



*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 Y Traeth  
Barmouth  
Gwynedd  
LL42 1HH**

**Date of inspection: March 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:

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

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

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## Context

The school is situated in the town of Barmouth in the county of Gwynedd. There are 208 pupils aged between 3 and 11 on roll, including 30 part-time nursery children. They are arranged into eight classes.

No pupils come from homes in which Welsh is spoken as a first language. Very few pupils are from an ethnic minority background. Eighteen per cent of pupils have additional learning needs, which is a little lower than the national percentage. A very small number of pupils have a statutory statement of special educational needs. Fifteen per cent of pupils are eligible for free school meals, which is a little lower than the national figure.

The individual school budget per pupil for Ysgol Y Traeth in 2014-2015 is £3,433. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Y Traeth is in 81<sup>st</sup> place of the 95 primary schools in the county of Gwynedd in terms of the school budget per pupil.

During the inspection, the school was being led by a headteacher in charge who previously acted as a deputy headteacher at the school.

The school was last inspected in June 2009.

## Summary

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

### Current performance

The school is good because:

- nearly all pupils make good progress in their learning
- most pupils make good progress in literacy and numeracy
- most pupil make significant progress in their bilingual skills
- most pupils feel safe in the school environment and behave well
- the pupil's voice has a prominent place in the life and work of the school
- stimulating learning experiences meet the needs of the whole range of pupils
- effective teaching enables most pupils to make good progress in their skills and understanding
- the school is a caring community that provides strong support for all pupils

### Prospects for improvement

The school's prospects for improvement are good because:

- the effective leadership of the headteacher in charge is having a positive effect on pupils' achievement and educational provision
- the school is a strong learning community that is prepared to undertake new initiatives
- the self-evaluation report is of good quality and makes effective use of a wide range of direct evidence
- the self-evaluation procedure and planning for improvement have led to improvements in standards and provision
- a range of productive partnerships contribute strongly to pupils' achievement and wellbeing
- effective co-operation with other schools has expanded staff's skills and professional development
- the school provides good value for money

## Recommendations

- R1 Improve the quality of pupils' handwriting in key stage 2
- R2 Ensure that teachers' comments on pupils' work are consistently good throughout the school
- R3 Raise pupils' attendance rates
- R4 Ensure that parents understand the school's system for receiving complaints

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Nearly all pupils across the age range strive hard in lessons and make good progress in their learning. They concentrate and persevere on tasks, they are alert to asking and answering questions and discuss their tasks confidently. The majority of pupils use their reasoning skills effectively when planning jointly and solving practical problems, for example as Year 4 pupils plan a train journey to a nearby town. By the end of key stage 2, most pupils are able to evaluate their work and identify what needs to be done to improve it.

Most pupils make good progress in their ability to apply their literacy and numeracy skills across all areas of the curriculum.

When undertaking individual tasks or role-playing, nearly all pupils in the Foundation Phase discuss their work confidently and communicate effectively with each other and with adults. Most show a liking for books and read with increasing accuracy, paying good attention to expression and text. By the top end of the phase, many write legibly and the most skilful pupils submit interesting pieces of work. They usually spell and form letters correctly.

In key stage 2, most pupils discuss their learning in a clear and intelligent way, and in subjects such as science and geography they use relevant technical vocabulary. Nearly all of them read books in Welsh and English with appropriate accuracy and apply their reading skills effectively in order to glean information from various sources such as books and websites. Many pupils are very skilful in using information that they have collected from English reference books to support their work in Welsh. By Year 5, many pupils write confidently for a number of purposes in both languages and display increasing fluency and accuracy in their work. Although there are a few examples of neat handwriting, the standard is not consistent across the key stage.

Most pupils make significant progress in their bilingual skills and they are completely fluent in Welsh and English by the end of key stage 2.

Most pupils in the Foundation Phase develop their numeracy skills successfully in mathematics lessons and when working in the learning areas. Older pupils show a firm grasp of number facts and use this information effectively to solve numeracy problems in their activities. They interpret information that is presented in different graphs or diagrams with accuracy and use mathematical vocabulary correctly to discuss their work. When undertaking investigative activities, for example discovering the favourite toys of pupils in the class, they make effective use of tables and graphs to record their results.

By the end of key stage 2, most pupils address practical numeracy tasks systematically. They deal with number work confidently and many of them make mental calculations very effectively. By Years 5 and 6, nearly all pupils handle seven-digit numbers and percentages confidently and use a number of appropriate

strategies to check their answers. Although older pupils in the key stage collect data from a number of sources, they very rarely present information in the form of spreadsheets.

The proportion of pupils in the Foundation Phase who achieved the expected outcome in the last three years has placed the school consistently in the upper 50% for literacy and mathematical development in comparison with other similar schools. The proportion who achieved outcome 6 has placed it mostly in the lower 50% for both areas.

During the last four years, performance at the end of key stage 2 at the expected level in Welsh, English, mathematics and science has placed the school in the upper 50% in comparison with similar schools. In at least two of the four years, performance in key stage 2 at a level that is higher than expected in English, mathematics and science has placed the school mostly in the upper 50% in comparison with similar schools. Performance in Welsh at the higher level has placed it consistently in the bottom 25% of similar schools.

In the Foundation Phase and in key stage 2, girls and boys achieve as well as each other. There are no significant differences between the performance of different groups of pupils.

### **Wellbeing: Adequate**

Most pupils feel safe in the school environment and free from any physical or verbal abuse. They have a sound understanding of how to become healthy and appreciate that healthy foods and drinks and regular physical exercise have a positive effect on their wellbeing and development.

During lessons, nearly all pupils are industrious and enthusiastic, they co-operate harmoniously and keep diligently to the task over extended periods. Standards of behaviour are consistently good and pupils approach each other, staff and visitors respectfully and courteously. This makes a considerable contribution towards creating a pleasant ethos that promotes effective learning.

Pupils in the Foundation Phase make choices regularly about their learning, and by key stage 2 they contribute their ideas effectively to what they wish to learn within their current class theme. These practices strengthen pupils' involvement in their learning well.

Through the school council and the eco committee, pupils take good advantage of the useful opportunities for them to influence the wider life of the school; for example, they were part of the process of producing a questionnaire in order to discover pupils' views on how good attendance should be rewarded. The work of the school council is supported strongly by the class councils.

The school's attendance rates over the last four years have been inconsistent. Although they placed the school in the upper 50% of similar schools during two of the four years, they placed it in the lower 50% or the bottom 25% of schools over the remainder of the period. Most pupils arrive at school punctually in the morning.

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

The school provides stimulating and exciting learning experiences that meet the needs of the whole range of pupils. The requirements of the Foundation Phase and the National Curriculum, along with the Literacy and Numeracy Framework, have been embedded firmly in every class's curriculum. Long-term and short term plans pay due attention to developing literacy and numeracy skills across the curriculum. This ensures that there is appropriate progression and continuity in what pupils learn as they move through the school.

The wide range of activities ensures that there are good opportunities for pupils to use their literacy, numeracy, information technology and communication skills and their thinking skills in a variety of contexts. This is a strong feature across the school, which has a significant effect on pupils' progress and quality of learning.

Welsh is central to the life and work of the school, and is being developed successfully. Through a number of cross-curricular themes such as the Castles of Wales or the story of evacuees in Harlech, the school promotes local history and Welsh culture successfully. The use that the school makes of visitors and visits to local places such as the lifeboat station or other places beyond Barmouth, for example Cardiff, enriches pupils' learning experiences considerably.

There is effective provision for promoting pupils' understanding of the wider world. The links that have been created with children from China and Patagonia contribute successfully towards increasing their understanding of their role as global citizens. Pupils have an appropriate awareness of the importance of saving energy, recycling and reducing waste.

### **Teaching: Good**

Teachers and teaching assistants are strong language models for pupils. They co-operate effectively in order to provide stimulating opportunities to develop pupils' skills in the Welsh language. The sessions, which have been planned carefully and which include clear objectives for learning experiences, enable most pupils to make good progress in their skills and understanding. All lessons are managed effectively and teachers make purposeful use of various teaching methods, including group work or a whole-class arrangement.

The school has effective arrangements for assessing and recording pupils' progress. Staff make purposeful use of assessment information in order to track every pupil's progress throughout their time at the school. This enables them to arrange intervention programmes and additional support for pupils according to need.

A robust system has been established throughout the school for setting individual targets for pupils. The practice in key stage 2 of including pupils in the process strengthens their learning skills and gives them more responsibility over their learning.



Teachers mark the work of pupils of all ages regularly. At its best, teachers' oral and written feedback gives clear guidance to pupils about what they have achieved and what they need to do to improve. However, the quality of teachers' comments varies from one class to the other and, at times, there is not clear enough guidance for pupils about how they can improve their work.

Annual reports for parents present beneficial information to them about their children's development and progress.

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

The school is a caring community in which pupils have strong support, ensuring that they make good progress in their learning and personal and social development. Periods of collective worship, along with opportunities to learn about the beliefs of people from various cultures, promote pupils' spiritual and moral development successfully. These aspects are supported well by a detailed personal and social education programme and by regular visits by external experts, such as the police.

There are appropriate arrangements for promoting eating and drinking healthily and suitable opportunities are provided to promote pupils' fitness.

Strategies for promoting positive behaviour, which are implemented throughout the school, are effective and encourage pupils to be measured and to be more considerate of the feelings of others.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

There is effective provision for pupils who have additional learning needs. Pupils' learning needs are identified at an early stage and beneficial links exist with specialist agencies in order to support pupils' development. Intervention programmes are purposeful and respond to the needs of individuals and groups of pupils very successfully. Individual education plans are of good quality and there are effective arrangements in place for conducting regular reviews of these pupils' progress.

### **Learning environment: Good**

The school is an inclusive community that takes good care of the wellbeing and safety of all pupils. Staff ensure that pupils are treated fairly and that they have full access to the curriculum and all the other activities at the school. The regular opportunities that are available for all individuals to take responsibilities and make decisions promote their development as well-rounded and responsible individuals effectively.

The school's building and grounds are of good quality and are maintained to an appropriate standard. Full use is made of the classrooms and outdoor areas, for example the Foundation Phase play area, which is used imaginatively to provide an interesting and exciting learning environment. Displays in classrooms celebrate pupils' work and experiences well and contribute significantly to creating a stimulating learning environment.

There is an extensive supply of purposeful resources of good quality in the learning rooms. The range and quality of information and communication technology resources are excellent and are used appropriately by pupils and teachers to support learning and teaching.

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

The quality of the leadership of the headteacher in charge is good and, in a short time, it has had a positive effect on pupils' achievement and the quality of educational provision. She has a clear vision that is shared successfully with all school staff, governors, parents and the community. They co-operate extremely effectively to create a welcoming environment and a strong learning community.

The headteacher in charge has strong support from a hardworking senior management team and teachers, who understand their responsibilities thoroughly and are committed to raising standards and to improve the quality of teaching and learning. Under the leadership of the headteacher in charge, they analyse pupils' performance data thoroughly and contribute effectively to the priorities in the improvement plan. This enables the school to identify specific groups of pupils who need differentiated provision and to strengthen aspects of teaching.

The willingness of leaders to undertake new initiatives and different methods of working is a strength that leads to continuous improvement. A notable example of this is the innovative use that teachers make of electronic tablets for teaching, learning and assessment.

The governing body is supportive of the school's work and fulfils its statutory responsibilities thoroughly. Members of the body have an appropriate understanding of the school's performance and, through monitoring visits to classes, they develop their role as critical friends to the school effectively.

### **Improving quality: Good**

The school has a clear system for self-evaluation that considers a wide range of appropriate, direct evidence. This includes the outcomes of lesson observations, scrutinising pupils' work, analysing data and collecting the views of staff, governors, parents and pupils through questionnaires. The information that is collected through the self-evaluation procedure is presented appropriately to governors in reports.

The outcomes of the procedure are indicated effectively in the self-evaluation report and give a clear picture of the effect of provision and leadership on pupils' standards and wellbeing. The report conveys a clear and accurate picture of the school's strengths and the areas to be developed.

The improvement plan, which is based on the outcomes of the self-evaluation procedure, identifies priorities for improvement clearly. Objectives focus appropriately on improving specific aspects which involve raising standards and improving provision. These priorities are clear and measurable and the steps for improvement are outlined in detail.

The monitoring processes of the previous improvement plan show that self-evaluation has led successfully to improvements in standards and provision in important areas such as oracy, reading and writing in Welsh.

### **Partnership working: Good**

The school has successful partnerships with a range of partners, who contribute strongly towards raising standards and raising pupils' wellbeing.

The headteacher in charge and governors give careful consideration to parents' views before reaching important decisions, such as changing the school uniform or introducing new learning methods. However, a few parents do not understand the school's system of how to make a complaint if necessary.

Parents contribute considerable sums of money towards campaigns to raise money for the school. This is used purposefully to expand pupils' experiences and provide additional resources such as covers for electronic tablets.

There was very successful co-operation between the school and parents whereby staff arranged for pupils to conduct a mock interview for the post of soldier in Owain Glyndŵr's army, as part of the theme. This produced extremely exciting learning experiences for them.

The practice of sharing expertise and good practice with nearby schools is having a positive effect on staff's professional development and on pupils' outcomes. Links with local schools to standardise and moderate pupils' work increases teachers' understanding of the requirements of pupils' attainment levels effectively.

An active partnership with the community enriches learning experiences for pupils. The partnership with organisations such as the Urdd is a strong feature, contributing significantly to extending pupils' use of Welsh and expanding their awareness of Welsh culture successfully.

Effective links between the school and the local nursery group enable pupils to settle in happily when they begin in the Foundation Phase. Effective arrangements with the secondary schools also ensure that pupils transfer smoothly at the end of key stage 2.

### **Resource management: Good**

The school has an appropriate supply of teachers and assistants to deliver the requirements of the Foundation Phase and the National Curriculum. Staff expertise is used effectively to improve provision and raise standards, and appropriate opportunities are provided for teachers to plan, prepare and assess.

The headteacher in charge and school staff attend a number of learning networks that provide a wide range of opportunities for them to co-operate and expand their skills and professional development. This has a positive effect on raising standards and to implement the strategies that are identified in the improvement plan effectively.

Performance management arrangements are thorough and contribute effectively to improvements in teaching and learning and provide opportunities to promote all staff's professional development through a comprehensive programme of training. These have had a positive effect on assessment and on the use of electronic tablets throughout the school.

The school makes effective use of the deprivation grant to target and improve the standard of literacy and reading of specific groups of pupils.

The headteacher in charge and governors monitor the school budget effectively and all expenditure links well to the improvement plans. Learning resources are managed carefully to ensure that they are suitable for the needs of all pupils.

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

## Appendix 1: Commentary on performance data

### 6612181 - Ysgol y Traeth

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	15.5
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	19	28	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	89.5	85.7	90.0
Benchmark quartile	2	2	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	19	28	30
Achieving outcome 5+ (%)	89.5	85.7	93.3
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	26.3	7.1	26.7
Benchmark quartile	2	4	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	19	28	30
Achieving outcome 5+ (%)	94.7	96.4	93.3
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	31.6	14.3	30.0
Benchmark quartile	2	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	19	28	30
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	42.1	10.7	63.3
Benchmark quartile	2	4	2

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.

**6612181 - Ysgol y Traeth**

Number of pupils on roll	206
Pupils eligible for free school meals (FSM) - 3 year average	15.5
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	18	29	24	28
<b>Achieving the core subject indicator (CSI) (%)</b>	88.9	89.7	100.0	96.4
Benchmark quartile	1	2	1	2
<b>English</b>				
Number of pupils in cohort	18	29	24	28
Achieving level 4+ (%)	94.4	100.0	100.0	96.4
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	61.1	27.6	41.7	39.3
Benchmark quartile	1	3	1	3
<b>Welsh first language</b>				
Number of pupils in cohort	18	29	24	27
Achieving level 4+ (%)	83.3	89.7	95.8	81.5
Benchmark quartile	2	2	2	4
Achieving level 5+ (%)	5.6	0.0	0.0	0.0
Benchmark quartile	3	4	4	4
<b>Mathematics</b>				
Number of pupils in cohort	18	29	24	28
Achieving level 4+ (%)	88.9	89.7	100.0	96.4
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	27.8	24.1	37.5	42.9
Benchmark quartile	3	3	2	2
<b>Science</b>				
Number of pupils in cohort	18	29	24	28
Achieving level 4+ (%)	94.4	100.0	100.0	96.4
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	50.0	34.5	58.3	39.3
Benchmark quartile	1	2	1	3

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

#### Response 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.	98	96 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	90 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	98	94 96%	4 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	98	96 98%	2 2%	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.	98	93 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	98	93 95%	5 5%	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.	98	97 99%	1 1%	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.	98	98 100%	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.	98	83 85%	15 15%	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.	98	87 89%	11 11%	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.	98	86 88%	12 12%	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	98	83 85%	15 15%	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.	36	15 42%	18 50%	3 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	36	21 58%	15 42%	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.	36	22 61%	13 36%	1 3%	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.	36	15 42%	18 50%	1 3%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	36	9 25%	19 53%	2 6%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	36	17 47%	16 44%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	36	18 50%	17 47%	0 0%	0 0%	1	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.	36	8 22%	17 47%	4 11%	0 0%	7	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.	35	15 43%	16 46%	3 9%	0 0%	1	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.	36	15 42%	20 56%	1 3%	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.	36	19 53%	14 39%	2 6%	1 3%	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'.	34	8 24%	17 50%	1 3%	1 3%	7	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.	36	12 33%	18 50%	5 14%	1 3%	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.	36	23 64%	10 28%	3 8%	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.	36	14 39%	15 42%	3 8%	2 6%	2	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.	35	15 43%	16 46%	1 3%	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	9 28%	10 31%	2 6%	3 9%	8	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.	36	10 28%	17 47%	7 19%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	36	16 44%	17 47%	3 8%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

William Williams	Reporting Inspector
Glyn Griffiths	Team Inspector
Meleri Cray	Lay Inspector
Mair Carruthers	Peer Inspector
Elin Jones	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.