



*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 Bro Dyfrdwy  
Cynwyd Site  
Corwen  
Denbighshire  
LL21 0LG**

**Date of inspection: June 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

Judgement	What the judgement means
<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

Ysgol Bro Dyfrdwy is situated in the village of Cynwyd, about three miles from Corwen. The school was established on two sites in January 2013, as a result of merging Ysgol Maes Hyfryd and Ysgol Llandrillo. Following substantial building work, the school moved to the site of Ysgol Maes Hyfryd in September 2014. The current headteacher, namely the former headteacher of Ysgol Maes Hyfryd, has been in post since the school opened in January 2013. This community school serves the village and the nearby rural area and it is maintained by Denbighshire authority.

About half the pupils come from Welsh-speaking homes. Pupils are admitted to the school as nursery age children on a part-time basis in the September following their third birthday before they start full-time in the September following their fourth birthday. There are 116 pupils aged between 3 and 11 years on roll and they are taught in five classes, three of which include mixed-age pupils.

About 8% of pupils are eligible for free school meals. About 16% of pupils are on the additional learning needs register.

The individual school budget per pupil for Ysgol Bro Dyfrdwy in 2014-2015 is £4,838. The maximum per pupil in primary schools in Denbighshire is £9,103 and the minimum is £2,902. Ysgol Bro Dyfrdwy is in 20<sup>th</sup> place of the 47 primary schools in Denbighshire in terms of the school budget per pupil.

## 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's current performance is good because:

- Nearly all pupils make good progress in their learning and produce work of a good standard in lessons and in their books
- Most pupils use language effectively and confidently
- Most pupils have a sound understanding of number strategies
- Most pupils concentrate well in lessons and show interest and pride in their work
- Most pupils' behaviour is praiseworthy and they are extremely respectful towards each other and visitors
- Teachers lead effective and interesting learning sessions that motivate pupils to learn
- The school provides thoroughly for pupils who have additional learning needs

### Prospects for improvement

The school's prospects for improvement are good because:

- Leaders lead the school effectively
- There is a very strong feeling of teamwork among all the staff
- Members of the governing body have a strong commitment to their responsibilities and contribute consistently to setting a strategic direction for the life and work of the school
- Leaders use information from the self-evaluation process effectively to set appropriate priorities and targets for improvement
- The school has a number of effective partnerships that have a positive effect on pupils' standards and wellbeing.

## Recommendations

- R1 Ensure that the best practices in assessment for learning are implemented consistently across the school
- R2 Make more effective use of assessment findings in order to track the progress of specific groups of learners
- R3 Empower the role of parents in the school's self-evaluation processes

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are the outcomes?</b>	<b>Good</b>
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### Standards: Good

The standard of many pupils' basic skills on entry to the school is a little lower than expected. Nearly all pupils make good progress in their learning and produce work of a good standard in lessons and in their books. They develop as independent learners and co-operate effectively together when discussing their work and developing their thinking skills.

Most pupils in the Foundation Phase communicate clearly in Welsh and use a wide vocabulary which is appropriate to their age and ability. They converse confidently about their experiences and interests. This is developed successfully in key stage 2. Nearly all pupils at the top end of the school converse confidently in a variety of situations, and vary their conversations completely naturally in formal and informal situations. Most pupils are prepared to express an opinion and support their comments by reasoning in a valid manner.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. They read with accuracy, fluency and expression. The majority read very easily and show real enjoyment. Nearly all pupils use a range of strategies when reading unfamiliar words and when determining their meaning. By the end of the Foundation Phase, nearly all pupils discuss the content of a text meaningfully by referring to events and characters in the books they are reading.

In key stage 2, most pupils read a range of materials confidently in both languages and their understanding of the text is good. At the top end of the school, many pupils discuss the content of the text and characters in a mature manner. Across the key stage, the majority glean information about a particular subject from more than one source confidently. An example of this is the work that was done on discovering facts about living conditions in the Tudor age.

In the Foundation Phase, most pupils write appropriately and use suitable sentence structure and basic punctuation. Many pupils use adjectives and punctuation to enrich their work, for example when writing about the story of a teddy bear travelling to the moon.

In key stage 2, most pupils write intelligently for various purposes in Welsh and English and show a sound awareness of the various written forms. They use a suitable range of sentence structures and show an increasing gap of linguistic accuracy and punctuation. Many organise their work effectively in paragraphs. This is developed further across the curriculum, for example when writing the diary of an evacuee as a part of a study of the Second World War. By the end of key stage 2, most pupils write at length and use words and adjectives to create effects successfully. An example of this is a horror story set in Conwy castle. Across the school, nearly all pupils' presentation of work is neat.

By the end of the Foundation Phase, most pupils are able to use simple number strategies accurately in their work. Many are able to produce a simple block graph with a little guidance, and extract relevant information from it, for example when recording the Cynwyd traffic survey. Most pupils use correct standard units when measuring the length and weight of objects. In key stage 2, most pupils have a sound understanding of number strategies, and they are confident in applying a wide range of mathematical strategies to solve number problems. They are skilful in estimating, and reason their answers in a mature way, using mathematical vocabulary naturally. Most pupils transfer the skills regularly in other areas across the curriculum, for example when comparing the rainfall at Cynwyd with other countries.

In the Foundation Phase over the last two years, the school's performance at the expected outcome and the higher outcome in literacy has varied, moving the school between the upper 50% and the bottom 25% in comparison with similar schools. The school's performance over the same period at the expected outcome and the higher outcome in mathematical development has moved the school between the lower 50% and the bottom 25%.

At the end of key stage 2, the school's performance at the expected level and the higher level places the school in the bottom 25% in English and mathematics in comparison with similar schools. The school's performance in Welsh has varied, moving the school between the upper 50% and the bottom 25%, and performance in science has moved the school between the lower 50% and the bottom 25%.

The school is comparatively new. Therefore, there is not enough evidence to report on trends in performance over time in terms of the performance of pupils who are eligible for free school meals and the performance of boys in comparison with girls.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of eating and drinking healthily. They feel completely safe at school and know to whom to turn when they are worried or anxious. Nearly all understand the need to keep fit and take advantage of the range of opportunities that are provided to do this. They are very happy at school and extremely courteous. Over the last two years, pupils' attendance percentage has varied, moving the school between the top 25% and the bottom 25% in comparison with similar schools. There are robust systems in place to promote and boost good attendance and punctuality.

The school council and the eco committee are enthusiastic groups of pupils. Members feel that they are appreciated. They are active at the school and the pupil's voice has a prominent place through various initiatives, for example when creating a scheme to promote the use of Welsh among pupils and when creating a school website. Pupils organise activities to raise money for a number of charities and this has a positive effect on pupils' awareness of the needs of others. A good example of this is the successful coffee afternoon to raise money for the Nepal appeal. The 'effectiveness group' is a new attempt to strengthen the pupil's voice further. Members are beginning to contribute beneficially to developing the school, for example when conducting an evaluation of the school's resources from a child's perspective jointly with a member of the governing body.

Personal and social skills, along with pupils' life skills, are developing effectively. Most pupils show an interest and pride in their work. Many are able to work independently for extended periods, and display perseverance. Most pupils' behaviour is praiseworthy and they are extremely respectful towards each other and visitors.

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

The school provides a good range of various and interesting experiences across the school, which meet all the requirements of the Foundation Phase, the National Curriculum and religious education effectively. Planning for developing literacy, number and ICT skills, as well as pupils' thinking skills, is effective. There are regular opportunities for them to apply their skills across the curriculum successfully.

Teachers plan stimulating experiences in the outdoor and indoor areas, and gain pupils' interest and build effectively on previous learning. Pupils' experiences are enriched skilfully through termly educational visits and through a comprehensive range of stimulating practical activities.

Provision for learning about Wales and the Welsh language is robust. There are regular opportunities to study local history, legends and the stories of famous Welsh people. For example, a study of the legend of Blodeuwedd led to attractive art work under the guidance of a Welsh artist. A range of visits to places of interest, questioning visitors and taking part in extra-curricular activities enrich pupils' learning experiences well. There are valuable opportunities for them to contribute to their community and nationally through activities such as the Urdd and local events, for example when collecting and sharing fruit and vegetables among elderly people in the communities at Harvest Festival time. This expands their understanding of their heritage, and helps them to understand their role within the community.

The school provides a variety of stimulating experiences that promote pupils' awareness of sustainability issues successfully. An example of this is the extensive recycling arrangements and monitoring food waste at lunchtime. The school provides a wide range of valuable opportunities to raise pupils' awareness of global citizenship, for example through thematic work such as a teddy bear's journey to France and links with other countries such as Lesotho.

**Teaching: Good**

All teachers lead effective and interesting learning sessions that motivate pupils to learn. Their presentations and instructions are clear, and the lessons' robust structure ensures that pupils are able to respond successfully to their tasks. There is a suitable pace to the teaching and teachers and assistants support pupils in a way that promotes independence well. Teachers have sound subject knowledge and they link their lessons clearly with previous learning. Staff are good language models and, as a result, pupils emulate them and use language effectively and confidently.



Teachers ensure that pupils are aware of learning intentions in lessons. They set success criteria and use praise skilfully to encourage the less confident pupils to make valuable progress. Pupils benefit from the fact that their teachers discuss the quality of their work in a sensitive and constructive way. Pupils' written work is marked regularly and constructive comments are made on many of the efforts. Where marking is most effective, teachers' comments lead to pupils responding to the advice they have been given by trying to improve their first efforts. However, the best assessment for learning practices are not implemented regularly enough across the school.

Teachers understand their pupils' needs well and, on the whole, provide challenging activities in order to move them on to the next stage in their learning. The school has clear procedures for assessing and tracking pupils' progress but it does not make effective enough use of assessment findings in order to track the progress of specific groups of pupils.

Reports to parents are clear and are full of valuable information. Parents receive a written report on their children's progress, during and at the end of the year.

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

The school is a happy community in which pupils feel safe. It promotes pupils' health and wellbeing effectively. The importance of physical health is emphasised regularly through the curriculum and the wide range of extra-curricular activities. The school has effective arrangements to promote eating and drinking healthily.

Procedures for maintaining and improving attendance and punctuality are robust. Provision for promoting good behaviour and developing pupils' social and emotional skills is effective. There are regular opportunities for pupils to reflect and develop their spiritual, moral, social and cultural attitudes through regular whole-school assemblies and other activities in the local community. Appropriate use is made of the support of external specialist services at appropriate times including the police, for example to raise awareness of e-safety. Staff monitor pupils' wellbeing well and act quickly and sensitively in order to respond to concerns.

The school provides for pupils who have additional learning needs thoroughly. Pupils' needs are identified at an early stage and appropriate plans are provided in order to try to address individuals' specific requirements. This process includes parents and the child effectively. Assistants contribute beneficially to enriching pupils' learning experiences and overall wellbeing. Teachers know pupils well and evaluate any progress regularly.

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

### **Learning environment: Good**

The school is a close and welcoming community that creates an inclusive ethos and there is a range of policies and procedures in place to promote equality and celebrate diversity. There is a prominent emphasis on respect and the pupil's voice has a

prominent place in school life. This is reflected in the activities of the school council, the eco committee and, more recently, the effectiveness group, which all have a prominent part in school life.

The school provides very good facilities for the number of pupils and creative use is made of them. There is a variety of attractive displays in classrooms and the school's public areas, which support teaching well. The school provides a variety of purposeful resources of a very good quality that enrich learning experiences effectively.

The grounds are extensive and have purposeful equipment for pupils which encourages play and fitness, for example the all-weather playing field. The school uses the outdoor resources effectively, for example the performance stage for pupils in the Foundation Phase. The Foundation Phase's sheltered area expands pupils' learning experiences successfully.

The building and grounds are maintained very well and they provide a stimulating environment for play and learning.

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

The school's leaders are effective and have established clear communication systems and a very strong feeling of teamwork among all staff. Everyone co-operates effectively in order to focus on raising pupils' standards and wellbeing. Leaders have high expectations and a purposeful vision that are shared successfully with all stakeholders. They use data to monitor and challenge performance effectively. This ensures a clear and robust direction for the school. As a result, pupils across the school benefit from stimulating learning experiences that have a positive effect on standards and achievement. An example of this is the provision for pupils' literacy and numeracy skills.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development effectively. Staff have clearly-defined roles and responsibilities, and they undertake them conscientiously and thoroughly. Under the leadership of the headteacher, they meet regularly and ensure that they co-operate constructively on the school's priorities for improvement. The school makes good progress in introducing local and national initiatives and priorities. The Foundation Phase was introduced effectively and implementing assessment for learning methods, as well as embedding the Literacy and Numeracy Framework, are beginning to have a positive effect on pupils' standards and achievement.

Members of the governing body have a strong commitment to their responsibilities and contribute regularly to setting a strategic direction to the life and work of the school. They have clear knowledge of the school's performance data and the school's priorities. They check the effectiveness of teaching regularly when visiting the school through 'learning walks' and when monitoring lessons and pupils' progress. As a result, they challenge the school on pupils' standards and teaching methods successfully.

### **Improving quality: Good**

Self-evaluation is a central part of the school's procedures and staff and leaders have a good understanding of the school's strengths and areas that need improvement. Leaders and staff contribute effectively in creating comprehensive and evaluative reports on the quality of provision and pupils' standards. The self-evaluation report is a useful and comprehensive document that focuses clearly on raising pupils' standards and improving provision. The process is based firmly on evidence from monitoring lessons, scrutinising pupils' work, discussions with pupils and detailed and effective analysis of data. However, the process does not include findings from discussions with parents.

Leaders use the information from the self-evaluation process effectively when setting appropriate priorities and targets for improvement. The school development plan is a detailed document that includes a reasonable number of clear and purposeful priorities. Leaders review the targets from previous years and identify further issues that need to be acted upon. The actions for achieving the intentions are detailed, and the implementation timetable, staff responsibilities and allocation of funds for achieving the work are clear. The plan also includes quantitative and challenging targets that are linked to raising standards. This enables leaders to monitor and review progress against priorities effectively in order to ensure further improvements.

### **Partnership working: Good**

The school has established a number of effective partnerships that have a positive effect on pupils' standards and wellbeing. The school has strong links with parents. The school benefits financially through the active parent teacher association, which contributes considerably to resources, such as the investment in up-to-date technology equipment and developing the outdoor areas. This contributes well to enriching provision and extending pupils' standards.

There is a strong partnership between the school and the local community. The school plays a prominent part in the village and pupils' contribution towards community activities, such as the Owain Glyndŵr day celebrations, enrich learning experiences very well. A large number of visitors come from the community to the school and there are close links between the school and local businesses. This promotes pupils' feeling of the importance of community and their pride in their Welshness successfully.

There are positive relationships with pre-school settings which ensure that pupils settle quickly in the nursery class. The school co-operates closely with its cluster of local schools to moderate and standardise work jointly, plan units of work, share experiences and exchange good practices. This has ensured teachers' sound understanding when levelling pupils' work and has led to raising standards and pupils' numerical reasoning skills across the school.

The comprehensive transition arrangements with the secondary schools ensure that pupils move on to the next stage in their education confidently. There are beneficial partnerships between the school and a number of local authority agencies. This has a positive effect on the development of pupils' wellbeing and attainment.

## **Resource management: Good**

The school manages its resources effectively and it is staffed appropriately. This ensures that all the school's pupils have full access the Foundation Phase and the National Curriculum. Staff co-operate effectively together and share their expertise and experience to develop provision and raise standards. An example of this is the effective use of exchanging teachers to teach scientific and mathematical aspects in key stage 2, which ensures progression and continuity in teaching and learning. Classroom assistants co-operate effectively with teachers and support pupils skilfully.

Provision for planning, preparation and assessment is organised well, and teachers use this time effectively. The school has appropriate arrangements for performance management, which respond to the staff's professional development needs successfully. Training is planned carefully in relation to the school's priorities.

The school is part of effective networks of professional practice with the schools in the cluster and with a specific group of schools. This contributes significantly to improving educational provision. A good example is the co-operation to raise standards of extended writing across the school.

The school budget is monitored effectively and there is a clear link between expenditure and priorities in the development plan. This ensures a good supply of resources within and outside the school, which responds to pupils' needs successfully. The school makes effective use of the Pupil Deprivation Grant, which leads to raising pupils' enthusiasm and outcomes in a number of activities as well as improving their attendance percentages.

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

## Appendix 1: Commentary on performance data

### 6632267 - Ysgol Bro Dyfrdwy

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	*	14	7
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	*	92.9	71.4
Benchmark quartile	*	2	4
<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	*	12	7
Achieving outcome 5+ (%)	*	91.7	85.7
Benchmark quartile	*	2	4
Achieving outcome 6+ (%)	*	33.3	0.0
Benchmark quartile	*	2	4
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	*	14	7
Achieving outcome 5+ (%)	*	92.9	71.4
Benchmark quartile	*	3	4
Achieving outcome 6+ (%)	*	7.1	28.6
Benchmark quartile	*	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	*	14	7
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	14.3	57.1
Benchmark quartile	*	4	3

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.

**6632267 - Ysgol Bro Dyfrdwy**

Number of pupils on roll	112
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	*	*	15	17
<b>Achieving the core subject indicator (CSI) (%)</b>	*	*	73.3	70.6
Benchmark quartile	*	*	4	4
<b>English</b>				
Number of pupils in cohort	*	*	15	17
Achieving level 4+ (%)	*	*	86.7	82.4
Benchmark quartile	*	*	4	4
Achieving level 5+ (%)	*	*	20.0	29.4
Benchmark quartile	*	*	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	14	17
Achieving level 4+ (%)	*	*	92.9	82.4
Benchmark quartile	*	*	2	4
Achieving level 5+ (%)	*	*	28.6	11.8
Benchmark quartile	*	*	3	4
<b>Mathematics</b>				
Number of pupils in cohort	*	*	15	17
Achieving level 4+ (%)	*	*	73.3	82.4
Benchmark quartile	*	*	4	4
Achieving level 5+ (%)	*	*	33.3	35.3
Benchmark quartile	*	*	4	4
<b>Science</b>				
Number of pupils in cohort	*	*	15	17
Achieving level 4+ (%)	*	*	93.3	70.6
Benchmark quartile	*	*	3	4
Achieving level 5+ (%)	*	*	26.7	35.3
Benchmark quartile	*	*	4	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, 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.	44	43 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	43 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	44	43 98%	1 2%	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	44	43 98%	1 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.	44	41 93%	3 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	44	42 95%	2 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.	44	42 95%	2 5%	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.	44	42 95%	2 5%	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.	44	40 91%	4 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	44	42 95%	2 5%	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.	42	32 76%	10 24%	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	43	38 88%	5 12%	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.	88	66 75%	21 24%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	88	72 82%	15 17%	1 1%	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.	88	74 84%	12 14%	2 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	88	63 72%	24 27%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	86	58 67%	27 31%	1 1%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	87	68 78%	17 20%	2 2%	0 0%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	87	66 76%	20 23%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	68	40 59%	27 40%	1 1%	0 0%	6	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	86	65 76%	19 22%	2 2%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	86	60 70%	25 29%	1 1%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	88	68 77%	19 22%	1 1%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	71	47 66%	23 32%	1 1%	0 0%	6	Mae fy mhentyn 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.	88	60 68%	25 28%	2 2%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	88	71 81%	15 17%	1 1%	1 1%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	83	52 63%	27 33%	2 2%	2 2%	5	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.	87	58 67%	28 32%	1 1%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	61	35 57%	25 41%	1 2%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	83	55 66%	25 30%	3 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	87	69 79%	16 18%	2 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Eifion Lloyd Watkins	Reporting Inspector
Sioned Hywel Thomas	Team Inspector
Meleri Cray	Lay Inspector
Gwynn Griffiths	Peer Inspector
Eirian Owain	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.