



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Bro Lleu  
Penygroes  
Caernarfon  
Gwynedd**

**Date of inspection: January 2014**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 date: 25/03/2014**

## Context

The school is situated in the village of Penygroes, which is about eight miles from the town of Caernarfon in Gwynedd.

There are 176 pupils aged between three and 11 years on roll, including 22 part-time nursery children. They are arranged into two classes according to age and into four mixed-age classes. The school admits pupils to the school on a full-time basis in the September following their fourth birthday.

About 84% of pupils are from homes where Welsh is spoken as a first language. Very few pupils are from an ethnic minority background. Twenty-nine per cent of pupils have additional learning needs, which is much higher than the national percentage. A very few pupils have a statutory statement of special educational needs. Twenty-one per cent of pupils are entitled to free school meals, which is similar to the national figure.

The individual school budget per pupil for Ysgol Bro Lleu in 2013-2014 is £3,334. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Bro Lleu is in 98<sup>th</sup> position of the 103 primary schools in Gwynedd in terms of the school budget per pupil.

The headteacher was appointed to her post in May 2005.

The school was last inspected by Estyn in the spring term of 2008.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is good because:

- standards of literacy and numeracy are consistently good across the school;
- pupils throughout the school are making excellent progress in their learning;
- standards of behaviour in all classes are excellent;
- performance at the end of key stage 2 in 2013 places it in the top 25% of similar schools in the four subjects;
- pupils have a strong voice in all aspects of the school's life and work;
- interesting and stimulating learning experiences stimulate the imagination of almost all pupils and encourage them to make good progress;
- progressive teaching and assessment contribute strongly to the progress of all pupils; and
- there are purposeful arrangements for supporting pupils who have special educational and personal needs.

### Prospects for improvement

Prospects for improvement are excellent because:

- senior managers have a thorough knowledge of the school's needs and a clear vision about its development;
- the school has a successful history of innovating with new initiatives and different ways of working;
- the governing body has a sound understanding of pupils' achievements;
- the school development plan is an excellent document that leads to further improvements;
- the school building and grounds are in very good condition, and there is an extensive supply of resources for all areas of learning;
- a wide range of partnerships contribute strongly to the school's development; and
- the school provides good value for money.

## Recommendations

R1 Improve spelling in English in key stage 2

R2 Create more links with foreign schools

R3 Enrich further the external area as a learning resource for the Foundation Phase

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, to describe the excellent practice that was seen during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In the Foundation Phase, nearly all pupils develop their numeracy skills successfully in mathematics lessons. In Year 2, many pupils add and subtract correctly by using tens and units, double and halve numbers accurately, identify flat and solid shapes and solve simple problems by using information on a block graph. Pupils use these skills well to solve mathematical problems at an appropriate level in other learning areas.

In key stage 2, standards in mathematics lessons are good and more able pupils achieve at a high level. Most pupils use a good range of mental calculation strategies to solve increasingly difficult number and word problems. Most have a sound understanding of the relationship between fractions, decimals and percentages. The majority of pupils present their work neatly, they use a wide range of standard measurements precisely and make purposeful use of data bases to record and interpret data. Across the key stage, pupils apply the numeracy skills that they learn in mathematics lessons at the same level in other subjects, for example in investigative science.

Pupils of all ages have good literacy skills. Nearly all pupils in the Foundation Phase listen attentively during whole-group sessions and express their ideas confidently and correctly. They have an interest in books, and most of them choose books independently and use a wide range of ways to enable them to read unfamiliar words. By the end of the Phase, nearly all pupils write legibly and use words, idioms and sentences effectively to communicate their ideas.

In key stage 2, nearly all pupils listen attentively during lessons and contribute purposefully in group and class discussions. Most of them are confident readers and by the end of the key stage, they glean information in an organised way from various sources, such as books and websites. Throughout the key stage, many pupils are very skilful in using information that they collected from reference books in English in order to support their work in Welsh. By Year 5, many pupils write with an obvious purpose, showing good consideration for the reader. On the whole, they mutate correctly and use a good variety of adjectives and phrases. However, although pupils' achievement in key stage 2 in both languages is broadly similar, spelling mistakes hinder their written work in English.

The few non-Welsh speaking pupils who join the school during the year make significant progress in their ability to follow the curriculum through the medium of Welsh. Most of them use Welsh to first language standard by the end of key stage 2.

Most pupils at the school have well-developed thinking skills and this has a positive effect on their learning and the standards that they achieve.

Nearly all pupils across the school make good progress when learning and many of them make excellent progress by the start of key stage 2. Most of them work independently and plan and undertake their tasks and apply skills that they have already learnt to new situations, very well. Pupils of all ages answer questions, concentrate on their tasks, solve problems and make decisions well. Most of the oldest pupils' ability in key stage 2 to reflect on their learning and to identify the next steps in their learning is an excellent feature that enables pupils to achieve higher standards.

Many pupils with additional learning needs, latecomers to the school or pupils of higher ability make significant progress in their literacy skills during their time at the school.

Although performance in literacy in the Foundation Phase in 2012 placed the school in the higher 50% in comparison with similar schools, it has fallen to the lower 50% in 2013. Performance in mathematical development has placed the school in the lower 50% in both years.

In key stage 2, performance at the expected level 4, in comparison with that of schools with a similar percentage of pupils who are entitled to free school meals, has varied considerably over the period 2010 to 2012. Performance in Welsh, English and mathematics has varied, moving the school between the top 25% and the lower 50% of similar schools, and performance in science has placed it in the lower 50% every year. However, in 2013, performance at the expected level 4 and at level 5 for more able pupils has placed the school in the top 25% for each of the four subjects.

### **Wellbeing: Excellent**

All pupils feel safe at the school and are confident that staff would deal effectively with any threats to their health and wellbeing.

During lessons, nearly all pupils are industrious and enthusiastic, they work together harmoniously and persevere with their tasks for extended periods. Standards of behaviour are excellent, and nearly all pupils socialise and play happily together. Without exception, pupils are respectful and courteous towards staff and visitors. This contributes considerably towards creating a positive ethos that promotes effective learning.

The ability of pupils in Years 5 and 6 to discuss their learning styles and their own learning preferences in an extremely knowledgeable way is an excellent feature which leads to very effective learning.

Through groups such as the school council, the effectiveness group, the 'Gorau Glas' group and others, key stage 2 pupils have specific responsibilities and an influential voice in relation to what happens in the school community. As a result, pupils have ownership of their learning and have a strong commitment to the school. These are excellent features.

Pupils at the school play a full part in community life. For example, they take part in concerts, raise money for charities and have established a productive link with a local business. These activities strengthen their commitment to their area and contribute well towards their personal development.

Attendance is consistently good. In comparison with similar schools on the basis of levels of entitlement to free school meals, the school has been in the higher 50% for the last four years.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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**Learning experiences: Good**

Through close co-operation and clear leadership, teachers plan interesting and stimulating learning opportunities that meet pupils' personal and educational needs and enable nearly all pupils to make good progress.

Across the school, a wide range of exciting learning experiences stimulate pupils' interest and give valuable opportunities for pupils of all ages to lead their learning and develop into independent learners. Interesting and imaginative cross-curricular themes and work programmes extend pupils' knowledge and understanding and strengthen their commitment to their work. Through thoughtful joint planning, staff make sure that there are regular opportunities for pupils to make practical use of their communication, numeracy and information and communication technology (ICT) skills across a number of curricular areas.

The requirements of the National Literacy and Numeracy Framework, as well as other statutory requirements, have been integrated very skilfully into classroom schemes of work. Provision for developing learning and thinking skills also enriches pupils' experiences considerably.

The central place of the Welsh dimension, as well as the wide range of extra-curricular activities, helps pupils to develop a number of key personal and social skills very effectively.

Through the activities of three specific groups, pupils have a sound understanding of the need to save energy, recycle and reduce waste. Although there is good provision for increasing pupils' awareness of their role as global citizens, the school does not have current links with any schools abroad.

**Teaching: Excellent**

Teachers and teaching assistants are good language models for pupils and the working relationship between adults and pupils is very good. All lessons have clear learning objectives and teachers differentiate work effectively in order to meet the needs of all pupils in each class. All teachers and teaching assistants use skilful questioning to encourage pupils to think critically about texts and to form and justify their own ideas and opinions. The strong emphasis that is placed on promoting learning skills, along with the expectation for pupils to reflect and take responsibility for their learning, are excellent features that contribute strongly to the progress and achievement of each individual.

The school is sector-leading in the area of assessment for learning. All members of staff give clear and frequent feedback to pupils, which helps them to understand how to improve their work. Pupils' work is marked regularly and carefully and gives clear



guidance on what pupils need to do to improve. All teachers use the school's tracking system very effectively to identify pupils' achievements and plan for the next steps in their learning. This enables almost everyone to make good progress or better.

With the encouragement of teachers, pupils make regular and very effective use of assessment for learning strategies in order to raise standards and improve learning. The school uses very progressive and effective strategies, such as discussion partners, in order to help pupils to understand themselves as learners and to know how to learn successfully. As a result, nearly all pupils discuss their learning and their steps towards improvement knowledgeably as a natural part of their education from day to day. By key stage 2, most of them also discuss their learning styles and learning preferences very intelligently.

Reports for parents meet statutory requirements and provide clear information about the progress that pupils make.

### **Care, support and guidance: Excellent**

Staff ensure that there is a warm and welcoming environment and that the needs of all individuals are met. The school makes appropriate arrangements for promoting healthy eating and drinking. Through several physical activities, a wide variety of opportunities is provided during school hours and on an extra-curricular basis for pupils to increase their levels of fitness and health.

Pupils' personal, spiritual, moral and cultural development has been co-ordinated well and incorporated firmly into the curriculum and the school's day-to-day procedures. The whole staff's strong focus on promoting high values helps pupils to differentiate between what is right and wrong and on encouraging them to take responsibility for their actions.

There are excellent systems for promoting pupils' emotional and social wellbeing. The particular use that is made of specific strategies for promoting good behaviour has had a very positive effect on the school's ethos. The way in which training has been provided for parents and their inclusion in the process is a significant strength.

The school promotes good attendance consistently and acts effectively in specific cases in order to ensure improvement.

The school has taken considerable advantage of opportunities to co-operate with a large number of individuals and external agencies such as educational psychologists and departments in the local university. The influence of the plan to promote good behaviour that was produced through this process can be seen very strongly in the disciplined environment that is created in each classroom.

There is very effective provision for providing additional support for pupils with additional learning needs. Detailed analysis of performance data allows teachers to identify quickly which pupils need additional support and to provide specific intervention programmes for them promptly. As a result, many of these pupils make significant progress in their learning, and everyone has full access to the school curriculum.

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

**Learning environment: Good**

The school is a happy community, in which pupils enjoy their lessons and activities and are treated equally and with respect. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance. The stimulating displays throughout the building, which include very good examples of history and art work, contribute significantly towards creating a tasteful environment and are a valuable learning resource for pupils. There is an extensive supply of good quality relevant resources for all learning areas, which are used effectively by pupils and teachers.

The building is of good quality and the school uses every space effectively for pupils' wellbeing. The school takes great advantage of being able to use the secondary school's sports hall for physical education lessons. Although there are extensive grounds around the school, the enclosed outside area for the Foundation Phase has not been developed to its full potential.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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**Leadership: Excellent**

The school has a clear strategic direction and pupils' wellbeing and emotional intelligence, as well as the development of progressive learning and teaching, are a focus for its actions. The headteacher leads the school effectively and very intelligently and there are effective communication systems and a strong sense of teamwork. These features are excellent and contribute considerably to creating a school that is self-critical and developing continuously. The headteacher is supported by an active senior management team who have a strong influence on the standards and quality of teaching and learning.

The school analyses a range of data in great detail and uses the information effectively in order to identify trends on a whole-school, class and individual level. This enables teachers to identify specific groups of pupils who need differentiated provision and to strengthen aspects of teaching. As a result, many pupils such as those who have additional learning needs make significant progress in standards.

The school's readiness to undertake new initiatives and to pioneer different methods of working, such as developing pupils' learning methods, has resulted in excellent standards in learning and teaching. As a result, the school is frequently used as a model of good practice for other schools.

The governing body supports the school well and governors have a robust understanding of pupils' standards and achievements. They are also well informed about the school's strengths and priorities for further development. They ensure a clear system of verifying effectiveness when visiting the school to monitor teaching and various aspects of the development plan, such as assessment, learning and numeracy. They are prepared to challenge the school about the standards that it achieves. The governing body understands and undertakes its statutory responsibilities well.

## **Improving quality: Excellent**

Self-evaluation is a natural part of the school's daily procedures and leaders and managers have an excellent picture and understanding of the school's strengths and weaknesses.

Leaders' and managers' self-evaluation arrangements are comprehensive and detailed and are well established as a cornerstone for identifying improvement needs. This has a direct and very effective influence on pupils' standards and the quality of teaching. This is reflected in the continuous progress that is seen in standards and also in the excellent quality of teaching.

The monitoring role of the headteacher and other leaders ensures that they have a clear knowledge of pupils' strengths and areas for improvement, such as those who are more able and talented. The programme of lesson observations focuses very well on improving standards of teaching and learning.

The school makes excellent use of a wide range of information and direct evidence to identify progress and areas to be improved. These include the performance of groups of pupils and individuals, outcomes of lesson observations, scrutinising pupils' work and external reports. The self-evaluation report is detailed and comprehensive and all members of staff and the governors contribute to it. It shows a detailed and accurate knowledge of the school's strengths and areas to be developed in order to raise standards further. Leaders respond promptly to any findings by including them on staff and governors' programmes. There is a clear focus on raising standards of achievement and improving provision and this is an integral part of the school's strategic planning and actions. The school is able to show that self-evaluation has resulted in notable improvement in a number of areas, for example the quality of learning and teaching and standards of numeracy.

Pupils play an important part in self-evaluation and monitoring, for example through the medium of questionnaires. The prominent role that is given to members of the 'Gorau Glas' group, the school council, the green group and the fitness and wellbeing group, in terms of producing and monitoring the school development plan, is excellent.

The school development plan, which is based on the outcomes of self-evaluation, is a comprehensive document that leads to further improvements in standards and provision. The plan includes clear and measurable priorities and defines in detail the steps for improvement. The thoroughness of the senior management team's monitoring arrangements, along with the plan's considerable effect on developing the school, are excellent features.

## **Partnership working: Good**

The productive co-operation between the school and a wide range of partners has a positive effect on pupils' standards and the quality of provision. For example, the school has co-operated with a local university on a project to promote good behaviour and with external experts on developing assessment for learning methods.

The strong partnership with parents is typical of the school's commitment to co-operating in the pupils' best interests. For a number of years, the school has been innovative in the way in which it has provided parenting training for its parents and has led locally and nationally in this area. This aspect is one of the school's main areas of excellence and specialisms which has contributed significantly to improving the way in which parents can help their children at home.

Good community links exist with many organisations, local businesses and also with national bodies. These have a good influence on the quality of pupils' experiences.

The strong links between the school and the nursery group that shares the same site ensure that pupils transfer smoothly from one institution to the other. The effective transition arrangements with the local secondary school help pupils to transfer confidently to it and ensure that there is progression and continuity in learning and wellbeing. The school has co-operated closely with other schools in the area to create up-to-date reading materials for pupils and to standardise and moderate teachers' assessments at the end of key stage 2.

### **Resource management: Good**

The school is a strong learning community that delivers a culture of co-operation in the school and with local schools. Teachers and assistants have access to local and national continuous professional development, which enables them to develop expertise and to learn new skills. As a result, staff are very well informed about the latest developments in the field of education and lead in many areas such as assessment for learning, both locally and nationally.

The school's professional ethos is based on the principle of learning as a school community. The school's method of undertaking improvements and identifying groups to investigate, implement and review progress is well established and contributes significantly to the school's development. The school contributes to the work of a number of professional learning communities that are outside their local area. For example, the school has co-operated with other schools in the family with the intention of raising standards of reading.

The planning, preparation and assessment arrangements are suitable and staff make good use of their time. There are detailed arrangements for managing the performance of teachers and assistants.

The school ensures that funds and grants are allocated effectively in order to address the priorities in the development plan. The headteacher and the governors monitor the school's expenditure consistently and carefully and review the effect of resources on learning outcomes and provision.

The school provides good value for money, considering pupils' outcomes, the quality of provision and the use of funds.

## Appendix 1

### Commentary on performance data

The proportion of pupils who attained the expected level 5 at the end of the Foundation Phase in 2013 in literacy is similar to the average for schools in the family and national averages. Performance in mathematical development was a little lower than the average for the schools in the family and the national averages. In 2013, the proportion of pupils who achieved at outcome 6 was similar to averages for the schools in the family in both areas and a little higher than the national averages. The proportion of pupils who achieved the Foundation Phase indicator, namely outcome 5 or higher in both learning areas, was a little lower than the performance for the family and the whole of Wales.

In comparison with other schools that have a similar proportion of pupils who are entitled to free school meals, the school's performance in literacy in the Foundation Phase in 2013 placed it in the lower 50% in both areas.

Every pupil in key stage 2 attained the expected level 4 in Welsh, English, mathematics and science in 2013. As over 40% of the cohort attained the expected level 5 for more able pupils in the four areas, the school's performance at the higher level exceeded the performance of schools in the family and the average results for the whole of Wales considerably.

In key stage 2, performance at the expected level 4 in comparison with that of schools with a similar percentage of pupils who are entitled to free school meals varied considerably over the period between 2010 and 2012. Performance in Welsh, English and mathematics varied, moving the school between the top 25% and the lower 50% of similar schools, and performance in science has placed it in the lower 50% every year. However, performance in 2013 placed the school among the top 25% in the four subjects.

There was no consistent trend of differences in performance between boys and girls from one year to the next. Pupils who are entitled to free school meals perform as well as, and at times better than, the remainder of the cohort.

## 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.	97		95	2	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	97		95	2	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			98%	2%	
I know who to talk to if I am worried or upset.	97		96	1	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			99%	1%	
The school teaches me how to keep healthy	97		97	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%	
There are lots of chances at school for me to get regular exercise.	97		96	1	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%	
I am doing well at school	97		97	0	Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%	
The teachers and other adults in the school help me to learn and make progress.	97		97	0	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%	
I know what to do and who to ask if I find my work hard.	97		97	0	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%	
My homework helps me to understand and improve my work in school.	97		92	5	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			95%	5%	
I have enough books, equipment, and computers to do my work.	97		97	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%	
Other children behave well and I can get my work done.	97		94	3	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			97%	3%	
Nearly all children behave well at playtime and lunch time	97		90	7	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			93%	7%	
			84%	16%	

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## 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.	54	35 65%	19 35%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	54	38 70%	16 30%	0 0%	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.	53	37 70%	16 30%	0 0%	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.	54	37 69%	17 31%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	53	22 42%	28 53%	1 2%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	54	35 65%	18 33%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	54	37 69%	17 31%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	54	31 57%	20 37%	1 2%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	52	31 60%	20 38%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	54	25 46%	27 50%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	53	35 66%	17 32%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	49	26 53%	19 39%	2 4%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	53	31 58%	20 38%	2 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	1%		

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	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.	54	38 70%	15 28%	1 2%	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.	54	28 52%	20 37%	3 6%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	54	33 61%	19 35%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	48	24 50%	16 33%	1 2%	0 0%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	54	30 56%	22 41%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	54	38 70%	14 26%	2 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		



## Appendix 3

### The inspection team

William Edward Williams	Reporting Inspector
William Glyn Griffiths	Team Inspector
Huw Dylan Roberts	Lay Inspector
Gethin Huws Jones	Peer Inspector
Stella Gryffydd	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.