



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

A report on

**Ysgol Llanllyfni
Llanllyfni
Caernarfon
Gwynedd
LL54 6SH**

Date of inspection: March 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Llanllyfni is situated in a small village on the outskirts of Caernarfon. It is maintained by Gwynedd local authority. There are 90 pupils between 3 and 11 years old on roll, including 10 nursery-age children, and they are taught in three mixed-age classes.

Approximately 26% of pupils are eligible for free school meals. About 27% are on the additional learning needs register and very few have a statement of special educational needs. Approximately 76% of pupils come from Welsh-speaking homes. This has declined since the last inspection, when 95% of pupils spoke Welsh at home.

The current headteacher took up his post in June 2000. The school was last inspected in February 2011 and over half of the teachers are new since that time.

The individual school budget per pupil for Ysgol Gynradd Llanllyfni in 2016-2017 is £3,869. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Llanllyfni is in 47th place of the 93 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 beneficial progress during their time there
- Most pupils' speaking and listening skills are good
- Most pupils' reading and writing skills are good in both languages
- Pupils' understanding of the importance of eating and drinking healthily is good
- Members of the school council are very active and their decisions have a positive effect on pupils' wellbeing
- Pupils across the school are polite and caring
- There is very effective co-operation between teachers and the learning support staff, which succeeds in providing very rich support to pupils
- Pupils with additional learning needs make good progress against their targets

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a robust vision to promote pupils' wellbeing
- There is a supportive environment in which pupils feel that they are valued
- The headteacher promotes teamwork among the staff, which has enabled new teachers to forge a good working relationship with each other and others
- Performance management arrangements set relevant targets that respond positively to the school's priorities for improvement and the staff's personal development needs
- Leaders make good use of the expertise of different members of staff
- It has a wide range of effective partnerships that contribute purposefully to improving the quality of provision for pupils and raising standards
- The school's self-evaluation arrangements identify its strengths well and most of what needs to be improved

Recommendations

- R1 Ensure that more able pupils make progress that corresponds with their ability
- R2 Plan regular opportunities for pupils to develop the full range of numeracy and information and communication technology (ICT) skills across the curriculum
- R3 Ensure that the school meets the requirements of the agreed syllabus for religious education in full
- R4 Develop the strategic role of co-ordinators in leading and monitoring their areas of responsibility
- R5 Develop the role of governors in holding the school to account

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

Approximately half of pupils begin at school with skills, knowledge and understanding that are below the expected level for their age. By the end of their time at the school, most pupils make valuable progress and achieve well, including pupils with additional learning needs. Pupils across the school work purposefully in the classes and make strong progress against lesson aims. However, more able pupils in key stage 2 do not always achieve as well as they could.

In the Foundation Phase, most pupils listen attentively and make good progress in their oral Welsh skills. By the end of the phase, many discuss their ideas clearly and enthusiastically, and use a range of varied vocabulary, for example when discussing jungle animals. In key stage 2, most communicate effectively in both languages and express a sensible and intelligent opinion by using rich language in a local dialect when discussing issues such as the environment.

Most pupils in the Foundation Phase make good progress in their reading skills. Many read fluently in Welsh, with expression and meaning. They enjoy discussing their favourite books and show a sound knowledge of different authors. In key stage 2, most pupils' reading skills are of a high standard in both languages, and many express a mature opinion about their favourite books and various authors. When researching a particular topic, many gather information from different texts on the internet confidently.

Many pupils in the Foundation Phase make good progress in their writing skills in Welsh. By the end of the phase, many write independently successfully. They use literacy skills effectively across the curriculum to write about various animals, such as Eli the Elephant, and punctuate their work fairly correctly. They use adjectives, idioms and similes effectively to enrich their work. In key stage 2, many pupils develop their writing skills successfully in Welsh. Many write interesting extended pieces, such as the history of a boy coming to live in Wales as an evacuee. Most use relevant similes and idioms in their work. There are very effective examples of literacy across the areas, such as writing a very sensitive and sensible article about a girl's role during the war. However, at the end of key stage 2, more able pupils do not write extended or challenging enough pieces consistently.

Many of the school's older pupils develop their written work well in English by using a varied range of sentence patterns correctly and showing an increasing grasp of vocabulary and terminology. However, they do not write at length for different purposes frequently enough.

In the Foundation Phase, most pupils' mathematical development is developing very robustly. From a very young age, nearly all pupils foster a very positive attitude towards mathematics. By the end of the Foundation Phase, most read, understand and write numbers up to 100 and more correctly. Most are able to gather information

about the favourite fruit of pupils in the class successfully and transfer that information effectively into the form of a graph. They read the graph meaningfully and recognise key vocabulary such as vertical axis, horizontal axis, title and number correctly. However, pupils do not use and apply their numeracy skills frequently enough across all areas of learning.

In key stage 2, most pupils use a range of number strategies confidently to solve mathematical problems. They are able to estimate meaningfully and reason their answers maturely. Many are able to explain results and procedures clearly by using correct mathematical phraseology to explain how to convert units of one metric length to smaller metric units. Most are able to analyse data, solve fraction and percentage problems, in addition to measuring volume and area appropriately for their age and ability. However, most do not apply their numeracy skills frequently nor effectively enough across the range of subjects nor to an appropriate level.

In general, pupils across the school do not use or develop the full range of information and communication technology (ICT) skills in areas of learning or across the curriculum. Their communication skills increase consistently from the Foundation Phase to the end of key stage 2. In doing so, pupils are able to use a tablet computer, write a letter to Ysgol yr Hendre in Patagonia and create a suitable presentation on the weather in the Foundation Phase. By the end of key stage 2, they use their thinking skills and creative skills successfully when creating an interesting video on ravens in the form of a documentary. However, pupils in the Foundation Phase do not create pictures or images, create graphs or control a programmable toy. In general, pupils in key stage 2 do not produce or use databases to analyse data or follow specific lines of enquiry. Most do not have a competent understanding of how to use spreadsheets when modelling.

Over the last four years, there has been a general upward trend between the bottom 25% and the upper 50% in the school's performance at the end of the Foundation Phase in literacy and mathematical development at the expected outcomes. Over the same period, the school's performance at the higher than expected outcomes has placed the school in either the upper 50% or the top 25% in comparison with similar schools in both areas of learning.

At the end of key stage 2 over the same period, the school's performance at the expected and higher levels has varied greatly and, in general, has placed the school between the top 25% and bottom 25% in Welsh, English, mathematics and science.

In general, the performance of pupils who are eligible for free school meals at the expected and higher outcomes in the Foundation Phase has been lower than that of their peers over the last four years. In terms of the number who achieve the expected level in key stage 2, there is no clear pattern of notable difference in the performance of these groups in comparison with their peers, although there is a more notable gap at the higher levels.

Wellbeing: Good

Nearly all pupils are very aware of the importance of staying healthy by eating fruit and vegetables regularly and undertaking frequent exercise. They are given regular

opportunities to do so through lessons and various sports and dance clubs, and this promotes their physical health effectively. Nearly all pupils feel safe at school and are able to turn to staff and friends for help when needed. All take pride in their caring role and Playground Buddies and ensures that their fellow pupils feel happy and safe at school.

Pupils behave consistently well towards each other, staff and visitors. They treat everyone around them with respect and are polite, courteous and punctual. The school's attendance percentage shows an increase and has placed the school in the upper 50% or top 25% of similar schools for three of the last four years.

Pupils are given regular opportunities to take responsibility and express their opinion about issues relating to the school through the activity of the school council, the eco council and the potato growing team. A notable example of pupils' contribution are the procedures to save energy and money through projects such as installing light sensors.

Many pupils recall their previous learning and build on it effectively. In the Foundation Phase, they do so when remembering how to measure rainfall and temperature. Many pupils use their thinking skills effectively in scientific investigations or when solving mathematical problems. A good example of this is their ability to read a local bus timetable correctly by finding the bus number, departure time, arrival time and the length of the journey from different starting points.

Pupils' spiritual, moral, social and cultural skills and their ability to work independently are developing well. Most pupils across the school show interest, enthusiasm and very good commitment to their learning. Children take part in the community regularly by competing in the local Eisteddfod, and take pride in their community by acting on projects to keep the village tidy.

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

On the whole, the school provides fairly valuable experiences for pupils, which meet a majority of curricular requirements appropriately. Teachers work well together and adapt their schemes of work in order to take advantage of opportunities to study the local area, which includes a residential visit to the Rhyd-ddu Centre, for example. Plans include appropriate activities for pupils in the Foundation Phase to study the agreed syllabus for religious education. However, provision in key stage 2 does not meet the requirements in this area in full.

Teachers have woven the requirements of the literacy framework appropriately into their long-term plans. However, they have not planned the requirements of the numeracy framework in enough detail. As a result, there is no purposeful provision to develop pupils' numeracy skills methodically across the areas of learning or subjects. They have not planned specifically enough to develop pupils' ICT skills across other subjects either.

Provision to develop the Welsh element is very successful. The school promotes Welsh culture and history effectively by ensuring that pupils experience a variety of relevant activities and learn about the areas legends, such as Blodeuwedd, and the work of famous Welsh artists. They are encouraged to take part in the Urdd's activities and compete in the local Eisteddfod.

The school's activities to develop pupils' knowledge, understanding, skills and values in areas relating to sustainable development and global citizenship are very sound. The eco committee's contribution is exceptionally lively and pupils are given opportunities to ensure that the school operates sustainably. This is done by measuring and interpreting the school's use of energy, how much is recycled and ensuring a reduction in waste, and keeping detailed records of the savings. The school develops pupils' awareness of global citizenship regularly through charitable activities that enable them to appreciate the importance of supporting others who are less fortunate than themselves.

Teaching: Good

Teaching is good across the school and teachers create a pleasant learning environment, which enables pupils across the school to work enthusiastically on their activities. There is an effective working relationship between staff and pupils. This ensures that they feel safe and ready to learn. As a result, pupils are willing to voice their opinion, offer ideas and find solutions without the fear of making mistakes. Staff manage pupils' behaviour effectively. They are good language models and this has a very positive effect on pupils' oral standards.

In most lessons, teachers' presentations are lively and enthusiastic. They offer a wide variety of activities that engage pupils' interest well. They explain tasks clearly and question purposefully in order to ensure that pupils have a sound understanding. Foundation Phase staff provide practical and effective activities for pupils, both inside and outside the classroom, which spark their curiosity as they enjoy learning through play; for example, role-play activities in the igloo.

Teachers and learning support staff work in partnership very effectively. This co-operation is one of the school's strengths and ensures that pupils who need additional support make good progress. During a period of considerable change among the teachers, assistants have provided them with a suitable level of continuity and consistency.

Teachers provide pupils with useful oral feedback during lessons. They mark their work regularly and offer constructive comments on how they can improve their work. However, pupils do not always respond to these comments.

Many assessment for learning strategies have been embedded effectively across the school, and many pupils use self-assessment activities successfully to improve their work. Teachers identify and understand the needs of a majority of pupils well. Staff track their progress fairly regularly and, on the whole, use this information appropriately to target those who need additional support. However, they do not always use this information specifically enough to set challenging targets for more able pupils.

Annual reports for parents report purposefully on subjects and areas of learning.

Care, support and guidance: Good

The school is a caring community that promotes pupils' spiritual, moral, social and cultural development successfully. Good examples include an appropriate opportunity for pupils to reflect and deliver their own simple prayers in the morning assemblies when remembering children who are less fortunate than themselves. Pupils are given valuable opportunities to play a prominent part in society when working with residents to keep the village tidy.

The school has appropriate arrangements to promote eating and drinking healthily. This has a positive effect on pupils' understanding of the importance of a healthy lifestyle. There are numerous and varied opportunities for pupils to contribute to a number of aspects of school life, for example taking part in the potato growing team. Through this activity, they are given a purposeful opportunity to work in the garden and plant fruit and vegetables. This prepares them well for the future and develops their enterprise skills practically.

Good use is made of specialist services, such as the educational psychologist and the speech and language service, to support individual pupils. These various provisions have a positive effect on pupils' confidence and achievements.

Provision to support pupils with additional learning needs is effective. Staff identify pupils' needs at an early stage and provide them with good support by placing them in intervention groups and giving them specific attention to improve their literacy and numeracy skills. Clear and achievable targets that are identified in individual education plans link purposefully with those pupils' targets in the classroom.

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

Learning environment: Good

There is a homely and inclusive ethos and atmosphere within the school, and pupils are given equal opportunities in all activities. The school's policies, plans and procedures promote equality and social diversity effectively. Emphasis is placed on the importance of treating everyone with respect and courtesy, and this leads to a safe environment that fosters care and tolerance towards others.

The school makes purposeful use of the physical environment. It has a comprehensive and varied supply of resources for lessons and general activities. The outdoor area has been developed successfully to meet the needs of the Foundation Phase and, following the recommendations of the school council, additions have been made to the playground resources. There are attractive and colourful displays along the school's corridors and classes, and these identify pupils' responsibilities and experiences. The buildings are in good condition, are safe and well-maintained, and the site is accessible to all.

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

Leadership: Adequate

The headteacher has a robust vision to promote pupils' wellbeing and create a supportive ethos for them. He has succeeded in sharing this vision successfully among the staff, governors and parents. He succeeds in promoting teamwork among the staff and, in a short period of time, has succeeded in encouraging the new teachers to forge a successful working relationship with each other. As a result, all staff have a strong commitment to developing and promoting continuous and sustainable improvements. Teachers have appropriate job descriptions, which identify their responsibilities clearly. The headteacher conducts teachers' meetings fairly regularly. However, co-ordinators' strategic roles have not been developed successfully to date.

Performance management arrangements are appropriate, contribute to improvements in aspects of teaching and learning and provide suitable opportunities to promote staff's professional development. The school makes appropriate progress in delivering initiatives that meet some local and national priorities, such as gaining the gold Welsh Language Charter award. However, it has not been as successful in delivering the numeracy framework, or providing enough of a challenge for more able pupils.

Members of the governing body are conscientious and dedicated. Activities such as lesson observations provide useful opportunities to raise their awareness of standards and the quality of provision. A very few have recently received training on interpreting performance data and have given a useful presentation to the full governing body following that training. This assists them in beginning to hold the school to account in relation to its outcomes and to address any underperformance; however, this has not yet been embedded.

Improving quality: Good

The school has a useful programme for monitoring and evaluating a range of aspects of its work. Self-evaluation procedures make purposeful use of first-hand evidence, such as lesson observations, scrutinising books, discussing work with pupils and asking for their views, as well as those of their parents, on school life. Leaders analyse and use data from teachers' assessments appropriately. This promotes staff's understanding of levelling pupils' work and of the school's overall performance. Monitoring reports focus appropriately on the standard of provision and pupils' standards. On the whole, these reports are evaluative but they are not always incisive enough to identify a number of areas for improvement in provision.

Self-evaluation reports, although a little descriptive, identify the school's strengths well, in addition to most aspects for improvement.

There is an appropriate link between the outcomes of the self-evaluation report and the priorities in the school improvement plan. The current improvement plan identifies clearly the reasons for including activities and gives due attention to funding and staff responsibilities, in addition to appropriate timescales. The document

includes quantitative targets that are useful to measure their success. Leaders review the previous development plan purposefully and identify the progress made in relation to targets.

Partnership working: Good

The school has a good range of partnerships that enrich pupils' learning experiences successfully and have a significant effect on outcomes and standards.

There is a good relationship between the school and parents. They are very supportive of the school and raise significant amounts of money each year to buy equipment and resources. The headteacher's focus on promoting an open and co-operative culture succeeds in ensuring consistent commitment and support from parents.

The school has a robust partnership with the local community. Visits to the community and use of local individuals in the school's life and work make an important contribution to pupils' experiences. This promotes pupils' sense of the importance of community and pride in their local area. For example, a local farmer supports the school by allowing pupils to visit his farm regularly. Staff and pupils support the local Eisteddfod each year and strive to keep the village tidy.

There is a successful partnership between the school and the pre-school group. This ensures that pupils settle well in the nursery class on entry to the school, and that parents are aware of the school's procedures. There are robust links and effective transition arrangements with the secondary school, in addition to a variety of successful transition activities for pupils.

The school works purposefully with nearby schools to provide valuable opportunities for pupils, such as developing science work. Teachers now work with the cluster schools and the secondary school to moderate pupils' work in the core subjects. These processes support teachers in understanding better the expected standards at the end of key stages.

Resource management: Good

The school is staffed appropriately and good use is made of individuals' expertise to enrich teaching and learning. A recent example of this is using a new teacher's expertise to offer musical instrument lessons. Classroom assistants are used effectively to provide support to individuals and groups of pupils.

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

The school has a good range of good quality resources, and they are managed purposefully to ensure that pupils have full access to all aspects of the curriculum. This is evident in the consistent use of the outdoor area in the Foundation Phase.

The school is developing as a successful learning community and has been a part of effective networks with other schools; for example, the school is currently working with another school in the catchment area to improve standards of investigative science. This has led to an improvement in the standards of pupils' work.

The headteacher and governors monitor expenditure regularly. The school currently has significant reserves, which have been earmarked for a specific purpose. The school makes appropriate use of the Pupil Deprivation Grant to target and raise the standards of literacy of a specific group of pupils.

In terms of the standards of pupils' work, the school provides good value for money.

Appendix 1: Commentary on performance data

6612070 - Ysgol Gynradd Llanllyfni

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	23.9
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	19	13	7	15
Achieving the Foundation Phase indicator (FPI) (%)	63.2	84.6	85.7	93.3
Benchmark quartile	4	3	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	19	13	7	15
Achieving outcome 5+ (%)	73.7	84.6	85.7	93.3
Benchmark quartile	4	3	3	2
Achieving outcome 6+ (%)	31.6	53.8	28.6	40.0
Benchmark quartile	2	1	2	2
Mathematical development (MDT)				
Number of pupils in cohort	19	13	7	15
Achieving outcome 5+ (%)	84.2	84.6	85.7	93.3
Benchmark quartile	3	4	3	2
Achieving outcome 6+ (%)	26.3	23.1	42.9	40.0
Benchmark quartile	2	3	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	19	13	7	15
Achieving outcome 5+ (%)	84.2	92.3	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving outcome 6+ (%)	26.3	76.9	42.9	40.0
Benchmark quartile	4	1	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.

6612070 - Ysgol Gynradd Llanllyfni

Number of pupils on roll	87
Pupils eligible for free school meals (FSM) - 3 year average	23.9
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	10	12	5	8
Achieving the core subject indicator (CSI) (%)	80.0	91.7	80.0	87.5
Benchmark quartile	3	2	4	3
English				
Number of pupils in cohort	10	12	5	8
Achieving level 4+ (%)	80.0	83.3	80.0	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	30.0	41.7	0.0	25.0
Benchmark quartile	3	2	4	4
Welsh first language				
Number of pupils in cohort	10	12	5	8
Achieving level 4+ (%)	80.0	91.7	80.0	100.0
Benchmark quartile	3	2	3	1
Achieving level 5+ (%)	30.0	50.0	0.0	12.5
Benchmark quartile	2	1	4	4
Mathematics				
Number of pupils in cohort	10	12	5	8
Achieving level 4+ (%)	80.0	91.7	100.0	87.5
Benchmark quartile	4	2	1	3
Achieving level 5+ (%)	0.0	58.3	0.0	37.5
Benchmark quartile	4	1	4	3
Science				
Number of pupils in cohort	10	12	5	8
Achieving level 4+ (%)	80.0	91.7	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	0.0	58.3	0.0	37.5
Benchmark quartile	4	1	4	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 the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	51		51 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	51		51 100%	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.	51		50 98%	1 2%	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	51		51 100%	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.	51		51 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	51		51 100%	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.	50		50 100%	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.	50		50 100%	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.	51		51 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	50		48 96%	2 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.	51		51 100%	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	51		49 96%	2 4%	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 the 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.	43	30 70%	12 28%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	43	38 88%	4 9%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	43	40 93%	2 5%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	43	35 81%	7 16%	0 0%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	43	29 67%	12 28%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	42	32 76%	9 21%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	43	34 79%	8 19%	0 0%	1 2%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	43	26 60%	12 28%	2 5%	1 2%	2	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	43	35 81%	7 16%	0 0%	1 2%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	42	27 64%	14 33%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	43	36 84%	6 14%	0 0%	1 2%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	25 58%	15 35%	0 0%	1 2%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	43	26 60%	15 35%	1 2%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	43	30 70%	11 26%	1 2%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	43	24 56%	15 35%	2 5%	1 2%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	43	35 81%	7 16%	0 0%	1 2%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	42	24 57%	12 29%	0 0%	1 2%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	43	23 53%	13 30%	5 12%	2 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	43	32 74%	10 23%	0 0%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Maldwyn Ellis Pryse	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Dr Glenda Jones	Lay Inspector
Mr Andrew Evans	Peer Inspector
Mr Geraint Jones (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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