Report on

**Ysgol Gynradd Y Felinheli
Felinheli
Gwynedd
LL56 4TZ**

Date of inspection: December 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:

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.

Publication date: 13/02/2015

Context

The school is situated in the village of Y Felinheli in Gwynedd. The vast majority of pupils come from the village and the nearby area.

There are 155 pupils aged between 3 and11 years on roll, including about 18 in the part-time nursery class. The school has six full-time classes. About 7.8% of pupils are eligible for free school meals, which is lower than the average for Wales (21%).

The school has identified about 21% of its pupils as those who have additional learning needs, and a very few have a statement of special educational needs. About 4% of pupils are from ethnic minority backgrounds and none of them speaks English as an additional language. Seventy-five per cent of pupils come from Welsh-speaking homes.

The current headteacher started in the post in September 1994 and the school was last inspected in November 2008.

The individual school budget per pupil for Ysgol Gynradd Y Felinheli in 2014-2015 is £3,429. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gynradd Y Felinheli is in the 82nd position of the 95 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- many pupils develop well as independent learners and co-operate together effectively;
- many pupils' numeracy skills across the school are effective;
- pupils' awareness of the importance of eating and drinking healthily is good;
- all teachers know their pupils very well, and plan interesting activities that gain their interest effectively; and
- teaching in most lessons is successful, with lively presentations that ignite pupils' enthusiasm.

However:

- the school's performance over the last four years has not compared favourably with the performance of similar schools; and
- many pupils' standards of reading in English at the end of key stage 2 have not developed appropriately.

Prospects for improvement

The school's prospects for improvement are adequate because:

- leaders at the school stimulate good co-operation among all the school's staff;
- leaders ensure that the school has agreed procedures for assessment for learning;
- there is a strong focus on ensuring good standards of teaching;
- good use is made of the expertise of various members of staff;
- the school addresses national and local priorities appropriately; and
- the school has fostered a wide range of useful partnerships that contribute effectively towards improving the quality of provision for pupils.

However:

- the leadership does not make appropriate use of the full range of performance data in the self-evaluation process;
- the self-evaluation report does not identify the aspects that need to be improved thoroughly enough and is not incisive enough to be completely effective; and
- there is not a clear enough link between the priorities in the development plan and the findings of the self-evaluation process.

Recommendations

R1 Raise pupils' outcomes at the end of the Foundation Phase and at the end of key stage 2 so that they compare better with the results of similar schools

R2 Raise standards of reading in English

R3 Ensure that provision for information and communication technology (ICT) in key stage 2 is complete and includes data handling and modelling

R4 Ensure that the self-evaluation process is more incisive in order to place a specific focus on raising pupils' standards and summarise key issues for improvement more effectively

R5 Ensure that the priorities in the school development plan arise directly from the findings of the self-evaluation process

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

On entry to the school, pupils' basic skills vary. However, many of them make sound progress during their time at the school. They work purposefully in classes and make appropriate progress against lesson aims. Many pupils are able to recall their previous learning effectively and build on it. Many pupils use their thinking skills and investigative skills purposefully across the curriculum. They concentrate well and know what they need to do to improve their work. In a few lessons, however, neither pupils of lower ability nor the more able pupils achieve as well as they could.

Most pupils' Welsh oral skills show sound progress throughout the school. They use the Welsh language easily in all situations, both formal and informal, from a very early age. By the time pupils reach key stage 2, oral skills in English are also developing well and pupils are able to discuss a variety of subjects confidently.

In general, many pupils read Welsh to a standard that corresponds with their age and ability across the school. For example, almost all nursery age children are able to recognise their own names and those of other children correctly. Pupils in key stage 2 are able to discuss books and other reading material appropriately. They are able to find information for their work across the curriculum easily, for example information about how the heart works in their science work. However, reading skills in English do not show adequate progress and, by the end of key stage 2, a substantial minority of pupils are not effective readers.

Many pupils' writing skills in both languages develop well across the school. In the Foundation Phase, pupils use a mind map to plan a story skilfully and this leads to extended creative work based on religious education work. In key stage 2, many pupils write correctly and use a range of punctuation and paragraph purposefully. In line with their age and ability, they write extended pieces of work effectively in a range of forms. They apply these skills to submit work of high quality in subjects across the curriculum.

In the Foundation Phase, most pupils develop their numeracy skills consistently across the areas of learning. Most are able to collect information successfully and transfer that information effectively into the form of a graph. By the end of the Foundation Phase, most pupils are able to solve mathematical problems successfully. They are able to use standard units to measure the length and width of objects when creating furniture for a bedroom.

In key stage 2, many pupils' standards of numeracy are good. They use a variety of calculation methods accurately to solve number problems and make appropriate use of data across the curriculum. An example of this is the way that they record and present information about evacuees during the Second World War by using a graph to convert imperial and metric measurements.

The majority of pupils are natural Welsh speakers and use the language confidently in all situations. Pupils from non Welsh-speaking homes acquire the language very quickly after arriving at the school. Pupils take pride in the Welsh language, culture and traditions.

In the Foundation Phase, pupils' performance in literacy skills is inconsistent and has declined, moving the school to the bottom 25% of similar schools in 2014 in terms of attaining the expected outcome (outcome 5). Pupils' performance in terms of attaining the higher outcome (outcome 6) is better and places the school consistently either in the upper 50% or the top 25%. There is obvious progress in pupils' performance in attaining the expected outcome in terms of mathematical development. Over the last three years, the school's performance has risen, moving it from the bottom 25% to the upper 50% of similar schools. Performance in terms of attaining the higher outcome has improved during the last two years and has risen, moving the school from the bottom 25% to the upper 50%. In general, over three years, the school's performance does not compare well with that of similar schools in terms of attaining outcome 5.

In key stage 2 in 2014, pupils' performance in terms of attaining the expected level (level 4) in Welsh, English and science placed the school in the lower 50% of similar schools, although performance in mathematics placed it in the top 25%. Performance in mathematics shows consistent progress over a period of four years, moving the school from the bottom 25% to the top 25%. In general, performance in the other subjects has placed the school consistently in the bottom quartiles. On the whole, performance in all subjects in terms of attaining the higher level (level 6) shows a significant decline in 2014 in comparison with the performance levels of similar schools. Over four years, performance in all subjects has been very inconsistent.

There is no clear pattern of difference between the achievement of pupils who are eligible for free school meals in comparison with their peers. In general, over a period of time, girls perform better than boys in terms of attaining the expected level. Pupils who have additional learning needs achieve appropriately on a level that corresponds with their ability and make good progress against their personal targets.

Wellbeing: Good

Most pupils are aware of the importance of eating and living healthily and enjoy various physical activities. They all feel safe at school and trust each other. They also know to whom to turn for support if necessary.

Almost all pupils' behaviour is very good. They show particular respect and care for others and many older pupils are caring when dealing with younger children. Most pupils co-operate effectively and show a good level of perseverance in lessons. Most pupils' ability to work independently is developing well across the school and is one of the school's strengths. This means that pupils know how well they are achieving and what they need to do to improve.

All pupils take full advantage of opportunities to express an opinion and shoulder responsibilities as a result of the work of groups such as the School Council, the Eco

Council, the Healthy School Group and the Mathtastig Group. Through regular activities such as recycling and organising language activities through play during break times, they contribute effectively to the wellbeing of the whole school. As a result, they develop confidence and enthusiasm in their work and responsibilities.

Pupils play an important part in community life, such as regular visits to a local old people's home and co-operating effectively with the community council, the local councillor and Gŵyl y Felin. As a result of this commitment, pupils' social, cultural and moral skills develop very successfully.

Pupils' attendance percentage shows an increase over time and has placed the school in the top 25% of similar schools for two years.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school plans wide and purposeful experiences that gain and maintain most pupils' interest effectively. Planning responds to the requirements of the National Curriculum, the principles of the Foundation Phase and religious education successfully. These experiences build systematically on pupils' knowledge, understanding and previous skills effectively. Teachers provide valuable opportunities for pupils to influence what aspects to study and, as a result, they feel ownership over their theme work. Pupils have regular opportunities to take part in after-school activities and clubs that enrich their cultural development and promote physical activity effectively.

There are effective plans to develop pupils' literacy and numeracy skills in different contexts across the curriculum. This responds well to the requirements of the Literacy and Numeracy Framework. This is reinforced by the long-term and medium-term planning and the good provision of purposeful resources.

The school provides very effective support activities to improve the numeracy skills of specific groups of pupils and this has a positive effect on the standards of those pupils. Although arrangements are in place to support specific groups to improve their literacy skills, this has not had a sufficient effect on pupils' reading skills in English to date.

The school provides purposeful opportunities regularly that ensure that most pupils show pride in the Welsh language and Welshness. The school's work programme is effective and includes visits, and work based on artists, craftsmen, poets and prominent people in the history and life of Wales.

Education for sustainable development and global citizenship has been developed thoroughly in the school. By ensuring regular opportunities for pupils to lead relevant activities through the Eco Council, the Citizenship Club and the Green Club, the school has ensured that pupils' understanding of sustainability and global citizenship issues is sound. The school has developed the outdoor area very purposefully and has focused on green issues; for example, the vegetable garden is used effectively for the school's purposes. Staff promote successful sustainable practices regularly, and this develops pupils' understanding and experiences effectively.

Teaching: Good

All teachers know their pupils very well, and plan interesting activities that gain their interest effectively. In most lessons in which teaching is effective, teachers ensure a suitable pace and give lively presentations that ignite pupils' enthusiasm. They provide work that corresponds well with pupils' attainment levels in a concise and effective way. For example, at the top end of key stage 2, teachers give very good opportunities for pupils to choose work that is appropriate for them. In many lessons, teachers question pupils skilfully in a way that encourages extended responses, and leads them to make predictions and give an opinion. This ensures that pupils are active consistently during learning sessions. All teachers model oral language of a very high standard, and set high expectations for pupils. Their classroom management is firm, and they use a number of effective techniques to ensure that activities run smoothly.

In the very few lessons in which teaching is not as good, teachers do not ensure every pupil's commitment to the activity. In these sessions, the pace of presentation and activities is slow, and expectations are not clear enough or challenging enough to meet the requirements of all pupils appropriately.

Short-term planning in key stage 2 does not ensure that pupils extend their ICT skills well enough. This is especially true in terms of developing data handling and modelling skills.

Teachers have a clear and agreed system for tracking pupils' progress, including progress in literacy and numeracy skills. Assessment processes at the end of both learning phases are organised and correct on the whole.

The philosophy and techniques of assessment for learning have been embedded very well at the school. In almost all learning sessions, teachers provide positive and constructive feedback on pupils' work, for example by giving 'time for improvement'. This, along with purposeful marking comments, helps pupils to know how well they are achieving and what they need to do to improve.

Parents and carers receive appropriate information about their children's achievements in subjects and learning areas across the curriculum.

Care, support and guidance: Good

The school promotes its pupils' health and wellbeing well. Pupils' health and fitness are promoted effectively by a range of sports clubs and the school's plan to promote health. The school makes appropriate arrangements for promoting eating and drinking healthily.

The school promotes pupils' moral, social and cultural development very effectively. Through the work of various groups, the school ensures good opportunities for pupils to contribute to the wellbeing of the school and the village. An example of this is the way in which the school has influenced community hygiene. By including opportunities for pupils to reflect regularly in whole-school morning assemblies and class assemblies, the school encourages pupils' spiritual development effectively. Teachers reinforce this in circle time sessions.

The school provides useful opportunities for pupils to appreciate the cultures of other countries, such as China and India. This fosters a mature attitude among pupils about their responsibilities towards others.

The school provides valuable support for educational and wellbeing issues, including professional help when necessary, which ensures that pupils receive effective support. An example of this is the purposeful co-operation with the local authority's educational psychologist and specialist teachers.

The school uses a variety of appropriate methods to identify pupils' additional learning needs, including reading and numeracy tests, along with teachers' professional judgement. Pupils benefit from support such as intervention groups, support for individuals, and support within classes. Numeracy support has been successful but support in terms of improving reading skills in English has not succeeded to the same extent. The school has a comprehensive system of monitoring the progress of these pupils, and it varies the level of support appropriately according to need.

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

Learning environment: Good

The school's ethos is homely and very inclusive, and provides equal opportunities to all. The school is a close and welcoming community and there is a warm and natural atmosphere between staff and pupils. Everyone is keen to help and support each other's work. As a result, pupils show respect and concern for each other and towards others who are less fortunate than themselves. The school's policies, plans and procedures promote equality and social diversity well.

The school's site and building are in good condition and are safe. Purposeful use is made of the school's grounds and building for play and learning. Classrooms are colourful and have appropriate resources for the purposes of the curriculum. In most classrooms and public places, staff put up varied displays that celebrate pupils' work and stimulate learning effectively. The school has ensured that the outdoor area and its resources enrich pupils' learning; for example, there are opportunities for pupils to plant vegetables and observe them growing in the school's grounds. The whole site is maintained well.

Key Question 3: How good are leadership and management?	Adequate

Leadership: Good

The school has a clear leadership structure. The headteacher promotes effective co-operation among all the school's staff, which creates a whole-school learning community successfully. The senior management team shares a vision that promotes the complete development of all pupils as independent learners. The aim is to create responsible individuals who will be able to be active members of their community.

The senior management team ensures that the school has agreed procedures across the school. The system of regular meetings of the senior management team and the whole staff ensures that the school's internal communication is effective. These meetings focus suitably on professional issues, and ensure purposeful support and training. Through the system of performance management and regular monitoring, they act suitably to ensure teaching of a high standard.

Governors fulfil their duties appropriately. They support the school effectively on the whole, and are prepared to question the senior management team about pupils' achievement. However, they do not have a sufficient understanding of the school's performance in comparison with that of similar schools.

The school has responded positively to the requirements of the Literacy and Numeracy Framework and has succeeded in implementing assessment for learning effectively. The requirements of the Foundation Phase are also implemented successfully.

Improving quality: Adequate

On the whole, the school has an appropriate structure for evaluating its own performance and planning for improvement. The senior management team and governors consider a suitable range of evidence, including performance data, knowledge of the school's monitoring arrangements, lesson observations and pupils' and parents' responses to questionnaires. The system of getting pupils to observe lessons and produce reports is beneficial practice.

The self-evaluation report is a comprehensive document that includes a great deal of information and details. However, it has not summarised the main successes and key issues for improvement effectively enough; for example, the need to improve standards of reading in English. In general, the report is not evaluative enough, especially in the sections on provision and leadership.

Although attention is paid in the report to performance data and to comparisons with the results of the local authority, Wales and the family of schools, no specific attention is given to comparing the school's performance against that of similar schools. As a result, issues for development are not based firmly enough on the findings of the process of analysing performance data.

The form and structure of the school development plan are appropriate, on the whole. It includes a detailed review of the priorities of the previous year's plan, but that review does not pay sufficient attention to pupils' outcomes. The number of priorities is appropriate, and the steps to be implemented are clear and practicable. Suitable actions to improve aspects of literacy and numeracy are part of the plan. However, there is not a robust enough link between the priorities of the plan and the main outcomes of the self-evaluation process. In addition, the school has not paid sufficient attention to performance data when deciding on the priorities that are needed to raise standards.

Partnership working: Good

The school has an effective range of partnerships that enrich pupils' experiences. The friends association arranges a number of successful events to raise money for the school regularly, in order to ensure wide experiences for pupils. Last year, almost £3,000 was raised and the friends contributed to buying valuable resources such as a soft bespoke cover for the Foundation Phase's outside play area and ICT resources. However, the school does not always succeed in communicating effectively with parents.

As the headteacher teaches in the nursery class and the local nursery group uses the same cabin in the afternoon, there is a very close link and close co-operation between the school and the local nursery group. This is a great help to new pupils to settle in successfully. Similarly, transition arrangements between the school and the secondary schools are also effective. Regular arrangements with other schools to discuss and level pupils' work ensure that teachers' understanding and agreement on assessment requirements develop appropriately.

Links with the local community are one of the school's strengths and the school is very active within the community. An example of this is the school's commitment to Gŵyl y Felin, when the school takes a prominent part in the celebrations. Pupils benefit from opportunities to perform in front of a wider audience and the school benefits financially and takes advantage of the use of additional resources. Pupils also benefit from co-operation with the local councillor and the community council and have an opportunity to offer improvements to the village environment. Through this, they have enhanced the area near the seashore and improved parking outside the school and in the village.

Links with a range of sports clubs promote pupils' wellbeing and awareness of the importance of keeping fit effectively.

Resource management: Adequate

The school's staffing level is appropriate and leaders make beneficial use of their expertise and interests in order to reinforce staff skills. A specific example of this is the consistency of assessment for learning across the school.

The school responds fully to the statutory requirements for teachers' workload. Teachers use non-contact time effectively for planning, preparation and assessment. As a result of the performance management process, staff receive a range of purposeful training that responds appropriately to the school's priorities and individuals' personal needs.

The school is an effective part of professional networks with other schools and this develops the use that the teachers make of the system of tracking progress electronically appropriately. The network within the school has focused on numeracy effectively and has led to raising staff confidence and pupils' standards. Although small numbers of pupils are eligible for free school meals, the school makes suitable use of the deprivation grant to support these pupils.

There is a suitable range of resources at the school, which are used effectively to help all pupils have full access to the curriculum. The school's expenditure decisions link appropriately to priorities for raising pupils' standards and wellbeing and are monitored appropriately.

Considering the standards that pupils achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6612127 - Ysgol y Felinheli

Number of pupils on roll	163
Pupils eligible for free school meals (FSM) - 3 year average	7.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	16	21	24
Achieving the Foundation Phase indicator (FPI) (%)	81.3	85.7	83.3
Benchmark quartile	3	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	16	20	24
Achieving outcome 5+ (%)	81.3	90.0	83.3
Benchmark quartile	3	2	4
Achieving outcome 6+ (%)	37.5	45.0	37.5
Benchmark quartile	1	1	2
Mathematical development (MDT)			
Number of pupils in cohort	16	21	24
Achieving outcome 5+ (%)	81.3	85.7	95.8
Benchmark quartile	4	3	2
Achieving outcome 6+ (%)	25.0	28.6	41.7
Benchmark quartile	3	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	16	21	24
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	93.8	85.7	95.8
Benchmark quartile	1	1	1

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.

6612127 - Ysgol y Felinheli

Number of pupils on roll	163
Pupils eligible for free school meals (FSM) - 3 year average	7.6
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	20	21	15	21
Achieving the core subject indicator (CSI) (%)	75.0	81.0	93.3	95.2
Benchmark quartile	4	4	2	2
English				
Number of pupils in cohort	20	21	15	21
Achieving level 4+ (%)	85.0	85.7	86.7	95.2
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	35.0	28.6	53.3	28.6
Benchmark quartile	3	3	1	4
Welsh first language				
Number of pupils in cohort	20	21	15	21
Achieving level 4+ (%)	85.0	81.0	93.3	85.7
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	45.0	28.6	46.7	33.3
Benchmark quartile	1	2	1	3
Mathematics				
Number of pupils in cohort	20	21	15	21
Achieving level 4+ (%)	80.0	81.0	93.3	100.0
Benchmark quartile	4	4	2	1
Achieving level 5+ (%)	40.0	28.6	40.0	28.6
Benchmark quartile	2	3	2	4
Science				
Number of pupils in cohort	20	21	15	21
Achieving level 4+ (%)	85.0	90.5	93.3	95.2
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	45.0	28.6	40.0	23.8
Benchmark quartile	2	3	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.

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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 a 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.	70		70 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	70		68 97%	2 3%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	70		69 99%	1 1%		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	70		70 100%	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.	70		70 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	70		69 99%	1 1%		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.	70		70 100%	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.	70		69 99%	1 1%		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.	70		66 94%	4 6%		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.	70		67 96%	3 4%		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.	70		67 96%	3 4%		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%		
Nearly all children behave well at playtime and lunch time	70		65 93%	5 7%		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 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.	37	27 / 73% / 63%	8 / 22% / 33%	0 / 0% / 3%	2 / 5% / 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	37	29 / 78% / 73%	7 / 19% / 25%	1 / 3% / 1%	0 / 0% / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	36	26 / 72% / 72%	8 / 22% / 26%	2 / 6% / 1%	0 / 0% / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	37	21 / 57% / 61%	13 / 35% / 34%	1 / 3% / 3%	0 / 0% / 1%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	37	19 / 51% / 45%	14 / 38% / 45%	1 / 3% / 4%	1 / 3% / 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	37	19 / 51% / 60%	12 / 32% / 35%	1 / 3% / 2%	1 / 3% / 0%	4	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	37	24 / 65% / 63%	9 / 24% / 33%	1 / 3% / 1%	1 / 3% / 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	36	18 / 50% / 47%	12 / 33% / 40%	0 / 0% / 6%	1 / 3% / 1%	5	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.
Staff treat all children fairly and with respect.	36	21 / 58% / 58%	7 / 19% / 33%	2 / 6% / 4%	1 / 3% / 1%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	37	22 / 59% / 59%	14 / 38% / 36%	0 / 0% / 2%	1 / 3% / 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	37	25 / 68% / 66%	8 / 22% / 31%	1 / 3% / 1%	1 / 3% / 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	34	14 / 41% / 50%	5 / 15% / 34%	1 / 3% / 4%	2 / 6% / 1%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	37	14 / 38% / 49%	18 / 49% / 40%	3 / 8% / 8%	2 / 5% / 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.

	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.	37	17 46%	15 41%	2 5%	3 8%	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.	37	14 38%	8 22%	5 14%	4 11%	6	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.	37	18 49%	16 43%	0 0%	0 0%	3	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.	32	10 31%	8 25%	0 0%	1 3%	13	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.	37	19 51%	13 35%	3 8%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	37	16 43%	13 35%	3 8%	2 5%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Maldwyn Pryse	Reporting Inspector
Terwyn Tomos	Team Inspector
Glenda Jones	Lay Inspector
Eifion Watkins	Peer Inspector
Non Huws	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

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 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.