



*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

## **Report on**

**Ysgol Dyffryn Ardudwy  
Dyffryn Ardudwy  
Gwynedd  
LL44 2EP**

**Date of inspection: September 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: 18/11/2014**

## Context

Ysgol Gynradd Dyffryn Ardudwy is in the village of Dyffryn Ardudwy in Gwynedd. The school serves the villages of Dyffryn Ardudwy and Talybont.

The school admits pupils to the school on a full-time basis following their fourth birthday. The number of pupils that begin at the school has risen a little over the last year. There are 62 pupils on roll at present and they are taught in three mixed-age classes.

Ten per cent of pupils at the school are eligible for free school meals at present, which is lower than the average for Wales. Eighteen per cent of pupils come from Welsh-speaking homes. Welsh is the medium of teaching and learning in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of ensuring that they are bilingual by the time they transfer to the secondary school at the age of 11. About 22% of pupils are on the additional learning needs register and receive support within the school, including a very few who have a statement of special educational needs.

The school was last inspected in December 2008. The headteacher has been in post since January 1997, but has also been a Strategic Headteacher at another nearby school since January 2014. There have been considerable changes in staffing during the last year.

The individual school budget per pupil for Ysgol Dyffryn Ardudwy in 2014-2015 is £4,443. The maximum per pupil in primary schools in Gwynedd is £10,616 and the minimum is £2,936. Ysgol Dyffryn Ardudwy is in 39<sup>th</sup> position 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>Adequate</b>

### Current performance

The school's current performance is adequate because:

- most pupils make appropriate progress in their learning, including pupils who have additional learning needs;
- many pupils' standards of mathematics in key stage 2 are good;
- the quality of teaching is sound across the school; and
- the school has effective procedures for pupils who have additional learning needs.

However:

- a lack of confidence and Welsh vocabulary limit the ability of about half the pupils across the school to understand and discuss what they read;
- the school's attendance levels have placed the school in the bottom 25% in comparison with similar schools for two of the last four years; and
- the school does not plan a full range of opportunities to develop pupils' information and communication technology (ICT) skills across the curriculum.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has an appropriate picture of the school's strengths and weaknesses, based on evidence;
- the school has an appropriate number of staff who contribute suitably to pupils' needs;
- Foundation Phase staff co-operate effectively; and
- the school has numerous partnerships that contribute appropriately to improving pupils' standards and wellbeing.

However:

- the school's strategic leadership is not effective enough at present;
- there are no purposeful and regular arrangements in place that give all staff opportunities to work together to plan as a team and to set a clear strategy for improvement; and
- the development plan is not monitored effectively enough.

## Recommendations

- R1 Raise pupils' standards of oral work and reading in Welsh across the school
- R2 Raise pupils' attendance levels
- R3 Ensure that schemes of work meet the full requirements of the curriculum in key stage 2, including developing pupils' ICT skills
- R4 Improve leadership procedures by ensuring that the role of all members of staff has been defined clearly, and that all are accountable and co-operate effectively in the self-evaluation and quality improvement process
- R5 Develop the governors' role in the self-evaluation procedure and ensure that all the school's documents meet statutory requirements

### **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

Many pupils' basic skills are below that expected of children of this age in all outcomes on entry to the school. However, during their time at the school, most pupils make appropriate progress in their learning, including pupils who have additional learning needs. In a minority of lessons in key stage 2, pupils of higher ability do not achieve as well as they could.

In the Foundation Phase, most pupils listen attentively to their teachers and peers and make appropriate progress in their oral skills. Many of them are able to talk about their work confidently, and express themselves clearly and in language that is suitable for their age and ability. By the end of the phase, many discuss their ideas clearly and enthusiastically, and use specific vocabulary within the context of the task.

The majority of pupils make appropriate progress in their ability to read aloud and do so clearly and meaningfully. The majority of pupils enjoy discussing books and make suitable progress in their reading. On the whole, they pronounce words correctly and use a variety of strategies when reading unfamiliar words. However, only a few pupils show a firm understanding of what they read.

Most pupils in key stage 2 concentrate well in lessons and take an interest in their work. A majority communicate appropriately and join in class discussions enthusiastically in English. However, a lack of vocabulary and awkward syntax limit the ability of the majority of pupils to develop their ideas intelligently through the medium of Welsh. By the end of the stage, many are able to read appropriately in English and discuss the content of a book confidently and express an opinion sensibly. However, the same progress cannot be seen in Welsh. A lack of confidence and vocabulary limit the ability of about half of the pupils to understand and discuss what has been read. However, when investigating a specific subject, many pupils are able to glean relevant information from various texts fairly effectively.

Most pupils in the Foundation Phase make sound progress in their writing skills. By the end of the phase, many write appropriately and independently. They use their literacy skills successfully by varying sentences and punctuating their work consistently. A few pupils of higher ability use adjectives and similes effectively to enrich their written work.

In key stage 2, many pupils write intelligently in a variety of forms in both languages. Many pupils develop their written work successfully in English, paragraph their work consistently and use a wide vocabulary to enrich their work. An example of this is the creative work on the 'Snow Spider'. However, in general, key stage 2 pupils do not make enough progress in their ability to use their writing skills to record at length in a range of contexts across the subjects. A minority of pupils use awkward syntax in their written work in Welsh. A lack of vocabulary hinders the ability of a few pupils to develop their work sensitively. The overuse of work sheets limits the ability of the majority of learners to be independent learners.

In the Foundation Phase, many pupils are able to deal with a wide range of number activities successfully. By the end of the phase, they are able to deal with simple problem-solving activities and mental work appropriately. Most pupils collect data effectively and transfer the information to a graph. An example of this is the graph that records weather over time. However, pupils do not use their numeracy skills regularly enough across the other areas of learning.

In key stage 2, many pupils' standards in mathematics lessons and books are good, and a very few more able pupils achieve very well. Most pupils use a wide variety of calculation methods accurately in investigations. They use a range of appropriate measures confidently in their scientific work when measuring the length of shadows at various times of the day. On the whole, most pupils use and apply the numeracy skills that they learn in mathematics lessons across the curriculum suitably.

Many pupils do not have the ICT skills that they need to respond fully to the curriculum.

Over recent years, the school has often had comparatively small numbers of pupils (10 or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and national averages.

In comparison with similar schools, the school's performance in 2014 at the expected outcome places it in the bottom 25% for the Foundation Phase and for language, literacy and communication in Welsh. It is in the lower 50% for mathematical development.

Performance at the higher outcome in 2014 places the school in the bottom 25% for language, literacy and communication in Welsh and mathematics. The school's performance in mathematics has placed it in the bottom 25% for the last three years in comparison with similar schools.

Pupils' performance at the end of key stage 2 over the last four years has varied. In 2014, the school's performance at the expected level, in English, mathematics and science in combination, and separately, places the school in the top 25% in comparison with similar schools. In general, across the last four years, the school's performance has improved in all core subjects.

In 2014, the percentage who attained the higher than expected level places the school in the top 25% of similar schools. The school's performance in English placed it in the bottom 25% of similar schools for the previous three years. During the same period, performance in Welsh, mathematics and science varied, moving the school between the top 25% and the bottom 25%. There is no significant pattern between the performance of boys and girls at the end of the Foundation Phase. However, in general, girls perform better in language at the higher levels. There is no significant pattern between the attainment of pupils who are eligible for free school meals and those who are not eligible.

## **Wellbeing: Adequate**

Nearly all pupils have a sound awareness of the importance of eating and drinking healthily and keeping healthy. All pupils at the school feel safe and know to whom to turn to discuss any concerns that they have.

The school's attendance levels have placed the school in the bottom 25% of similar schools for two of the last four years. Pupils' punctuality is appropriate.

Nearly all pupils' behaviour is good during lessons and around the school. Nearly all pupils concentrate well as they work on a task but the ability of many pupils at the end of key stage 2 to work independently has not developed fully. The school's older pupils do not take enough responsibility for their own learning.

All pupils are very welcoming and show respect towards peers and adults. They are very caring of each other.

Members of the school council accept responsibilities conscientiously within the school community through the 'bydis buarth' (yard buddies) scheme. They contribute appropriately to school life. An example of this is the water fountain that was bought in order to ensure pupils' wellbeing. Pupils also support local charities and those further afield conscientiously.

<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 plans appropriate and stimulating learning experiences that gain pupils' interest well. These experiences meet the requirements of the Foundation Phase fully. However, in key stage 2, provision does not meet all the requirements of the National Curriculum. The school does not plan a full range of activities in order to develop pupils' ICT skills appropriately across the curriculum. There are very few opportunities for staff to come together to discuss plans, learning strategies, policies and the feedback system. As a result, pupils do not have full access to a curriculum that builds systematically. The school has incorporated elements of the literacy and numeracy framework effectively into the school's plans.

Provision for Welsh and the Welsh dimension is robust and enables pupils to learn about the culture of their local area and the whole of Wales successfully. An example of this is pupils' art work, which is based on the style of the artist Ogwyn Davies.

The school plans effective opportunities to develop pupils' knowledge about global citizenship issues through theme work in classes. An interesting example of this is the work on Botswana.

There is an appropriate range of opportunities to raise pupils' awareness of the importance of sustainable development, including recycling and saving energy.



## **Teaching: Adequate**

The quality of teaching is appropriate across the school and there are good elements at the top of the Foundation Phase and the bottom of key stage 2. In lessons in which teaching is at its best, teachers have high expectations and presentations are lively and gain pupils' interest successfully. Lessons are planned carefully and appropriate attention is paid to developing literacy and numeracy skills. However, there are not enough opportunities for pupils to develop their ICT skills regularly within lessons. Tasks do not always challenge pupils of higher ability or encourage pupils to be independent learners, especially at the top end of the school. There is very effective co-operation between teaching staff and the assistants, who enrich learning experiences and support individuals and groups of learners successfully.

Assessment for learning strategies across the school are developing suitably. Teachers share educational goals regularly with pupils and some older pupils are beginning to produce their own educational goals. Where assessment is most effective, teachers offer robust oral feedback and pupils take an active role in evaluating their own work and that of their peers. Teachers mark pupils' work regularly and, overall, offer constructive comments. All this helps pupils to know how to improve the standard of their work.

In the Foundation Phase, there are robust strategies for assessing pupils' work. However, processes for assessing learning in key stage 2 are not incisive enough. The school is beginning to use an electronic system to track pupils' progress, but it does not use the findings from the assessment effectively enough to set targets in order to improve standards.

Annual reports for parents meet statutory requirements and include purposeful comments on their child's progress.

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

The school is an inclusive community that provides good support to all pupils at the school. The school has appropriate arrangements for promoting healthy eating and drinking.

The school works successfully with external agencies to identify and meet pupils' learning needs. Pupils benefit from support from specialist services such as an educational psychologist and a speech and language therapist. Regular contact with the community police officer provides the support for personal and social education effectively by discussing elements of pupils' safety and safety on the internet.

Staff plan a range of interesting activities to promote pupils' spiritual, moral and social development appropriately.

The additional learning needs co-ordinator leads effective support procedures for pupils who have additional learning needs. Staff provide suitable support for these pupils and ensure that they have full access to all aspects of school life. Learning assistants within classes provide valuable support, and the school plans effective intervention strategies to meet each pupil's particular needs. There are suitable

individual education plans in place and arrangements for joint reviews with parents are appropriate. However, pupils do not take an active enough part in the process of producing and reviewing progress against targets.

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

### **Learning environment: Good**

The school's ethos is caring and inclusive, and promotes equal opportunities effectively.

The curriculum is accessible to all pupils, and a supportive ethos amongst the staff ensures good behaviour across the school. Tolerance and racial equality have appropriate attention through the personal and social education programme, circle time and theme work. An example of this is the work done on Africa.

The buildings and site are maintained well. The building is of an appropriate quality and is used suitably. Displays of pupils' work on the corridor walls celebrate pupils' work and successes and promote effective learning. There are sufficient resources of an appropriate quality at the school and pupils make the best use of them.

The school's outdoor areas are extensive and encourage pupils to appreciate the area's historical heritage. An example of this is the work that has been done on the local cromlech. However, the outdoor area for the Foundation Phase has not been developed fully.

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

As a result of the recent change in the staffing situation, the school's strategic leadership is not effective enough at present. However, all staff create an inclusive and homely ethos that ensures that pupils benefit from imaginative and creative learning experiences. As a result of recent staff appointments, staff roles and responsibilities have not been defined clearly. Staff meetings are held occasionally, but the meetings do not refer sufficiently to discussions involving pupils' standards and outcomes. As a result, teachers have little information about the school's performance and needs. There are no purposeful and regular arrangements in place to give opportunities for staff to co-operate, to plan as a team, or to set a clear strategy for improvement. However, under the leadership of the assistant headteacher, Foundation Phase staff now co-operate effectively and a definite system and structure are beginning to develop in this department.

The school has appropriate performance management arrangements for the majority of staff, which contribute to improvements in teaching and learning. The school is making suitable progress in introducing initiatives that meet local and national initiatives, such as the literacy and numeracy framework. These are beginning to have a positive effect on pupils' standards and achievement.

The governing body is supportive and dedicated in support of the school. Governors have an increasing understanding of the school's strengths and of the areas that need further improvement. They receive full information from the headteacher about the school's performance in comparison with similar schools. A few of the governors visit the school to give support and expand their understanding of pupils' standards and the quality of provision. However, they do not contribute strategically to the self-evaluation process and they do not fulfil all of their statutory duties in full.

### **Improving quality: Adequate**

The headteacher makes suitable use of a range of procedures for evaluating the quality of provision and standards of pupils' achievement. She has an appropriate picture of the school's strengths along with the areas that need improvement, based on evidence. The evidence includes pupils' performance, lesson observations, scrutinising pupils' work and the views of pupils and parents. It places an appropriate focus on national priorities. However, the headteacher does not ensure that all stakeholders play a strategic part in the school's evaluation processes.

The self-evaluation report is a detailed document that identifies the school's strengths along with a number of areas that need improvement. In general, the outcomes of the self-evaluation report are used appropriately to set targets and suitable priorities for improvement.

The school improvement plan identifies the school's improvement priorities, along with responsibilities, costs, an action timetable and success indicators. However, the priorities are not always specific enough or quantitative enough in places. As a result, it is not possible for the school's leaders to monitor it effectively enough. This limits the school's ability to evaluate progress meaningfully against the success indicators.

### **Partnership working: Adequate**

The school has numerous partnerships that contribute to improving pupils' standards and wellbeing appropriately. The school's parents and friends are active and contribute considerable sums of money, which help to buy resources that support the curriculum well.

A flourishing partnership is developing with nearby primary schools through purposeful co-operation and sharing expertise. However, it is too early to measure the effect of these partnerships on pupils' outcomes.

Links with the community are developing suitably and offer valuable experiences to pupils. Pupils' contributions towards community activities, along with the number of visitors who come to the school, enrich learning experiences well. They also promote pupils' sense of the importance of community and their pride in their local area.

There are effective links with the nursery group. The close co-operation ensures that pupils settle quickly in the Foundation Phase. The school co-operates purposefully with the secondary school, and effective transition arrangements and the link with curricular projects ensure smooth transfer.

Although catchment area arrangements have ensured that pupils' work is standardised and moderated appropriately in Welsh, English and mathematics in the past, this practice does not happen at present.

**Resource management: Adequate**

The school has an appropriate number of staff who contribute suitably to pupils' needs. Effective use is made of teaching assistants' time and expertise to support the needs of individual pupils and groups.

The school has appropriate arrangements for performance management, which respond to teachers' professional development needs and the school's priorities. The school responds fully to the statutory requirements on teachers' workload.

The school has begun to co-operate with primary schools within the catchment area to share good practice in current teaching methods. This has led to improving standards of teaching.

The school makes suitable use of the deprivation grant to support specific groups of pupils. The headteacher and governors keep a close eye on the financial situation and strive hard to manage expenditure effectively. New staffing arrangements have had a considerable effect on the budget, but the financial situation is more stable. Appropriate use of grants and the contribution of the parents' association add considerably to funding and enrich the range of resources and provision for pupils appropriately.

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

## Appendix 1: Commentary on performance data

### 6612189 - Ysgol Gynradd Dyffryn Ardudwy

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	10.5
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	*	7	9
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	*	42.9	77.8
Benchmark quartile	*	4	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	7	9
Achieving outcome 5+ (%)	*	100.0	77.8
Benchmark quartile	*	1	4
Achieving outcome 6+ (%)	*	28.6	0.0
Benchmark quartile	*	2	4
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	*	7	9
Achieving outcome 5+ (%)	*	42.9	88.9
Benchmark quartile	*	4	3
Achieving outcome 6+ (%)	*	0.0	11.1
Benchmark quartile	*	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	*	7	9
Achieving outcome 5+ (%)	*	85.7	100.0
Benchmark quartile	*	4	1
Achieving outcome 6+ (%)	*	71.4	44.4
Benchmark quartile	*	1	3

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.

**6612189 - Ysgol Gynradd Dyffryn Ardudwy**

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	10.5
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	10	10	14	*
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	90.0	92.9	*
Benchmark quartile	3	2	2	*
<b>English</b>				
Number of pupils in cohort	10	10	14	*
Achieving level 4+ (%)	80.0	90.0	92.9	*
Benchmark quartile	3	2	2	*
Achieving level 5+ (%)	20.0	20.0	21.4	*
Benchmark quartile	4	4	4	*
<b>Welsh first language</b>				
Number of pupils in cohort	10	10	13	*
Achieving level 4+ (%)	80.0	80.0	100.0	*
Benchmark quartile	3	3	1	*
Achieving level 5+ (%)	20.0	0.0	23.1	*
Benchmark quartile	2	4	3	*
<b>Mathematics</b>				
Number of pupils in cohort	10	10	14	*
Achieving level 4+ (%)	80.0	100.0	92.9	*
Benchmark quartile	3	1	2	*
Achieving level 5+ (%)	40.0	30.0	28.6	*
Benchmark quartile	1	2	4	*
<b>Science</b>				
Number of pupils in cohort	10	10	14	*
Achieving level 4+ (%)	80.0	100.0	100.0	*
Benchmark quartile	4	1	1	*
Achieving level 5+ (%)	50.0	20.0	21.4	*
Benchmark quartile	1	3	4	*

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 the learner questionnaire

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.	29	29 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	29	27 93%	2 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	29	29 100%	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	29	29 100%	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.	29	29 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	29	28 97%	1 3%	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.	29	28 97%	1 3%	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.	29	29 100%	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.	29	27 93%	2 7%	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.	29	28 97%	1 3%	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.	29	21 72%	8 28%	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	29	29 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

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.	10	1 10%	6 60%	2 20%	1 10%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	10	4 40%	6 60%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	10	4 40%	4 40%	2 20%	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.	10	1 10%	8 80%	1 10%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	10	0 0%	7 70%	1 10%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	10	2 20%	5 50%	2 20%	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.	10	3 30%	6 60%	1 10%	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.	10	1 10%	5 50%	2 20%	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.	10	1 10%	8 80%	1 10%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	0 0%	9 90%	0 0%	0 0%	1	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.	10	2 20%	7 70%	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'.	8	1 12%	1 12%	2 25%	0 0%	4	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.	10	1 10%	5 50%	4 40%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	3 30%	5 50%	2 20%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	9	1 11%	6 67%	2 22%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	10	1 10%	8 80%	1 10%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	8	0 0%	2 25%	1 12%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	10	0 0%	4 40%	2 20%	4 40%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	10	1 10%	5 50%	1 10%	2 20%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

### Appendix 3

#### The inspection team

Anwen Griffith	Reporting Inspector
Hazel Hughes	Team Inspector
David Jenkins	Lay Inspector
Iona Hughes	Peer Inspector
Ann 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.