



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 Gymuned Bodorgan
Bodorgan
Anglesey
LL62 5AB**

Date of inspection: February 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 Bodorgan is a small rural school that provides bilingual education to pupils aged between 4 and 11 from the villages of Malltraeth, Hermon and Bethel. It is in the care of Anglesey local authority.

There are 32 full-time pupils on roll and pupil numbers have been fairly consistent in recent years. There are no nursery-age pupils at the school at present.

Welsh is the main language spoken at home by about 32% of pupils. In line with the local authority's policy, Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of making them bilingual by the time they transfer to the secondary school. About 6% of pupils come from an ethnic minority background.

Thirty per cent of pupils are eligible for free school meals, which is higher than the national average. The school has identified that 25% of pupils have additional learning needs and this is also somewhat higher than the national average.

The school was last inspected in February 2011. The current headteacher was appointed to the post in September 1994.

The individual school budget per pupil for Ysgol Gymuned Bodorgan in 2014-2015 is £5,971. The maximum per pupil in primary schools in Anglesey is £9,552 and the minimum is £2,870. Ysgol Gymuned Bodorgan is in third position of the 48 primary schools in Anglesey in terms of school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school is adequate because:

- Most pupils respond well and contribute enthusiastically in classroom activities
- Most pupils make good progress in their use of Welsh
- Pupils' reading skills are developing strongly
- Pupils' attendance and punctuality are excellent

However:

- A minority of pupils of higher ability do not achieve as well as they should
- There is not enough progress in the written work of a majority of pupils and they do not use their skills to write at enough length across the curriculum
- Most pupils' numeracy skills in key stage 2 have not been developed appropriately
- Teaching is unsatisfactory on the whole, and overuse of ready-made worksheets hinders pupils' ability to develop as independent learners

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- The governing body do not operate strategically enough or hold the school to account about its performance appropriately
- The leadership has not been effective enough to date in terms of improving some aspects of pupils' achievements or provision across the school
- The majority of priorities in the development plan are not completed effectively enough and they continue to be areas that need to be improved over an extended period
- Leaders have not shown the appropriate ability to ensure some suitable sustainable improvements
- Teaching staff do not have appropriate time for planning, assessment and preparation

However:

- The school has an appropriate self-evaluation process which is based on a range of relevant evidence
- The school's self-evaluation report is comprehensive and draws due attention to its strengths and aspects that need further attention
- The school has established a number of effective partnerships
- The school creates a strong ethos of teamwork

Recommendations

- R1 Improve pupils' numeracy skills in key stage 2
- R2 Raise pupils' standards of extended writing
- R3 Improve pupils' ability to work independently
- R4 Ensure that there is progression and continuity in the planning for developing skills
- R5 Improve teaching in order to ensure an appropriate challenge for all pupils
- R6 Develop the governors' role as strategic leaders
- R7 Ensure that the priorities in the school improvement plan are monitored effectively
- R8 Ensure that the school meets statutory requirements in terms of addressing teachers' workload

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress every term.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils start at the school on a level that is appropriate to their age and ability. Most pupils across the school respond well and contribute enthusiastically in classroom activities. Most pupils make appropriate progress in line with their ability. However, a minority of pupils of higher ability do not achieve as well as they should, especially in key stage 2.

Most pupils make good progress in their use of Welsh during their time at the school. The oral skills of many pupils who come from non-Welsh homes develop quickly. Many pupils in the Foundation Phase communicate successfully in Welsh and use a wide range of vocabulary skilfully, considering their age and ability. Many pupils in key stage 2 converse confidently about their work and their vocabulary is developing appropriately. Most succeed in becoming bilingual by the end of the key stage. Pupils' listening skills are developing appropriately.

In the Foundation Phase, many pupils read skilfully and are able to discuss the content of a text meaningfully and refer to events and characters in their reading books. Many pupils make appropriate progress in their writing. By the end of the Foundation Phase, many are able to write a sequence of sentences confidently, and show an appropriate grasp of basic punctuation and robust language patterns. A few more able pupils write imaginatively and independently, using a wider vocabulary to create effect, for example when writing the diary of Dwynwen's first day on the island of Llanddwyn.

In key stage 2, the majority of pupils read a range of materials appropriately in Welsh and English and their understanding of reading is developing well. The majority use higher reading skills effectively to acquire specific information from a text. The best discuss a range of reading material in a mature manner and express an opinion about their favourite authors. However, a few pupils read with less fluency and expression in Welsh. Overall, the majority of pupils in key stage 2 write intelligently in a range of written forms in both languages and show suitable awareness of punctuation and paragraphing. However, there is not enough progress in the majority of pupils' written work and they do not use their skills to write at sufficient length across the curriculum.

By the end of the Foundation Phase, many pupils make appropriate progress in their numeracy skills. For example, many develop their ability to count in tens, add and subtract up to 100, measure, estimate, collect data and create tables appropriately. Most pupils are able to use their numeracy skills appropriately and use them to the same standard across the curriculum. However, more able pupils are not reaching their full potential.

In key stage 2, most pupils are able to use their addition, subtraction, multiplication and division skills appropriately. However, their skills in problem solving, fractions,

percentages, area or volume have not been developed sufficiently. There are few examples of pupils using their numeracy skills in areas of learning across the curriculum.

Over recent years, there has been a comparatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's performance in comparison with similar schools.

The school's performance at the end of the Foundation Phase has placed the school in the top 25% of similar schools over a period of three years at the expected outcome. Performance in literacy and mathematical development has placed the school in the upper 50% of similar schools in two out of the last three years. The school's performance has placed it among the upper 50% or the top 25% at the higher outcome over the last three years in comparison with similar schools.

At the end of key stage 2, performance at the expected level in Welsh, English mathematics and science has been higher than the figures for Wales in three of the last four years. The school's performance at the higher level has varied over the last four years and no pupils attained the higher level in Welsh or English in two of the four years. The school's performance at the expected level has placed it among the top 25% in comparison with similar schools in three of the last four years, and performance in 2014 has moved the school to the lower 50% in Welsh and English. At the higher level, pupils' performance in key stage 2 has varied, moving the school between the top 25% and the bottom 25% in comparison with similar schools, and English has placed it in the bottom 25% in three of the last four years.

There is no obvious difference between the performance of pupils who are eligible for free school meals in comparison with the remainder.

Wellbeing: Good

Pupils' standards of wellbeing are a strength at the school. Most pupils are proud of their school, enthusiastic and eager to learn. Nearly all of them feel at home and safe and know to whom to turn if they are anxious. Nearly all pupils have a good awareness of the importance of eating and drinking healthily and many take advantage of regular opportunities to take physical exercise in order to keep fit.

Pupils' attendance and punctuality are excellent. The school has been in the top 25% in comparison with similar schools for the last five years.

The school council is enthusiastic and members understand that they are representing the viewpoints of other pupils. They work closely with the governors to organise fund-raising activities for charities. Many pupils contribute appropriately to making choices about educational visits within the community. Most pupils co-operate well in groups when undertaking tasks in the classroom.

Most pupils are courteous and their behaviour when playing and working is good. They show respect and care towards their peers, and many older pupils take responsibility for younger pupils' wellbeing during break time and in some lessons. This has a positive effect on their communication and social skills.

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

The school plans for providing a curriculum that meets statutory requirements appropriately. However, lessons are not always based firmly enough on the content of these plans. For example, not all the requirements of the curriculum in mathematics receive appropriate attention in key stage 2.

Teachers provide a suitable variety of experiences that gain the interest and meet the needs of the majority of pupils. Visits to the local community and opportunities to take part in extra-curricular activities provide robust experiences for all pupils and enrich the curriculum well.

In the Foundation Phase, provision includes a number of stimulating activities that provide an appropriate challenge for most pupils. However, planning in key stage 2 is not co-ordinated enough in order to ensure achievement or progression that is based on previous learning. In addition, provision does not always provide enough of a challenge for pupils of higher ability.

The school has started the work of planning for introducing specific aspects of the Numeracy and Literacy Framework. However, planning is not purposeful enough to ensure progression across the range of subjects or areas of learning. As a result, the provision does not ensure that pupils receive regular enough opportunities to acquire their skills. Although the school has suitable resources for developing pupils' information and communication technology (ICT) skills, schemes of work do not ensure effective and regular enough use of them.

Provision for developing Welsh skills and the Welsh dimension enables pupils to make good progress. The school provides good opportunities for pupils to know their area and study local history. This is a strong element of the school's work.

The school has a garden in which pupils have begun to grow vegetables. They also plant flowers in the elderly people's gardens in the village. This develops their understanding of sustainability and provides suitable opportunities to enable pupils to care for living things. Activities to raise money for a charity in Africa have a positive effect on developing pupils as global citizens. However, the sustainable development element of global citizenship has not been developed fully to date.

Teaching: Unsatisfactory

The standard of teaching is inconsistent across the school. Teachers' expectations vary, and the less effective ones have expectations that are too low. Overuse of ready-made worksheets hinders pupils' ability to develop as independent learners.

Where teaching is at its best, teachers share clear learning objectives with pupils and set relevant success criteria for them. As a result, pupils are aware of what they need to do in order to complete the task successfully. Most staff model language well and manage pupils' behaviour effectively.

In about half the classes, although teachers provide work that gains the interest of the majority of pupils, tasks are not challenging enough to meet the needs of a

significant minority of pupils, especially those of higher ability. As a result, a minority of pupils do not make appropriate progress in a range of learning areas, especially in mathematics in key stage 2.

Teachers mark pupils' work regularly. However, the standard of marking is inconsistent and feedback that is given to pupils is not always linked to their progress in the context of success criteria. This hinders pupils' ability to improve.

The school uses standardised tests and teachers' assessments when analysing pupils' performance. Recently, they have begun to use an electronic system to track progress, and this has begun to have a positive effect on the content of the planning. However, the school do not use assessment findings effectively enough to identify pupils who need additional support.

Written reports to parents are comprehensive and report appropriately on their children's progress.

Care, support and guidance: Adequate

The school is a friendly and caring community in which staff promote high values in terms of morality and care. Provision for spiritual, moral, social and cultural development is sound. Staff at the school have a positive relationship with pupils, based on mutual respect and trust.

There is an effective relationship between the school and specialist agencies, which has a positive effect on pupils' wellbeing. For example, the local police officer provides advice to pupils on e-safety.

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

Provision for pupils who have additional learning needs meets the needs of the majority of pupils. The school identifies the needs of the majority of pupils appropriately. These pupils are included fully in all aspects of the curriculum. However, intervention is not always effective enough to address the specific needs of a minority of them.

Pupils who are identified as having additional support needs have individual education plans. However, the processes to monitor progress are not robust enough and do not include regular input from parents or pupils. As a result, staff do not have a clear awareness of pupils' progress against their improvement targets.

Learning environment: Adequate

The school is a happy, friendly and homely environment. It is an inclusive school that gives equal opportunities to all pupils to undertake all aspects of the curriculum, in addition to extra-curricular activities. The ethos is one of the school's strengths and is based on encouraging respect between adults and pupils and between pupils and each other.

The school is rich in terms of the size of the outdoor area. Recently, the school has received a grant to buy new climbing equipment in order to develop pupils' physical

skills. However, the outdoor provision does not meet the requirements of the Foundation Phase fully. The area outside the Foundation Phase is shabby and there are very few resources for developing pupils' ability to learn through play.

The whole site is accessible to pupils who have disabilities. The school building and grounds are safe and they are maintained appropriately.

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

The school's leadership is ineffective. Although the headteacher has produced a vision for the school that ensures a happy and safe atmosphere, he does not have a clear vision for the school's strategic development. Teaching staff do not have appropriate non-contact time to undertake their planning, preparation and planning duties, and the headteacher does not have sufficient time for his management role.

Staff job descriptions are in place and indicate their role and responsibilities appropriately. The school pays due attention to staff's continuous development which is linked to the school's priorities and performance management targets.

The headteacher has a heavy load of curricular responsibilities across the school. As a result, there has not been enough effect to date in terms of improving some aspects of pupils' achievements and provision across the school, for example leading the work of introducing numeracy across the curriculum.

The school addresses some national priorities appropriately, for example in using the Pupil Deprivation Grant in order to improve the wellbeing and achievement of specific pupils.

Governors are very supportive of the school's work. They receive regular information about performance data and pupils' achievement through the headteacher's reports and as a result of a few of them visiting classes occasionally. This helps to improve their overall knowledge of the school's standards and performance in comparison with similar schools. However, they do not contribute strategically enough to the self-evaluation process, and therefore their understanding of strengths and areas for development in terms of provision and leadership is limited. They are over-reliant on information from the headteacher for making decisions and setting priorities and do not hold the school to account for its performance sufficiently; nor have they addressed the school's financial situation quickly enough.

Improving quality: Unsatisfactory

Although the school has appropriate procedures for identifying its strengths and areas that need improvement, and plans for development, leaders do not respond to them effectively. As a result, they do not have a positive effect on standards or provision. Leaders have not addressed all the recommendations following the last inspection. Four important recommendations remain as priorities in the current development plan. For example, this is the third consecutive inspection that includes a recommendation about improving the standards of pupils' standards of writing.

The school has an appropriate self-evaluation process, which considers a range of relevant evidence such as analysis of pupils' performance data, scrutinising books, lesson observations and questionnaires to parents and pupils.

The self-evaluation report that was produced by the headteacher and staff, although a little descriptive in parts, provides an honest picture of the school. It draws due attention to the school's strengths and the aspects that need to be improved.

There is a clear link between the self-evaluation report and the school's priorities within its development plan. The plan identifies a number of priorities for improvement that focus appropriately on raising standards, along with responsibilities, costs, an implementation timetable and success indicators in order to complete them.

The development plan includes a review of the previous year's priorities. However, the effect of the plan is not monitored regularly enough by the headteacher or the governing body. As a result, the majority of the priorities are not achieved effectively enough and they remain as areas that need to be improved over an extended period.

Partnership working: Good

The school has established a number of effective partnerships that have a positive effect on pupils' standards and wellbeing. There is a strong relationship between parents and the school. The school shares information about its activities and class work successfully through the timely sending of letters. Parents are supportive of the school's work and raise money that enriches pupils' experiences. The headteacher's focus on promoting an open and co-operative culture succeeds in ensuring parents' commitment and support well.

There are valuable links between the school and the nursery group, which is situated in the school grounds. Staff share information, resources and expertise between the nursery group and the school, which ensures that children transfer smoothly when they begin in the Foundation Phase.

The school co-operates successfully with primary schools in the catchment area. The schools moderate pupils' work jointly and this has begun to have a positive influence on teachers' ability to assess and level pupils' work more accurately. Jointly with schools in the catchment area, the school has bought software to track progress. This is beginning to strengthen the school's provision for recording pupils' achievement and attainment. There is a strong relationship between the school and the local secondary school, which ensures that pupils transfer smoothly to the next phase of their education.

Beneficial partnerships exist with a number of local authority agencies and the health authority, which has a positive effect on the development of pupils' wellbeing and attainment.

There is a close partnership between the school and the local community, and pupils participate in 'Malltraeth Ymlaen' (Onwards Malltraeth) activities, visit the old people's home regularly and take part in concerts at the church. This raises pupils' awareness of their community responsibilities.

Resource management: Unsatisfactory

The school has a suitable level of staff and appropriate use is made of their expertise to enrich teaching and learning. Assistants co-operate effectively and give pupils appropriate support. The school has a suitable range of learning resources, although a minority of the information technology equipment and a few reading books are now old and dated.

Purposeful performance management arrangements are in place for teachers and the staff benefit from suitable training that is arranged on the basis of individuals' needs and the school's priorities. However, the school has not addressed the need to reduce teachers' workload. They do not have appropriate time for planning, assessment and preparation, nor does the headteacher use sufficient time to complete leadership and management activities appropriately. As a result, strategic matters, such as implementing and reviewing progress against the school's priorities, annual reviews of pupils who have additional learning needs and planning numeracy and literacy needs across the curriculum are not completed effectively enough.

The headteacher contributes appropriately to networks of professional practice with other schools and partners on aspects such as responding to pupils' work and developing the use of ICT. These experiences are beginning to have a positive effect on provision at this school.

On the whole, the headteacher and governors allocate resources suitably for the school's priorities. The Pupil Deprivation Grant is used appropriately to reinforce provision in order to improve the wellbeing and standards of specific pupils. However, over the last five years, the school budget shows considerable over-expenditure, which is increasing every year. This has had a detrimental effect on provision and leadership. The school is co-operating with the authority to implement an appropriate recovery plan to address the over-expenditure.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

6602134 - Ysgol Gymuned Bodorgan

Number of pupils on roll	35
Pupils eligible for free school meals (FSM) - 3 year average	32.6
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	*	5	5
Achieving the core subject indicator (CSI) (%)	*	*	100.0	80.0
Benchmark quartile	*	*	1	2
English				
Number of pupils in cohort	*	*	5	5
Achieving level 4+ (%)	*	*	100.0	60.0
Benchmark quartile	*	*	1	4
Achieving level 5+ (%)	*	*	20.0	0.0
Benchmark quartile	*	*	4	4
Welsh first language				
Number of pupils in cohort	*	*	5	5
Achieving level 4+ (%)	*	*	100.0	60.0
Benchmark quartile	*	*	1	3
Achieving level 5+ (%)	*	*	40.0	0.0
Benchmark quartile	*	*	1	3
Mathematics				
Number of pupils in cohort	*	*	5	5
Achieving level 4+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving level 5+ (%)	*	*	20.0	40.0
Benchmark quartile	*	*	4	1
Science				
Number of pupils in cohort	*	*	5	5
Achieving level 4+ (%)	*	*	100.0	100.0
Benchmark quartile	*	*	1	1
Achieving level 5+ (%)	*	*	0.0	40.0
Benchmark quartile	*	*	4	1

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

Primary survey (all pupils)

Denotes the benchmark – this is a total of all responses to date since September Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	21	21 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	21	21 100%	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.	21	21 100%	0 0%	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	21	21 100%	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.	21	21 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	21	21 100%	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.	21	21 100%	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.	21	21 100%	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.	21	21 100%	0 0%	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.	21	21 100%	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.	21	21 100%	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	21	21 100%	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 a total of all responses to date since September 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.	20	19 95%	1 5%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	20 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn 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.	20	19 95%	1 5%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	20	20 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	20	16 80%	4 20%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	20	19 95%	1 5%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	18	17 94%	1 6%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	14 78%	4 22%	0 0%	0 0%	0	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.	20	19 95%	1 5%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	16 80%	4 20%	0 0%	0 0%	0	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.	20	19 95%	1 5%	0 0%	0 0%	0	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'.	20	16 80%	4 20%	0 0%	0 0%	0	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.	20	17 85%	3 15%	0 0%	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.	20	18 90%	2 10%	0 0%	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.	20	16 80%	4 20%	0 0%	0 0%	0	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.	18	15 83%	3 17%	0 0%	0 0%	0	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	16 80%	3 15%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	20	17 85%	3 15%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	20	19 95%	1 5%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Gwenda Easton	Reporting Inspector
Tony Bate	Team Inspector
David Jenkins	Lay Inspector
Tegwen Ellis	Peer Inspector
Robin Griffiths	Nominee

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.