



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 Dyffryn Iâl
Allt Yr Efail
Llandegla
Wreccsam
Sir Ddinbych
LL11 3AW**

Date of inspection: Mawrth 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Dyffryn Iâl is a village school in Llandegla, Denbighshire. The school is under the voluntary control of the Church in Wales and is predominantly an English medium school, with significant use of Welsh. Although pupils have the opportunity to study through the medium of either English or Welsh, nearly all the current pupils have elected to be educated through the medium of English.

There are currently 44 pupils on roll, including two who are of Nursery age and another two who are eligible to an early entitlement. Children are admitted to the school on a part-time basis in the term following their third birthday, and full-time in the September following their fourth birthday. The school is organised into two classes; one Foundation Phase class and one key stage 2 class.

English is the home language of most pupils, with very few who speak Welsh at home. Most pupils come from a white British background. Around 2% of pupils are entitled to free school meals. This is well below local and national average. The school has identified 23% of pupils as having additional learning needs. No pupils have a statement of special educational needs.

The school was last inspected in March 2012. The newly appointed acting headteacher took up his position in January 2015.

The individual school budget per pupil for Ysgol Dyffryn Iâl in 2014-2015 means that the budget is £4,948 per pupil. The maximum per pupil in the primary schools in Denbighshire is £9,103 and the minimum is £2,902. Ysgol Dyffryn Iâl is 18th out of the 47 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's performance is good because:

- Most pupils make good progress
- Nearly all pupils have very positive attitudes to learning
- The school provides a broad and balanced curriculum with a wide range of high quality learning experiences
- Teaching is consistently good across the school
- The school is a welcoming, pleasant and caring community, which places emphasis on the development of pupils' health and wellbeing

Prospects for improvement

Prospects for improvement are good because:

- The acting headteacher has a clear vision for ensuring that all pupils achieve well in a stable learning environment
- Staff are motivated and understand their roles and responsibilities well
- The school has a clear self-evaluation process and has a good track record of identifying priorities and managing improvement
- Teachers contribute effectively to the school's self-evaluation procedures and its development plan
- Governors know, support and challenge the school effectively

Recommendations

- R1 Raise the standards of more able pupils
- R2 Provide more opportunities for pupils to apply their literacy and numeracy skills consistently across the curriculum.
- R3 Provide opportunities for pupils to respond to feedback from teachers about their work and what they need to do to improve

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils begin school with skills, knowledge and understanding that are appropriate to, or slightly below, those expected for their age. Most pupils make good progress during their time at the school.

Nearly all pupils listen well and sustain their levels of concentration for appropriate lengths of time. In the Foundation Phase, nearly all pupils demonstrate good speaking skills, talk enthusiastically about their work and undertake role-play activities well. Many pupils in key stage 2 express their opinions confidently and articulately using a well-developed vocabulary, for example when responding to teachers' questions about post-war jobs carried out by men and women as part of their 'Through the Decades' topic.

Most pupils across the school read at or above a suitable level for their age and ability. In the Foundation Phase, nearly all pupils apply their knowledge of phonics successfully when reading. They use appropriate strategies to tackle unfamiliar words and can talk well about their favourite characters. Many pupils understand the difference between fiction and non-fiction books and know the role of an author and an illustrator. In key stage 2, most pupils are interested and expressive readers. They have effective skills to help them to read with understanding. Many pupils use strategies such as skimming and scanning texts to identify important information quickly and successfully.

In the Foundation Phase, most pupils make good progress in developing their writing skills for a range of different purposes. They form letters correctly and convey their ideas well in simple sentences, for example when they write about The Three Little Pigs. By the end of the Foundation Phase, most pupils use a wide range of vocabulary and punctuate their work with increasing accuracy.

By the end of key stage 2, most pupils write at length frequently and produce well-presented and clear, structured work, for example when composing letters from evacuees to their parents. Many use interesting vocabulary in short paragraphs to convey their ideas successfully and keep their audience engaged. Most pupils apply their literacy skills effectively to write at a similar standard across many areas of the curriculum.

In the Foundation Phase, most pupils make good progress in understanding mathematical concepts. For example, in Year 2, many pupils write and order numbers to 100 accurately, add and subtract two digit numbers correctly and record data in simple lists and tables. They have a clear understanding of the language of mathematics and use this confidently when talking about 2D and 3D shapes and standard measures. However, pupils' ability to apply their numeracy skills in other areas of learning is less well developed.

By the end of key stage 2, most pupils demonstrate strong mathematical skills and a good understanding of a range of mathematical concepts. They make accurate estimates by rounding decimal numbers to the nearest whole number and understand the relationship between fractions, decimals and percentages. They record information well, create suitable graphs and interpret the data appropriately, for example the average difference in monthly weather temperature in Shanghai. Most pupils are now making good attempts at applying their mathematical knowledge to problem-solving activities in other areas of the curriculum.

Throughout the school, nearly all pupils have a very positive attitude to learning Welsh. Many Foundation Phase pupils understand and respond enthusiastically to instructions by staff in Welsh and can ask and answer questions following basic language patterns well. By the end of the Foundation Phase, many pupils write appropriate short pieces; for example about themselves, and develop good early reading skills. In key stage 2, many pupils reply to questions in extended sentences, explaining their ideas and expressing their preferences. Most pupils can take part confidently in informal, extended conversation. Most pupils' reading and writing skills in Welsh are of a good standard and, by the end of key stage 2, most pupils write clearly in simple sentences, using established patterns and appropriate vocabulary.

Throughout the school nearly all pupils have strong skills in information and communication technology (ICT) and use them effectively to develop their literacy and numeracy skills across the curriculum.

Most pupils with additional learning needs make good progress towards achieving their learning targets.

As the school has very few pupils eligible for free school meals, the evaluation of the performance of this group of learners in comparison with other pupils is unreliable. However, nearly all pupils eligible for free school meals make strong progress from their individual starting points. There is no notable difference between the performance of boys in comparison with girls over time.

Over recent years, the school has had a comparatively low number of pupils (10 or fewer) in year groups at the end of the Foundation Phase and key stage 2. This can significantly affect the pattern of the school's overall performance year-on-year in end of key stage assessments in comparisons with national benchmarks.

There is a general upward trend over three years in pupils' results at the expected outcome in the Foundation Phase. This moves the school between the bottom 25% and top 25% of similar schools. At the higher than expected outcome, there is an inconsistent trend, with performance in English literacy moving the school between the top 25% and lower 50% of similar schools. The school's performance places it consistently between the lower 50% and bottom 25% of similar schools in mathematical development and Welsh literacy.

In key stage 2 at the expected and higher than expected level, the school's performance over four years shows an inconsistent trend. At the expected level, the school's performance has consistently placed it in the top 25% in English and Welsh, and the school has ranged between the top 25% and bottom 25% of similar schools

in mathematics and science. Performance at the higher than expected level has moved the school between the upper 50% and bottom 25% of similar schools in science and between the lower 50% and bottom 25% in English, Welsh and mathematics.

Wellbeing: Good

Nearly all pupils have very positive attitudes to learning and enjoy coming to school.

All pupils know to whom to turn for advice if they have any concerns. Nearly all pupils are extremely well motivated and participate effectively in a range of classroom activities. They make sensible choices about their own learning. They are very well behaved and courteous towards each other and adults.

Nearly all pupils feel safe in school and know the importance of healthy eating, drinking and taking regular exercise. Most pupils take advantage of recently arranged extra-curricular activities such as the gardening club to enhance their learning. The playground buddy system adopted by the school during break times helps to illustrate the good levels of consideration pupils show each other. This is successful in reinforcing pupils' wellbeing.

Through the school and eco councils, pupils appreciate the opportunity to make decisions about school activities such as various fund raising initiatives. However, the school council is under developed and does not as yet make strategic decisions which affect the life and work of the school.

The school develops pupils' awareness of the local community well through regular visits to the local church and through the various events held during the year. For example, key stage 2 pupils took an active part in Remembrance Day activities.

The school's attendance and punctuality is constantly good. In comparison with similar schools, the school has been in the top 25% of schools for the last two years.

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

The school provides a broad and balanced curriculum and a very good range of high quality learning experiences that meet all statutory requirements. Teachers co-operate very effectively to create both long and short-term schemes of work that set a firm basis for learning in both key stages.

There is an effective approach in place for the implementation of the Literacy and Numeracy Framework. As a result, the skills provision within literacy, numeracy and ICT is well established. For example, in literacy, a recent initiative to develop extended writing is impacting on standards; and numeracy activities ensure that most pupils are able to use the relevant skills to solve mathematical problems confidently. However, teachers do not always plan effectively enough to allow pupils to use their numeracy skills consistently across all subjects.

Provision for developing the Welsh language and the Welsh dimension is robust and one of the strengths of the school. Staff immerse pupils daily in Welsh language experiences, which help to develop their Welsh language oracy, reading and writing skills effectively. The school's eisteddfod, various Urdd activities and visiting a Welsh language residential centre promote pupils knowledge of Welsh history and culture successfully.

The school promotes education for sustainable development and global citizenship well through the curriculum. It provides valuable experiences for the pupils that enhance their knowledge of recycling issues. Members of the Eco Council have set clear targets for themselves towards achieving Eco School status.

Teaching: Good

All teachers demonstrate up-to-date subject knowledge and use a wide range of approaches and strategies effectively to engage and motivate pupils. They have clear learning objectives for their lessons and share these well with pupils to provide a clear purpose to the learning taking place. There is a good balance between pupil-initiated and adult-directed activities. This promotes pupils' independence and thinking skills well.

The good pace of lessons, teachers' effective use of challenging questioning and the range of stimulating activities mean that teaching is consistently good across the school. Teachers and support staff work well together to ensure that pupils make suitable progress in lessons. All teachers make effective use of ICT as a teaching tool to enhance pupils' learning. Nearly all staff use Welsh regularly and effectively in a range of situations to develop pupils' Welsh language skills and cultural awareness.

The school has effective assessment procedures in place. It uses a system for tracking pupils' progress throughout the school effectively. Teachers use this data well to identify pupils who are in need of additional support and to monitor their progress. They use this information successfully to inform their short-term and long-term planning and to set individual pupil targets.

Generally, all teachers use a good range of assessment for learning strategies effectively. Pupils receive written comments that help them to improve their work but to date they are not given opportunities to respond fully to the comments.

Annual pupil reports provide parents with suitable information about their child's progress and achievements and include targets for further improvement.

Care, support and guidance: Good

The school is a welcoming, pleasant and very caring community, which places emphasis on developing pupils' health and wellbeing well. The school has appropriate arrangements for healthy eating and drinking.

The school has an extensive programme of educational activities that promotes pupils' social, moral, spiritual and cultural development successfully. For example, key stage 2 pupils have a valuable opportunity to discuss specific themes during their

classwork on “How to be a good friend”, to improve their understanding of friendship. All staff have high expectations of pupils’ behaviour and nearly all pupils respond well to this guidance.

The school makes comprehensive use of a range of agencies that provide a valuable contribution in supporting the pupils. For example, the police liaison officer provides effective support to pupils on various themes such as internet safety. All parents and pupils feel that the school provides a safe environment. The school’s arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is comprehensive and conforms fully to the statutory requirements. Teachers adopt appropriate intervention strategies at an early stage and, over time, these enable pupils to make good progress in line with their abilities. Staff manage pupils’ individual needs well and parents are well informed and fully involved in setting and reviewing their child’s education plans. Numerous links with specialist services such as Speech and Language Therapy provide effective support to the school, which impacts well on pupils’ standards and wellbeing.

Learning environment: Good

The school has an inclusive community ethos, where pupils have equal access to all aspects of school life. Pupils have a good understanding of the diverse world in which we live and learn to show care and consideration for others and the environment.

Inside the school, the accommodation is attractive and provides a cheerful learning environment for pupils. Classrooms are bright and colourful with displays and resources that promote pupils’ learning effectively. The outdoor learning area in the Foundation Phase provides pupils with stimulating learning opportunities and external areas are well maintained, clean and tidy. The school site provides a secure and safe environment for pupils.

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

The acting headteacher has a clear vision for ensuring that all pupils achieve their best in a stable learning environment. He communicates this very effectively to the staff, governors and parents and, in the short time that he has been in position, has made a positive impact on teaching and learning at the school. As a result of recent initiatives, pupils’ standards in Welsh writing show a distinct improvement, and the standard in presentation of their work has improved significantly.

All teachers work together effectively as a team, and all staff have a clear understanding of the school’s current priorities. Weekly staff meetings focus well on pupil progress and improving provision, and ensure that there is shared ownership of the school’s action plans. All teachers contribute effectively to the analysis of performance data, and to the setting of appropriate targets for further improvement.

Governors know and support the school very well. They have a clear understanding of the school's performance data, and of the priorities for school improvement. They question the school thoroughly on all aspects of its performance, including pupil standards. However, they do not make a strategic enough contribution to the school's self-evaluation process.

The school pays appropriate attention to local and national priorities, and has recently focused strongly on developing pupils' literacy and numeracy skills.

Improving quality: Good

The school has a clear self-evaluation process in place and is effective in identifying priorities and managing improvement. Although new in post, there are early indications that the acting headteacher is already having a positive impact on the standards of pupils' writing in Welsh and in the quality of presentation of their work.

The current self-evaluation report has been reviewed and updated recently. It is a detailed document and generally provides a useful analysis of the strengths of the school and its areas for development. All teachers contribute effectively to the review, and give due consideration to performance data and the outcomes of monitoring to help identify the main priorities.

The school development plan is based firmly on the outcomes of the self-evaluation report. It is a practical, working document that provides clarity for leaders and teaching staff on implementing and monitoring plans for improvement. All of the priorities outlined in the plan have been allocated appropriate resources, timescale and budget, and they define clearly the responsibilities for monitoring and review.

The document is displayed in the staff room, and teachers track progress regularly and clearly on each priority. This ensures that the school development plan and its on-going implementation provide clear focus for the teaching staff at the school.

Partnership working: Good

The school works successfully with a range of partners.

The partnership between the school and parents is strong. There are termly opportunities for parents to discuss their children's progress and any concerns during regular parents' evenings. The school also occasionally organises parents' information evenings to support new initiatives, for example developing numerical reasoning and supporting children's reading. The weekly newsletter and the well-run school website inform parents effectively about all school activities. Some parents volunteer to support the school's work in a practical way, for example in raising funds and selling second hand school uniform.

There is a good partnership with the local authority and regional consortium, and the school has recently benefited from professional expertise in an initiative to improve the teaching of numeracy, and to support the new headteacher's leadership development.

The school plays an important part in the local community, and fosters an effective relationship with members of the local area. The local rector leads the school's weekly celebration assembly at the local church. The pupils also occasionally take part in special Sunday services at the church, which develops their sense of belonging and fosters their spiritual development well. Members of the community help the school develop its garden, contributing effectively to developing pupils' understanding of environmental matters and science.

The school co-operates successfully with other primary schools in the catchment area. They moderate pupils' work effectively to support teacher assessment and share resources efficiently for continuous professional development. The good relationship between the school and its local secondary school has ensured effective transition arrangements for pupils who transfer to the next stage in their education.

The school has a good working relationship with the local playgroup, which meets weekly in the hall. The playgroup's children join in activities such as sports day and concerts, and there are strong administrative links with the school secretary. This ensures that children settle quickly when they start school.

Resource management: Good

The school's has an appropriate number of teachers and classroom assistants with suitable range of experience and skills. The headteacher deploys the staff effectively to ensure that they deliver the curriculum successfully, and to provide planning, preparation and assessment time.

There are robust arrangements for managing teachers' performance, which lead to the setting of appropriate improvement objectives that link well with the school's priorities for improvement. The school provides good opportunities for the professional development of its teachers and classroom assistants.

The school has a good supply of quality resources to meet the needs of all areas of the curriculum. These are managed well, and teachers use them effectively to support pupils' learning

The school links its spending decisions appropriately to raise pupils' standards and wellbeing. The headteacher and governors monitor this expenditure well. Although the school's budget is currently in deficit, school leaders and the local authority have appropriate plans in place to address this issue.

Until very recently, there were no pupils eligible for free school meals. As a result, the school does not receive the pupil deprivation grant.

In view of pupils' progress and outcomes and the standard of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6633061 - Ysgol Dyffryn Iâl

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	0.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	8	*	7
Achieving the Foundation Phase indicator (FPI) (%)	87.5	*	85.7
Benchmark quartile	3	*	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	8	*	6
Achieving outcome 5+ (%)	87.5	*	100.0
Benchmark quartile	3	*	1
Achieving outcome 6+ (%)	25.0	*	33.3
Benchmark quartile	3	*	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	8	*	7
Achieving outcome 5+ (%)	87.5	*	100.0
Benchmark quartile	4	*	1
Achieving outcome 6+ (%)	25.0	*	28.6
Benchmark quartile	3	*	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	8	*	7
Achieving outcome 5+ (%)	87.5	*	85.7
Benchmark quartile	4	*	4
Achieving outcome 6+ (%)	12.5	*	42.9
Benchmark quartile	4	*	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6633061 - Ysgol Dyffryn Iâl

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	0.9
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	7	6	10
Achieving the core subject indicator (CSI) (%)	*	85.7	100.0	80.0
Benchmark quartile	*	3	1	4
English				
Number of pupils in cohort	*	7	6	10
Achieving level 4+ (%)	*	100.0	100.0	100.0
Benchmark quartile	*	1	1	1
Achieving level 5+ (%)	*	14.3	33.3	30.0
Benchmark quartile	*	4	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	7	6	10
Achieving level 4+ (%)	*	85.7	100.0	80.0
Benchmark quartile	*	4	1	4
Achieving level 5+ (%)	*	14.3	33.3	20.0
Benchmark quartile	*	4	4	4
Science				
Number of pupils in cohort	*	7	6	10
Achieving level 4+ (%)	*	85.7	100.0	100.0
Benchmark quartile	*	4	1	1
Achieving level 5+ (%)	*	14.3	50.0	20.0
Benchmark quartile	*	4	2	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 learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	23	23 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	23	23 100%	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.	23	22 96%	1 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	23	23 100%	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.	23	21 91%	2 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	23	22 96%	1 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	23	23 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	23	22 96%	1 4%	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.	23	21 91%	2 9%	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.	23	23 100%	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.	22	22 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	23	23 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	21	12 57%	8 38%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	16 76%	5 24%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	21	18 86%	3 14%	0 0%	0 0%	0	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.	21	12 57%	6 29%	1 5%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	21	14 67%	4 19%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	21	12 57%	8 38%	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.	21	14 67%	6 29%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	21	8 38%	8 38%	2 10%	0 0%	3	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.	21	13 62%	6 29%	0 0%	0 0%	2	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.	21	13 62%	8 38%	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.	21	13 62%	8 38%	0 0%	0 0%	0	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'.	21	11 52%	3 14%	0 0%	0 0%	7	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.	21	12 57%	7 33%	0 0%	1 5%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	20	14 70%	5 25%	0 0%	1 5%	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.	21	13 62%	7 33%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	21	13 62%	7 33%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	10 50%	3 15%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	21	12 57%	5 24%	1 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	21	13 62%	6 29%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Sioned Thomas	Arolygydd Cofnodol
Terwyn Tomos	Arolygydd Tîm
David Jenkins	Arolygydd Lleyg
Dylan Roberts	Arolygydd Cymheiriaid
Huw Rowlands	Enwebai

Copies of the report

Copies of this report are available from the school and from the Estyn website (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
- personal and social development, wellbeing and cultural diversity

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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