



*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 Crud y Werin  
Aberdaron  
Pwllheli  
Gwynedd  
LL53 8BP**

**Date of inspection: July 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: 03/09/2014**

## Context

Ysgol Crud y Werin is situated on the outskirts of the village of Aberdaron on the Lleyn Peninsula, Gwynedd. It serves the village and the surrounding rural area, which includes the areas of Rhiw, Uwchmynydd and Anelog.

There are a total of 67 pupils on roll, including eight part-time nursery-aged pupils. The school admits pupils on a part-time basis in the September following their third birthday. Approximately 90% of pupils come from Welsh-speaking homes. A very few pupils come from ethnic minority or mixed backgrounds.

Very few pupils are eligible for free school meals. Twelve per cent of pupils are on the school's additional learning needs register, which is much lower than the national figure. No pupils have a statement of special educational needs.

The school was last inspected in May 2008.

There has been substantial change to the school's staffing situation this year. The headteacher has been in post on a permanent contract since April 2014. She had been the acting headteacher since September 2013. There are also two other teachers and three assistants who are new to the school this year, along with a teacher who is covering maternity leave.

The individual school budget per pupil for Ysgol Crud y Werin in 2013-2014 was £4,099. The maximum per pupil in primary schools in Gwynedd was £10,616 and the minimum was £2,936. Ysgol Crud y Werin was in 51st place of the 103 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's performance is adequate because:

- most pupils show positive attitudes towards their work and commit to working diligently and making appropriate progress in lessons;
- many pupils' oral skills in Welsh are a strength, and most are developing their ability to read aloud and write in line with the expectations for their age and ability;
- pupils have a good understanding of success criteria for tasks and how to improve their work, and they assess their own progress and that of their peers successfully;
- the school's systems for tracking progress lead to providing effective additional support for individual pupils and groups, as required; and
- pupils' attendance levels and standards of behaviour are high, and pupils contribute extensively to the school's community and the local community.

However:

- in key stage 2, pupils do not make enough progress in their ability to use their writing skills and reasoning skills, and in solving numeracy problems in an increasing range of situations;
- there is not enough progress in pupils' oral and written skills in English across key stage 2;
- pupils do not undertake enough work in religious education or experimental work in science in key stage 2; and
- in a minority of lessons, planning is not detailed enough to ensure that pupils of higher ability are given work that provides them with enough of a challenge.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides strong leadership, which has already led to clear improvements in aspects of provision;
- the governing body uses an appropriate range of evidence to enable it to operate effectively as a critical friend and contribute to setting aims for improvement;
- the school's self-evaluation report makes extensive use of information deriving from lesson observations and scrutinising books to identify areas for improvement; and
- the school development plan is a comprehensive document, which includes detailed strategies for addressing what needs to be achieved in relation to raising standards.

## **Recommendations**

- R1 Raise standards of speaking and writing in key stage 2
- R2 Ensure that pupils make full use of their writing and numeracy skills at the appropriate level in their work across the curriculum in key stage 2
- R3 Ensure that the challenge of learning activities enables pupils of all ability levels to make full progress in lessons
- R4 Ensure that pupils are given enough opportunities in key stage 2 to make progress in their understanding and skills in religious education and experimental work in science

### **What happens next?**

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

## Main findings

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

**Adequate**

#### Standards: Adequate

In many lessons, pupils listen carefully to their teachers and to each other's oral contributions. Many use their thinking skills effectively and show interest and perseverance in lessons.

In the Foundation Phase, pupils contribute eagerly orally, using an increasing range of vocabulary and verb forms confidently. They make very good progress in expressing a balanced view on issues relating to their work in class.

By the end of key stage 2, pupils are able to speak confidently about their work. The quality of expression is clean. Most pupils make clear progress in their ability to speak confidently in a range of situations. However, the majority of pupils do not make enough progress in their ability to discuss and respond more extensively in English.

Nearly all pupils in the Foundation Phase make progress in fostering early reading skills, and are able to cope successfully with unfamiliar words. By the end of the Foundation Phase, most pupils are able to read aloud meaningfully and coherently, and with appropriate intonation in Welsh. They also make appropriate initial progress in reading in English. Many pupils enjoy reading regularly and are able to produce a blurb successfully to encourage other readers. They are able to present simple information based on researching in information books and on the internet.

In key stage 2, many pupils read confidently and meaningfully in both languages. However, a few have difficulty coping with unfamiliar words and do not give enough attention to punctuation when reading. Many pupils take an interest in books and gather information to be presented as part of their theme work. There is not enough progress across key stage 2 in pupils' ability to discuss aspects of fiction and respond to what they read.

Nearly all pupils make appropriate progress in developing their initial writing skills in the Foundation Phase. By the end of the phase, many are able to write at length, by combining a range of verb patterns, and varying the beginning of sentences. They have a sound grasp of conjugated verb forms and many make increasing use of basic punctuation in their work. They write successfully for a range of purposes and begin to use drafting skills successfully to develop and improve their work.

By the end of key stage 2, many pupils' work shows clear progress in the ability to write at length in Welsh and English, with an appropriate standard in terms of grasp of vocabulary and accuracy of expression. They are able to use the appropriate register when expressing views in a clear and balanced manner, for example when discussing windmills in English. However, pupils do not make enough progress in the use of their extended writing skills in other subjects, particularly in their ability to

write in English in an increasing range of contexts. Too many spelling errors in common words are a feature of the work of a minority of pupils in English.

Pupils' progress in the quality of handwriting and presentation of work is uneven across the school.

Pupils make appropriate progress throughout the school in their grasp of basic number skills. In the Foundation Phase, many pupils use their numeracy skills successfully in relation to their work across areas of learning. However, pupils do not make enough progress across key stage 2 in their use of numeracy skills for reasoning and problem solving.

Pupils with additional learning needs make appropriate progress against their personal targets. At times, pupils of higher ability in key stage 2 do not achieve as well as they could, particularly in relation to their work across the curriculum.

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

In comparison with similar schools in terms of the level of eligibility for free school meals, the school's performance at the expected outcome at the end of the Foundation Phase placed it among the top 25% in 2013, but mostly in the bottom 25% in the previous year. At the higher outcome, the school has mostly been among the top 25% or the upper 50% over the last two years.

In key stage 2, in comparison with similar schools, the school's performance in science and in Welsh has placed it in the top 25% consistently over the last few years. However, in the core subject indicator and in English and mathematics, performance has placed it in the bottom 25% consistently. At the higher levels, the school's performance placed it among the bottom 25% of the lower 50% in all indicators in 2013, but mostly in the top 25% in two of the previous three years.

### **Wellbeing: Good**

Nearly all pupils have a sound awareness of the importance of keeping healthy and having an active lifestyle. All pupils say that they feel safe and free from harassment at school, and that they know with whom to speak if they are worried or upset.

Nearly all pupils show pride in their work, and many persevere when working independently and work together successfully. Pupils' respect, care and concern for others and their standards of behaviour are a strength. Most pupils are polite and courteous around the school.

Pupils' attendance levels have placed the school among the top 25% of similar schools in two of the last three years.

Pupils enjoy the opportunity to shoulder responsibilities through their contribution to the school council, and the pupil's voice is strong in the school's life. The school council is active and meets regularly to discuss the views and ideas of its fellow

pupils. The council has purchased a tank to save rainwater, established a new garden for the school and arranged training for parents on using computer apps.

Pupils have a strong awareness of the local community through their links with the pensioners' club and youth club, along with their participation in developing the village's coastal tourism centre of excellence.

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

The school provides a wide range of interesting and stimulating learning experiences that engage pupils' interest and enthusiasm in learning. Learning experiences meet the requirements of the Foundation Phase in full. However, in key stage 2, there are not enough opportunities for pupils to develop their knowledge and understanding in religious education and make progress in experimental work in science. Pupils are given valuable opportunities to take advantage of visits by Welsh poets, writers and artists, such as Leusa Llywelyn, and they learn about the work of R.S Thomas as part of their theme work, and take part in Uwchmynydd local eisteddfod. The good range of extra-curricular clubs and activities is popular with many pupils.

The school has begun to map literacy and numeracy skills to curricular subjects, in line with the requirements of the Literacy and Numeracy Framework. However, in key stage 2, pupils are not given enough opportunities to develop reasoning and problem-solving skills in numeracy, and writing in a range of contexts in Welsh and English across the curriculum.

The school promotes pupils' awareness of sustainability and environmental issues very successfully through the work of the 'green school' and the school council. Pupils play a central part in recycling and saving water. In addition, learning experiences provide an appropriate opportunity to develop an understanding of 'fair trade' and an awareness of ways of life in other countries.

**Teaching: Adequate**

Teachers succeed in fostering and maintaining a good relationship between themselves and pupils, and create a supportive learning environment in lessons. In many lessons, learning activities engage pupils' enthusiasm and the coherent progression of tasks holds their interest.

Pupils are given regular opportunities to work together in small groups. However, in a minority of lessons, there is not enough direct teaching to develop understanding and progress in pupils' skills, particularly oral skills in English in key stage 2.

In most lessons, teachers work closely with classroom assistants to ensure appropriate levels of support for individuals and groups, as required. However, in a minority of lessons, not enough consideration is given to different levels of ability in a class to ensure that pupils of higher ability, in particular, make full progress. At times, teachers do not ask pupils specific enough questions to develop their understanding of aspects of work.



In most lessons, teachers share success criteria with pupils to help them to understand what constitutes good work. Pupils are given extensive opportunities to assess their own work and that of their peers. Much of the marking shows clearly how to improve, and success targets are clear for pupils.

The school has appropriate systems for tracking progress which lead to providing effective additional support to individual pupils and groups, as required.

Reports to parents report clearly on pupils' progress, and also identify appropriate targets for improvement.

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

The school is a safe and caring community. It has appropriate arrangements for promoting pupils' health and wellbeing, including the arrangements for promoting eating and drinking healthily. Provision for promoting social, moral, cultural and spiritual development is good. Collective worship sessions reinforce these values very successfully throughout the school, and pupils benefit greatly from playing a leading role. Circle time and 'Caleb time' sessions contribute effectively to pupils' emotional wellbeing.

There are effective procedures for promoting good behaviour, including the 'cyflawnwyr campus' (excellent achievers) reward scheme. The school works well with a range of external agencies, such as speech and language services and the educational psychologist, to take advantage of specialist support for pupils, when required.

The school's safeguarding policies and procedures meet requirements and are not a cause for concern.

The school has effective provision for pupils with additional learning needs. Their needs are identified at an early stage and there are appropriate systems for tracking these pupils' progress and taking subsequent action, as required. Pupils' individual education plans include clear targets, and there are appropriate arrangements for discussing progress with parents.

### **Learning environment: Good**

A supportive, Welsh ethos permeates all of the school's life and work, and pupils and parents value the inclusive community. The school promotes responsibility and effort successfully, and initiatives such as 'swyddogion slic' (slick officers) and 'ffrindiau ffeind' (kind friends) develop positive attitudes in terms of responsibility and tolerance very successfully. The school also plans specific activities to promote respect towards diversity and racial equality.

The school's accommodation provides a stimulating environment for pupils to learn, and teaching areas are light and attractive. There are a number of displays on walls that show work and achievements. The accommodation provides plenty of space. However, an open plan between two classes disrupts learning at times. The school has enough learning resources.

The extensive outdoor areas provide an interesting and varied environment. They include a wide range of sports facilities and a range of play equipment. There is a good range of suitable equipment and resources that enrich learning experiences in the Foundation Phase's outdoor areas.

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

The headteacher has a clear vision for developing the school and setting a strategic direction. She has high expectations and staff and governors understand clearly the intentions for improvement. In a relatively short time, and a period of instability in the staffing situation, a number of improvements have been achieved that have improved the quality of aspects of provision and raised standards. Development aims link clearly with national priorities, particularly in relation to raising standards of literacy and numeracy.

All staff have job descriptions that identify appropriate responsibilities clearly. Good progress has been made during the year in developing the contribution of school co-ordinators. Staff and governors' meetings are used to discuss priorities and progress regularly, and clear attention is given to raising standards.

The governing body receives detailed reports that refer to pupils' performance and attainment, and progress in achieving the school's priorities for improvement. This includes detailed reports based on classroom observations by the headteacher, and scrutinising books. Reports on performance data have also led to governors having a better understanding of how well the school is performing in comparison to other similar schools. As a result, governors make beneficial contributions as 'critical friends' and have begun to contribute to strategic planning processes.

### **Improving quality: Good**

The self-evaluation process is based on collecting information from an appropriate range of sources, including monitoring lessons, scrutinising books and gathering the opinions of staff, governors, parents and pupils. In addition, the headteacher analyses the school's performance data in detail, which includes giving appropriate consideration to comparisons with other schools in the family, and free school meal benchmarks. As a result, the school has an accurate understanding of its strengths and areas for improvement.

The headteacher and co-ordinators produce comprehensive reports about the quality of provision. Reports on monitoring lessons and scrutinising books refer clearly to strengths and areas for improvement, and arrangements for re-visiting following lesson observations are a strength.

The school's self-evaluation report is a detailed document that offers balanced evaluations. It gives appropriate attention to evaluating standards and progress in pupils' work in lessons and in their books, along with evaluating the quality of teaching based on lesson observations.

The school development plan includes appropriate priorities for improvement, along with a rigorous review of progress in relation to the aims of the previous plan. Actions for achieving aims are detailed, and timescales for action and staff responsibilities are clear. The plan also makes extensive use of success indicators to measure progress, including challenging quantitative targets in relation to raising standards.

### **Partnership working: Good**

The school works effectively with a range of partners. This has a positive effect on pupils' wellbeing and attainment.

There is a robust relationship between the school and parents. The school's ICT co-ordinator, with the support of members of the school council, has provided a presentation for parents on using 'tablet' computers to support them in helping their children at home with literacy and numeracy. Parents have also received useful guidance on safe use of the internet.

The school works closely with the nursery group to ensure that children settle quickly when they start in the nursery class. A suitable programme of activities with Ysgol Botwnnog helps pupils during their transition to secondary school. The school also works effectively with schools in the catchment area to standardise and moderate teachers' assessments at the end of key stage 2.

There is a good partnership with external agencies. A link officer visits the school each term to conduct sessions on issues including staying safe, cyber bullying, and dangers associated with drugs. The school also works closely with Keep Wales Tidy to ensure pupils' respect towards the environment.

### **Resource management: Adequate**

The school is staffed appropriately to teach the curriculum successfully and it manages its resources effectively. It makes good use of staff expertise by exchanging classes to teach aspects of the curriculum. It also takes advantage of the expertise of a part-time teacher to develop gardening skills and cultivating land.

There is a strong emphasis on providing continuous professional development to all staff. This year, the headteacher has provided training for assistants in order to upskill them. The school's performance management processes give appropriate consideration to what needs to be done to ensure that the school's priorities for improvement are achieved. There are beneficial opportunities for staff to observe good practice at the school and in other schools. However, there are no specific projects jointly with other schools or internally to improve aspects of provision and raise standards. Teachers make effective use of their non-contact time for planning, preparation and assessment to ensure suitable learning experiences.

Governors and the headteacher manage expenditure carefully to ensure that there is no over expenditure and that reserve funds are reasonable.

Considering standards of achievement, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

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

In 2013, pupils' achievements at the end of the Foundation Phase were higher than the averages of the family of similar schools in all areas of learning. Except in mathematical development, pupils' achievements at the higher level in 2013 were higher than the averages for the family, particularly in language, literacy and communication skills in Welsh.

In comparison with similar schools in terms of level of eligibility for free school meals, the school's performance at the expected outcome in the Foundation Phase placed it among the top 25% in 2013, but mostly in the bottom 25% the previous year. At the higher outcome, the school has mostly been in the top 25% or the upper 50% over the last two years.

In key stage 2, pupils' achievements at the expected level in 2013 was higher than the family averages in Welsh and science, but lower than the averages for the family and Wales in mathematics and English. At the higher levels, pupils' achievements in 2013 were lower than the family averages in all subjects, except in science.

In comparison with similar schools in terms of level of eligibility for free school meals, the school's performance at the end of key stage 2 in science and Welsh has placed it in the top 25% consistently over the last few years. However, in the core subject indicator and in English and mathematics, performance has placed it in the bottom 25% consistently over the last few years. At the higher levels, the school's performance placed it among the bottom 25% or the lower 50% in all indicators in 2013, but mostly in the top 25% in two of the last three years.

Due to the small numbers in each year group, and the small number of pupils who are eligible for free school meals, it is not appropriate to analyse the relative performance of boys and girls, or to compare the performance of the group of pupils who receive free school meals with 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.	28		28 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	28		28 100%	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.	28		28 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy.	28		28 100%	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.	28		28 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school.	28		28 100%	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.	28		28 100%	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.	28		28 100%	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.	27		26 96%	1 4%	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.	28		28 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	27		26 96%	1 4%	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.	28		27 96%	1 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.	18	12 67%	4 22%	0 0%	1 6%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	13 72%	3 17%	1 6%	0 0%	1	Mae fy mhlentyn 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.	18	13 72%	4 22%	0 0%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	18	14 78%	2 11%	2 11%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	18	10 56%	3 17%	2 11%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	18	12 67%	4 22%	0 0%	1 6%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	12 67%	5 28%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	17	9 53%	6 35%	1 6%	1 6%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	17	13 76%	1 6%	1 6%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	18	12 67%	6 33%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	18	13 72%	3 17%	0 0%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	15	8 53%	5 33%	1 7%	1 7%	0	Mae fy mhlentyn 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.	18	13 72%	4 22%	1 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	18	12 67%	5 28%	1 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	18	11 61%	6 33%	0 0%	0 0%	1	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.	18	11 61%	5 28%	0 0%	1 6%	1	Mae'r ysgol yn helpu fy mhlentyn 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.	13	6 46%	3 23%	2 15%	0 0%	2	Mae fy mhlentyn 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.	18	10 56%	7 39%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	18	10 56%	5 28%	1 6%	1 6%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Iolo Dafydd	Reporting Inspector
Buddug Bates	Team Inspector
Meleri Cray	Lay Inspector
Gwynn Griffiths	Peer Inspector
Llinos Jones	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.