



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Bro Cynfal
Ffestiniog
Blaenau Ffestiniog
Gwynedd
LL41 4NF**

Date of inspection: May 2016

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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Publication date: 13/07/2016

Context

Ysgol Gynradd Bro Cynfal serves the village of Llan Ffestiniog and the area. It is maintained by Gwynedd local authority. It provides education for pupils aged between 3 and 11 years. There are 70 pupils on roll, including 14 part-time nursery pupils. Pupils are taught in three mixed-age classes, including nursery-age children. Numbers have risen consistently over the last three years.

Approximately 79% of pupils speak Welsh at home. Sixteen per cent of pupils are eligible for free school meals, which is lower than the national average. Approximately 28% have additional learning needs, which is higher than the national average. A very few pupils on the register have English as an additional language. Very few are in the care of the authority.

The school was last inspected in May 2009. The current headteacher was appointed to the post at Ysgol Bro Cynfal and Ysgol Edmwnd Prys in January 2013 as a 'soft federal' arrangement.

The individual school budget per pupil for Ysgol Bro Cynfal in 2015-2016 is £4,822. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Bro Cynfal is in 23rd place of the 98 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 current performance is adequate because:

- Many pupils respond confidently orally and use increasingly correct vocabulary and syntax in Welsh
- A minority of pupils who do not speak Welsh at home acquire the Welsh language quickly and successfully
- Most pupils' mathematical skills in key stage 2 are robust
- Most pupils have a sound understanding of how to keep safe when using the internet
- Members of the school council are active and have introduced a number of activities that have a positive effect on pupils' health and wellbeing
- All staff model clear and correct language, which contributes well to pupils' oral standards

However:

- Pupils do not write at length across the curriculum regularly enough
- The principles of the Foundation Phase are not implemented fully in Year 2
- The school does not have a robust or consistent planning system that ensures progression and continuity
- Over-direction by staff restricts pupils' ability to develop as independent learners or to take a full role in their own learning
- Marking at the top end of the school does not give clear enough guidance to pupils on what needs to be done to improve their work, especially in foundation subjects

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision that is based on raising standards and includes all stakeholders in the school's processes
- Regular staff meetings focus clearly on pupils' standards and outcomes
- The school is making suitable progress in introducing some initiatives that meet local and national priorities
- Members of the governing body are very supportive of the school's work and are aware of their responsibilities
- The development plan is detailed, identifies specific targets and focuses directly on pupils' outcomes

However:

- There are no robust arrangements in place for the senior management team to co-operate, plan as a team, monitor or set a clear strategy for improvement
- Staff and governors have a limited role in the processes for evaluating the school's work
- The self-evaluation report is not evaluative or analytical enough to identify the most effective activities in order to move the school forward
- Leaders do not have a clear enough overview of the school's strengths or the areas to be developed

Recommendations

- R1 Ensure that pupils in key stage 2 write at length across the curriculum
- R2 Improve the quality of planning in order to ensure that all subjects and areas of learning receive deserved attention and that clear development and continuity can be seen in provision for developing pupils' skills
- R3 Ensure that the principles of the Foundation Phase are implemented robustly in Year 2
- R4 Strengthen teachers' comments on pupils' work in key stage 2 across the curriculum
- R5 Strengthen the role of the senior management team to act more strategically in order to monitor more effectively and address the weaknesses in standards and provision
- R6 Ensure the involvement of all of the school's stakeholders in the self-evaluation process and improve the quality of the self-evaluation report

What happens next?

The school will produce an action plan, which 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

Pupils' basic skills on entry to the school vary. During their time at the school, many of them make sound progress from their starting point. Many pupils who have additional learning needs make good progress in line with their targets. However, a few more able pupils do not make sufficient progress in their learning. Many build successfully on previous learning and solve problems effectively by using their thinking skills effectively.

Most pupils' oral skills in Welsh develop robustly across the school. Pupils listen attentively to presentations and respond confidently orally, using increasingly correct vocabulary and syntax in Welsh. Many are able to converse naturally and fluently about their work from an early age. The minority who do not speak Welsh at home acquire the Welsh language quickly and successfully. By the end of key stage 2, most have good subject vocabulary. They contribute intelligently to classroom discussions and express an opinion clearly on the theme work and information and communication technology (ICT) work.

At the top end of the Foundation Phase, the majority of pupils read with meaning and an appropriate understanding of the text. A very few pupils who are more confident readers change their voice intonation effectively in order to hold listeners' attention. However, a few pupils' reading skills have not developed fully and they do not have a sound understanding of the text. In key stage 2, the reading skills of a majority of pupils are developing appropriately in both languages. They pay due attention to punctuation. By the end of the key stage, most pupils discuss confidently the main events and characters in their current books. Across the key stage, many use higher reading skills well when gleaning information from reference books, for example when discovering facts about rivers in Africa.

In the Foundation Phase, the majority of pupils write appropriately in a variety of forms across the areas of learning, and use clear sentence structures and basic punctuation. They use suitable adjectives and vocabulary in their written work, for example when writing a report following a visit to a local farm. However, content is sparse. Many pupils in key stage 2 write to a standard that is appropriate to their age and ability in both languages. They write increasingly correctly and at length in a wide variety of forms in their language lessons and use idioms and similes successfully, particularly when writing creative and factual pieces, for example when writing a monologue based on a character in a book. However, pupils do not use their free writing skills regularly enough across the curriculum. Over-reliance on worksheets limits pupils' ability to write at length.

Many pupils' oral and written skills in English in key stage 2 are developing well. They converse enthusiastically about issues relating to the theme of the Second World War and use specific vocabulary within the context of the work. By the time they reach the end of the key stage, many develop their ideas sensibly and record

them by writing successfully in a variety of forms. A good example of this is the way in which pupils write a diary based on the book 'Tirion's Secret Journal' and when creating an information sheet on 'Crocodiles and Alligators'. Many punctuate their work consistently and a few more able pupils use wider vocabulary to create effect. However, pupils do not write at length across the curriculum regularly enough.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately, but in a limited range of situations. By the end of the phase, many handle data effectively and create a block graph of results independently. A majority apply their number skills suitably in order to solve simple problems that are based on the class theme. A good example of this is the way in which pupils calculate how many eggs can be bought with a specific sum of money. In key stage 2, most pupils' mathematical skills in lessons and in their mathematics books are sound. Most use suitable strategies to find the perimeter of 2D shapes and calculate the area of irregular shapes increasingly accurately. However, a few more able pupils do not achieve their full potential. In science, most pupils use their numeracy skills suitably when recording the results of scientific investigations. However, pupils across the school do not use their numeracy skills regularly enough in other aspects across the curriculum.

Often over recent years, there has been a comparatively small number of pupils (ten or fewer) in year groups at the end of the Foundation Phase and key stage 2. As a result, trends in the school's benchmark performance in comparison with that of similar schools, as well as in comparison with national averages, are not reliable.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome in general has varied, moving it between the top 25% and the bottom 25% in comparison with similar schools in literacy and communication in Welsh and mathematical development. Over the last two years, there has been an obvious downward trend in literacy and communication in Welsh. The school's performance at the higher outcome has varied, moving it between the top 25% and the bottom 25% in mathematical development and between the top 25% and the lower 50% in literacy and communication in Welsh.

At the end of key stage 2, the school's performance at the expected level in every core subject has varied, moving it between the top 25% and the bottom 25% of similar schools. In general, there has been a downward trend in each core subject over the last two years. The school's performance at the higher level in Welsh and English has varied, moving it between the top 25% and the bottom 25% of similar schools, whilst performance in mathematics has been more consistent, placing the school in the top 25% and the upper 50% over the last four years. As numbers are so small, it is not possible to compare the performance of boys and girls or the performance of pupils who are eligible for free school meals with those who are not eligible.

Wellbeing: Good

Most pupils have a sound awareness of the importance of eating healthily and keeping fit and the positive effect this has on their health. Nearly all pupils feel safe at school and know to whom to turn for support when needed. Most pupils have a sound understanding of how to keep safe when using the internet.

Most pupils are courteous and behave well in lessons and around the school. They show positive attitudes towards their work and work diligently for specific periods. However, in general, pupils do not work independently enough or lead their own learning successfully enough.

Most pupils arrive at school punctually and there is a pattern of progress in the school's attendance percentage. In three of the last four years, the school's attendance levels have placed the school in the upper 50% in comparison with similar schools.

Members of the school council are active and have introduced a number of activities that have a positive effect on pupils' health and wellbeing. An example of this is the physical activities that are organised during lunch times to promote pupils' fitness. They organise fundraising activities for a number of charities and this has a positive effect on their awareness of the needs of others. They contribute effectively to issues involving the school.

Pupils have purposeful targets for improving their work. However, as targets are not always incisive enough, their understanding of what they need to do in order to improve their work has not developed fully.

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

Although the school's schemes of work are based on delivering the principles of the Foundation Phase and the requirements of the National Curriculum, there is no robust or consistent system to ensure that they are implemented fully, or that there is clear progression and continuity in programmes of study. The school has planned appropriately for delivering the agreed syllabus for religious education; however, it is not included regularly enough in work in the classrooms. The school has begun to embed the requirements of the Literacy and Numeracy Framework in the school's plans. However, this has not yet been developed fully or co-ordinated purposefully enough. The school provides effectively for ICT, which has a positive effect on most pupils' standards.

The school provides a wide range of clubs and extra-curricular activities that enrich pupils' learning well. Good examples of this are the Urdd club and the gardening club.

Provision for promoting pupils' understanding of the language and culture of Wales is robust. The school's commitment to the Gwynedd Language Charter promotes pupils' use of the Welsh language successfully. The school ensures valuable opportunities for pupils to learn about their area and about the history and culture of Wales, for example by collaborating with the artist Catrin Williams and the musician Gai Toms on an art and poetry project on the theme of Blodeuwedd.

The eco council contributes effectively to reducing waste, for example by recycling clothes, plastic and paper and collecting litter around the village. Through theme work, provision for promoting pupils' understanding of global citizenship is developing

well. The school sends boxes of Christmas presents to children in Romania and Belarus annually. As a result, many pupils' understanding of the importance of caring for the wider world is good.

Teaching: Adequate

Teachers across the school plan a range of experiences that gain pupils' interest successfully. In the majority of classrooms, in which teaching is most effective, there is a clear emphasis on delivering a practical and exciting curriculum, which stimulates pupils' interest and enthusiasm consistently. Although the majority of teachers and assistants ensure robust provision and support for individuals and specific groups of pupils, they do not always differentiate activities carefully enough to challenge more able pupils.

All staff model clear and correct language, which contributes well to pupils' oral standards. In the few examples in which teaching is less effective, over-direction by staff limits pupils' ability to be independent learners and to take a full role in their own learning. The principles of the Foundation Phase are not implemented fully in Year 2.

Assessment for learning strategies are in place, but use of them is inconsistent across the school. In the main, suitable learning objectives are shared with pupils, but pupils' role in this process is small. On the whole, teachers mark pupils' work effectively and, in general, their comments are constructive. However, marking at the top end of the school does not give pupils clear enough guidance on what they need to do to improve their work, especially in mathematics and the foundation subjects.

The school has robust procedures for assessing and tracking pupils' progress. Teachers use this information appropriately in order to identify the need of various groups of pupils who need additional support in specific areas. However, limited use is made of assessment results to feed into planning.

Reports to parents provide them with suitable information about their children's progress but there is not a clear enough reference to targets for improvement.

Care, support and guidance: Good

The school is a friendly and caring community and it has appropriate arrangements for promoting eating and drinking healthily. Through a wide range of physical activities during lunch times and in after-school clubs, pupils receive a variety of opportunities to increase their health and fitness levels.

The school co-operates effectively with a number of specialist agencies such as the language therapist and the local police officer. These contacts have a positive effect on pupils' standards of wellbeing. Through regular assemblies and opportunities for reflection, the school promotes pupils' spiritual, moral, social and cultural development successfully.

Provision for pupils who have additional learning needs is good. These pupils have full access to the curriculum. The school uses a variety of effective methods to

identify these pupils' needs at an early stage and ensure the necessary support for them. Pupils and teachers co-operate appropriately on individual education plans. On the whole, individual plans identify specific targets that are reviewed regularly, in consultation with parents. This ensures that many pupils make good progress against their targets.

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

Learning environment: Good

The school has a homely, caring, Welsh ethos that encourages respect for children and adults. The school's policies and procedures promote equality and equal access to provision. There is a relaxed environment in which pupils feel safe.

Appropriate use is made of the building and its grounds, which encourages pupils to stay healthy and appreciate the environment around them. The building is attractive and provides a stimulating environment for pupils. Displays in the classrooms and along the corridors celebrate pupils' work successfully and are a rich tool for reinforcing learning. This gains pupils' respect for their work.

The school has a wide range of resources that support effective teaching and learning. It has a suitable supply of ICT resources that develop pupils' digital skills well. The school site is safe and the site and building are well maintained and kept neat and tidy.

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

The headteacher has a clear vision that is based on raising standards and including all stakeholders in the school's processes. However, there is a limited sense of the existence of teamwork. There are no robust arrangements for giving members of the senior management team regular opportunities to co-operate, plan as a team, monitor effectively or set a clear strategy for improvement. As a result, leaders do not have a clear enough overview of the school's strengths or the areas that need improvement.

All members of staff have a relevant job description and, on the whole, they undertake their individual roles conscientiously and succeed in creating stimulating learning opportunities for pupils. Regular staff meetings are held, which focus clearly on pupils' standards and outcomes. The school has appropriate performance management arrangements for teaching staff, which provide purposeful opportunities to promote their professional development.

The school is making suitable progress in introducing some initiatives that meet local and national priorities, such as the Literacy and Numeracy Framework, which was introduced recently. These are beginning to have a positive effect on pupils' standards and achievement.

Members of the governing body are very supportive of the school's work, and are aware of their responsibilities. They have an increasing understanding of performance data and have begun to visit the school to observe lessons and scrutinise books. As a result, their understanding of the school's standards and work is developing appropriately. However, their role in the school's strategic processes and self-evaluation arrangements has not developed fully and, as a result, they do not hold the school to account effectively enough for its performance.

Improving quality: Adequate

The school has specific processes for self-evaluation, which are based on direct evidence. The evidence includes lesson observations, scrutinising pupils' work, reviewing aspects of provision and analysing data regularly. Although the headteacher seeks the views of pupils and parents effectively, the role of staff and governors in these processes is limited to date. The school makes suitable use of information that is collected through the self-evaluation process to feed into the self-evaluation report and to set priorities and focus areas for school improvement.

Although the self-evaluation report is not sufficiently evaluative or analytical, it identifies a large number of curricular and management issues to be developed. However, it does not always identify the most effective activities or priorities that would be likely to move the school forward, for example the shortcomings in planning.

The school development plan is a detailed document that identifies specific targets clearly and focuses directly on pupils' outcomes. It gives a clear outline of success criteria, staff responsibilities and useful termly progress-monitoring reports. The development plan is monitored effectively by the headteacher and staff and this ensures that suitable progress is made against the priorities identified in it. Termly priority-monitoring reports are useful and are an effective means of identifying the steps for improvement.

The school has addressed the majority of recommendations following the last inspection.

Partnership working: Good

The school has established a number of robust partnerships that contribute effectively to improving pupils' standards and wellbeing. There is a valuable partnership between the school and parents. The friends of the school are very active and raise money regularly. The money is used successfully to purchase ICT resources and hardware, which enriches learning well.

There is a successful partnership with the local nursery group. The co-operation and provision ensure that pupils settle in quickly when they begin in the Foundation Phase. There are also effective transition arrangements with the secondary school, which ensure progression and continuity in pupils' learning experiences as they move to the next stage in their education. The school co-operates effectively with the secondary school and the primary schools in the catchment area to standardise and moderate teachers' assessments jointly in order to ensure consistency in assessments at the end of the key stage.

The school co-operates effectively with various agencies in the local authority to improve pupils' wellbeing.

There is a valuable partnership between the school and the local community. Members of the community listen to pupils reading in English regularly, which has a positive effect on standards. The school also takes part in various services in the local church and chapel. Community activities enrich learning experiences effectively. A good example of this is the work the school has done in partnership with 'Keep Wales Tidy'. These experiences promote pupils' sense of pride in their local area.

Resource management: Adequate

The headteacher and governors keep a close eye on the budget, and expenditure links appropriately to the school's priorities for improvement and individuals' needs. The school makes suitable use of the Pupil Deprivation Grant in order to conduct intervention schemes for specific pupils. These arrangements are beginning to have an appropriate effect on pupils' standards of reading.

The school has purposeful procedures for providing planning, preparation and assessment time for teachers. It makes skilful use of assistants who make a suitable contribution to learning experiences and have a positive influence on raising pupils' standard of work and attainment.

The school has appropriate arrangements for managing teachers' performance and each of the staff benefits from training that supports their continuous professional development. The school is developing as an effective learning community, which contributes to networks of professional practice, for example to develop mathematical reasoning skills.

The school has a range of effective learning resources. These are used purposefully to stimulate pupils. Staff make full use of the school's facilities to promote learning. This includes, for example, the effective use of the outdoor area to develop pupils' skills and experiences across the areas of learning, especially at the bottom of the Foundation Phase.

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

Appendix 1: Commentary on performance data

6612190 - Ysgol Bro Cynfal

Number of pupils on roll	63
Pupils eligible for free school meals (FSM) - 3 year average	13.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	8	*	8	10
Achieving the Foundation Phase indicator (FPI) (%)	62.5	*	87.5	80.0
Benchmark quartile	4	*	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	8	*	8	10
Achieving outcome 5+ (%)	100.0	*	87.5	80.0
Benchmark quartile	1	*	3	4
Achieving outcome 6+ (%)	25.0	*	25.0	30.0
Benchmark quartile	2	*	3	3
Mathematical development (MDT)				
Number of pupils in cohort	8	*	8	10
Achieving outcome 5+ (%)	87.5	*	100.0	90.0
Benchmark quartile	3	*	1	3
Achieving outcome 6+ (%)	25.0	*	25.0	20.0
Benchmark quartile	2	*	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	8	*	8	10
Achieving outcome 5+ (%)	75.0	*	100.0	80.0
Benchmark quartile	4	*	1	4
Achieving outcome 6+ (%)	25.0	*	50.0	80.0
Benchmark quartile	3	*	3	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.

6612190 - Ysgol Bro Cynfal

Number of pupils on roll	63
Pupils eligible for free school meals (FSM) - 3 year average	13.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	7	5	8	*
Achieving the core subject indicator (CSI) (%)	85.7	100.0	87.5	*
Benchmark quartile	2	1	3	*
English				
Number of pupils in cohort	7	5	8	*
Achieving level 4+ (%)	85.7	100.0	87.5	*
Benchmark quartile	3	1	4	*
Achieving level 5+ (%)	*	*	62.5	*
Benchmark quartile	*	*	1	*
Welsh first language				
Number of pupils in cohort	7	5	7	*
Achieving level 4+ (%)	100.0	100.0	85.7	*
Benchmark quartile	1	1	3	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	7	5	8	*
Achieving level 4+ (%)	85.7	100.0	87.5	*
Benchmark quartile	3	1	4	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	7	5	8	*
Achieving level 4+ (%)	100.0	100.0	100.0	*
Benchmark quartile	1	1	1	*
Achieving level 5+ (%)	*	*	62.5	*
Benchmark quartile	*	*	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 learner questionnaires

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.	24		23 96%	1 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	24		24 100%	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.	24		24 100%	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		19 90%	2 10%	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.	22		21 95%	1 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	23		22 96%	1 4%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	24		24 100%	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.	24		24 100%	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.	23		20 87%	3 13%	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.	24		24 100%	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.	24		19 79%	5 21%	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	24		24 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

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.	21	12 57%	9 43%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	14 70%	6 30%	0 0%	0 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	21	14 67%	7 33%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	20	10 50%	10 50%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	19	7 37%	11 58%	1 5%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	20	11 55%	9 45%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	12 57%	7 33%	2 10%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	9 45%	11 55%	0 0%	0 0%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	20	12 60%	8 40%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	21	11 52%	9 43%	1 5%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	21	11 52%	10 48%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	8 50%	6 38%	2 12%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	20	9 45%	10 50%	1 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	21	12 57%	7 33%	1 5%	1 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	21	8 38%	11 52%	2 10%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	20	13 65%	7 35%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	9	5 56%	4 44%	0 0%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	20	10 50%	9 45%	1 5%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	20	10 50%	9 45%	1 5%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Anwen Eluned Griffith	Reporting Inspector
Hazel Hughes	Team Inspector
David Owen Jenkins	Lay Inspector
Einir Wynne Jones	Peer Inspector
Iona Wynne Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.