently. In key stage 2, many pupils use their writing skills in Welsh and English for various purposes effectively. They write in a well-organised way and present ideas and information logically. They include relevant vocabulary and phrases, for example when describing the first landing on the moon or when writing a formal letter to a member of parliament about the dangers of smoking in cars. However, pupils' handwriting and presentation of work are not consistently good.

Most pupils in the Foundation Phase have appropriate mathematical skills for their age. By the end of the phase, many show a firm grasp of number facts and use this knowledge to solve problems in their activities. Many apply their understanding of

standard units of measurement effectively when estimating, measuring and comparing the weights of fruit and vegetables. Most are able to collect simple information to create a table and produce a simple bar graph, for example of their favourite books. In key stage 2, most pupils have a sound understanding of number strategies. At the top end of the school, many are confident in using a wide range of methods to calculate in their heads, on paper and on a calculator to solve problems about the key characteristics of the planets. They handle and analyse data confidently to create graphs when investigating how the size of a shadow changes over time. Although most pupils' mathematical skills are robust, they do not apply them regularly enough in other areas across the curriculum.

Nearly all pupils who have additional learning needs make good progress in relation to their personal targets. Pupils who are eligible for free school meals make sound progress in line with their ability. At times, pupils of higher ability, especially in the Foundation Phase, do not achieve as well as they could.

Over recent years, there has been 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 and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy and mathematical development at the expected outcome has mostly placed the school in the lower 50% or the bottom 25% in comparison with similar schools. At the higher outcome, pupils' performance in literacy and mathematical development has fallen, moving the school from the top 25% to the bottom 25% over the same period.

At the end of key stage 2, over a period of four years, pupils' performance at the expected level in English, Welsh and mathematics has mainly placed the school in the lower 50% of similar schools. Pupils' performance in science varies greatly and there is no overall pattern. At the higher level, the school's performance has varied considerably and there is no obvious pattern.

There is no obvious pattern of difference over time between the achievements of pupils who are eligible for free school meals and those of their peers.

Wellbeing: Good

Nearly all pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve well in their personal and social development. The behaviour of nearly all pupils is good and they are courteous and welcoming towards visitors. Pupils are very careful of each other and show respect for others in lessons and during play times. Nearly all are enthusiastic and work diligently for extended periods. They support each other's learning well in lessons. Across the school, most pupils have a suitable understanding of what they need to do in order to improve their work.

The pupil's voice is important in school life and pupils of all ages take advantage of regular opportunities to contribute to what they learn. Pupils enjoy the opportunity to

shoulder responsibilities, for example as break time prefects and sports ambassadors. The school council is an enthusiastic group and members' ideas are a prominent feature in the school development plan. They are active in the school, for example, when arranging a series of after-school clubs. The council organises activities to raise money for a number of charities and this has a positive effect on pupils' awareness of the needs of others. Many pupils contribute extensively in the community and take a prominent part in social events locally.

Pupils' attendance rates at the school over a period of four years mostly place the school in the upper 50% in comparison with similar schools. Nearly all pupils arrive at school punctually.

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

The school provides a rich range of interesting learning experiences that meet the needs of nearly all pupils successfully. Teachers plan purposefully to meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. The outdoor provision ensures beneficial opportunities in all areas of learning for pupils in the Foundation Phase. A good variety of extra-curricular activities, in addition to contributions by members of the community, enrich pupils' experiences effectively.

The school responds appropriately to the requirements of the Literacy and Numeracy Framework. Teachers plan a beneficial range of activities carefully, which develop literacy and information technology skills well. However, plans do not always ensure enough opportunities for pupils to apply their numeracy skills across the curriculum.

The school's curriculum promotes pupils' understanding of the language and culture of Wales very robustly. There is a rich range of valuable experiences to promote pupils' awareness of the culture and traditions of Wales. Good use is made of visits in the local area, such as Nant Gwrtheyrn and Porth Dinllaen Lifeboat, along with visitors such as the Welsh Children's Laureate, to enrich experiences.

The school provides valuable experiences in order to promote pupils' awareness of sustainability issues, for example when redeveloping the school garden to grow vegetables. There are interesting opportunities that foster pupils' understanding of global citizenship by studying the lives of people in other countries. The strong link with a school in Africa contributes successfully towards pupils' understanding of the way of life there.

Teaching: Good

Teachers have good subject knowledge and lead effective and interesting learning sessions, which motivate pupils to learn. All staff take advantage of every opportunity to enrich pupils' language, contributing successfully to their oral skills. In most classes, where teaching is at its best, teachers link their lessons clearly to previous learning and use a range of methods skilfully. They explain new concepts clearly, ensure a good pace to the sessions and question pupils effectively in order to

encourage extended answers. In the very 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.

Teachers have adopted assessment for learning strategies that are embedded in pupils' work. They set objectives and success criteria with pupils effectively and provide them with valuable oral feedback in a timely fashion. They ensure regular opportunities for pupils to take an active part in assessing their own work and each other's work. Teachers mark pupils' work regularly and provide constructive comments, to help pupils to know how to improve their work.

The school has thorough procedures for assessing and tracking pupils' progress. Teachers use the information to plan beneficial activities that contribute effectively to raising standards, for example to improve the quality of pupils' extended writing in key stage 2.

Parents receive good information about their children's progress and annual reports meet requirements.

Care, support and guidance: Good

The school is a happy and safe community, in which a high priority is given to pupils' wellbeing. The school's activities within the school and collective worship sessions contribute successfully to pupils' spiritual, social, moral and cultural development. The school has appropriate arrangements for promoting eating and drinking healthily. All staff promote healthy living effectively, including the importance of eating carefully and regular physical exercise. Robust procedures have been adopted to improve attendance, which has already improved as a result.

The school provides good individual support to pupils on educational, social and personal issues. Effective use is made of the support of specialist external services, including a hearing impairment specialist teacher, an occupational therapist and welfare agencies. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

There is effective provision for pupils who have additional learning needs. The school identifies individuals' additional learning needs quickly and ensures beneficial provision 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 in the process of producing and reviewing them.

Learning environment: Good

The school has a homely, caring and inclusive ethos that encourages respect towards children and adults. It is a lively community with a familial and warm atmosphere, which encourages all pupils to take responsibility and to treat other people fairly. There are effective arrangements to support health and wellbeing, in addition to encouraging all pupils to take part in the activities of the school and the wider community. The school's policies and procedures promote equality and equal access to the provision.

The buildings provide plenty of space for the pupils. The site is safe and robust. Staff make good use of the school building and grounds and they are maintained to a good standard. Purposeful use is made of the outdoor area to meet the needs of the Foundation Phase and to encourage pupils of all ages to keep healthy, learn to be sustainable and appreciate the natural environment around them. There is a variety of attractive displays of pupils' work on classroom walls, which gives prominence to pupils' work and adds to the school's homely and welcoming ethos. There is an extensive supply of resources in order to deliver lessons and activities across the curriculum.

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

The headteacher has a clear vision, which is based on ensuring high standards and pupils' good wellbeing. He provides robust leadership and co-operates successfully with pupils, staff, governors and parents to create a successful school. He ensures the commitment of members of the community by including them in the process of establishing a new motto for the school. As a result, all stakeholders co-operate effectively to create a happy school community.

Staff support the headteacher well and co-operate as a team in order to fulfil the school's objectives. Staff meetings are held regularly and focus clearly on the school's priorities for improvement. As a result, all members of staff understand their roles and responsibilities well in relation to the school's strategic plans. The effect of this is seen clearly in the way that pupils' extended writing skills have improved. Performance management arrangements are effective and linked to the school's priorities and pupils' performance.

The school responds well to local and national priorities, for example in implementing the Gwynedd Language Charter successfully. As a result, most pupils show pride in the Welsh language and use the language to socialise at play time in addition to in their lessons.

The governing body is well informed and supports the school well. By receiving the headteacher's reports and visiting regularly to observe lessons and scrutinise books, governors develop a sound understanding of the school's performance. They use this information to hold the school to account effectively.

Improving quality: Good

The school has robust procedures for self-evaluation, which are based on a wide range of direct evidence. They include analysing performance data, observing lessons, scrutinising books and collecting the views of pupils, parents and governors and advisers' reports. All members of staff and governors understand their roles and responsibilities in the self-evaluation process and provide valuable input to discussions. The method by which teachers co-operate in groups of three to plan and observe lessons has strengthened their role in the quality assurance process. It has led to sharing good practice on how to improve pupils' standards of literacy. As a result, the school has an accurate understanding of its strengths and the areas that it needs to improve.

Leaders use the information that arises from the self-evaluation effectively to set clear priorities to be included in the school development plan. The headteacher ensures that staff, pupils and governors play a key part in the process. The plan includes detailed strategies for addressing what needs to be achieved in relation to raising standards. It is a detailed plan and includes success criteria that focus well on pupils' outcomes. The headteacher, staff and governors monitor the main priorities of the development plan continuously. The actions are already having a positive effect, for example in improving pupils' standards of reading in English.

Partnership working: Good

The school works effectively with a good range of beneficial partnerships that extend pupils' learning experiences successfully.

There is a valuable partnership between the school and parents. Parents appreciate the regular communication, which is a means for them to understand better how to support their children, for example with their homework. The active Parents Association has funded a reading corner and contributed to establishing the outdoor area. In addition, sessions are held in partnership with a local charity to support the parents of pupils aged between three and six years.

There is a successful partnership with the nursery school, which is situated in the school grounds. This ensures that pupils settle well in the nursery class. There are effective links and transfer arrangements with the local infants' school for the pupils who transfer to the school. There are beneficial links with the nearby language unit to ensure that pupils who are new to the area are able to learn Welsh and use it actively with confidence. There are beneficial transfer arrangements with the secondary school and there is a variety of successful transition activities for pupils.

Teachers co-operate closely 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 key stage 2.

There is a valuable partnership with the local community, which enriches learning experiences effectively. An example of this is the way in which various businesses in the community have a good effect on pupils' understanding of the business world.

Resource management: Good

The school is staffed appropriately to teach all aspects of the curriculum. The assistants' valuable commitment has a good influence on improving pupils' attainments, for example in ensuring careful support for pupils who have additional learning needs.

The school has a good range of resources that are used and managed effectively to ensure full access for pupils to all aspects of the curriculum.

Teachers make effective use of the planning, preparation and assessment time by working effectively in groups of three. Performance management processes lead effectively to staff's further development by sharing good practice, for example on how to develop pupils' extended writing.

The school is developing as an effective learning community. A number of learning networks with other schools provide beneficial opportunities for teachers to share good practice, for example when using appropriate resources to strengthen pupils' grasp of number facts. The learning trios that have been established within the school have a positive effect on the quality of teaching, which has led to improving the quality of pupils' writing skills.

Leaders manage expenditure carefully. They make good use of the Pupil Deprivation Grant to raise standards of literacy and numeracy, and this has had a positive effect on the standards of specific groups of pupils.

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

Appendix 1: Commentary on performance data

6612004 - YSGOL GYNRADD NEFYN

Number of pupils on roll	128
Pupils eligible for free school meals (FSM) - 3 year average	18.1
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	12	16	13	18
Achieving the Foundation Phase indicator (FPI) (%)	83.3	81.3	76.9	83.3
Benchmark quartile	3	3	4	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	16	13	18
Achieving outcome 5+ (%)	83.3	81.3	76.9	88.9
Benchmark quartile	3	3	4	3
Achieving outcome 6+ (%)	33.3	25.0	15.4	16.7
Benchmark quartile	1	3	4	4
Mathematical development (MDT)				
Number of pupils in cohort	12	16	13	18
Achieving outcome 5+ (%)	100.0	81.3	76.9	83.3
Benchmark quartile	1	3	4	4
Achieving outcome 6+ (%)	33.3	31.3	23.1	16.7
Benchmark quartile	1	2	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	16	13	18
Achieving outcome 5+ (%)	100.0	100.0	84.6	94.4
Benchmark quartile	1	1	4	3
Achieving outcome 6+ (%)	16.7	62.5	53.8	66.7
Benchmark quartile	4	1	2	2

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.

6612004 - YSGOL GYNRADD NEFYN

Number of pupils on roll	128
Pupils eligible for free school meals (FSM) - 3 year average	18.1
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	21	15	22	13
Achieving the core subject indicator (CSI) (%)	90.5	93.3	77.3	84.6
Benchmark quartile	2	1	4	4
English				
Number of pupils in cohort	21	15	22	13
Achieving level 4+ (%)	85.7	93.3	77.3	84.6
Benchmark quartile	3	2	4	4
Achieving level 5+ (%)	28.6	*	22.7	38.5
Benchmark quartile	3	*	4	3
Welsh first language				
Number of pupils in cohort	21	14	22	13
Achieving level 4+ (%)	81.0	92.9	77.3	84.6
Benchmark quartile	3	2	4	4
Achieving level 5+ (%)	33.3	*	22.7	46.2
Benchmark quartile	1	*	3	1
Mathematics				
Number of pupils in cohort	21	15	22	13
Achieving level 4+ (%)	90.5	100.0	86.4	92.3
Benchmark quartile	3	1	3	3
Achieving level 5+ (%)	28.6	40.0	31.8	46.2
Benchmark quartile	3	2	3	2
Science				
Number of pupils in cohort	21	15	22	13
Achieving level 4+ (%)	90.5	100.0	86.4	100.0
Benchmark quartile	3	1	4	1
Achieving level 5+ (%)	38.1	40.0	31.8	53.8
Benchmark quartile	2	2	3	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.	69	68 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	69	62 90%	7 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	67	64 96%	3 4%	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	69	69 100%	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.	68	64 94%	4 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	69	66 96%	3 4%	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.	68	66 97%	2 3%	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.	69	67 97%	2 3%	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.	69	59 86%	10 14%	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.	69	66 96%	3 4%	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.	68	56 82%	12 18%	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	69	57 83%	12 17%	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.	24	18 75%	6 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	24	19 79%	5 21%	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.	24	20 83%	4 17%	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.	24	18 75%	6 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.	24	11 46%	13 54%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	23	15 65%	8 35%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	23	18 78%	5 22%	0 0%	0 0%	1	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.	23	14 61%	9 39%	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.	24	15 62%	7 29%	2 8%	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.	24	17 71%	7 29%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	22	15 68%	7 32%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	17	11 65%	6 35%	0 0%	0 0%	5	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.	24	10 42%	13 54%	1 4%	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.	24	16 67%	8 33%	0 0%	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.	24	13 54%	8 33%	3 12%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	24	14 58%	10 42%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	19	8 42%	11 58%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	23	10 43%	11 48%	2 9%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	24	15 62%	9 38%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
William Glyn Griffiths	Team Inspector
David Owen Jenkins	Lay Inspector
R Richard Thomas	Peer Inspector
Alan 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.