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

A report on

Ysgol Cymerau
Ffordd Mela
Pwllheli
Gwynedd
LL53 5AR

Date of inspection: January 2016

by

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and Training in Wales

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 15/03/2016

Context

Ysgol Gynradd Cymerau serves the town of Pwllheli and the local area, including Penrhos and Efailnewydd in Gwynedd. It provides education for pupils aged between 3 and 11 years.

There are 299 full-time pupils on roll, as well as 45 part-time nursery children. Numbers have risen a little since the last inspection.

Pupils enter the school on a full-time basis at the beginning of the term following their fourth birthday.

Welsh is the main language spoken at home by nearly three-quarters of pupils. At present, there are about ten pupils for whom it is considered that English is an additional language for them. Seventeen point eight per cent (17.8%) of pupils are eligible for free school meals, which is a little lower than the national average. There are very few pupils at the school who are from an ethnic minority background or who speak English as an additional language.

A little over 29% of pupils have additional learning needs, which is higher than the national average, and very few of them have a statement of special educational needs. There is a county special educational needs unit on the school site for pupils with language difficulties for two days a week and there is a satellite unit for a special school on the site for three days a week.

Pupils are taught in 12 registration classes, including two nursery-age classes.

The school was last inspected in March 2011. The current headteacher has been in post since April 2014.

The individual school budget per pupil for Ysgol Cymerau in 2015-2016 is £3,564. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Cymerau is in 79th position of the 98 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good for the following reasons:

- Nearly all pupils make sound progress during their time at the school
- Pupils' numeracy and literacy skills in Welsh are developing robustly and they are able to apply them successfully across the curriculum
- In general, pupils develop into successful independent learners and co-operate well with each other
- Most pupils' behaviour is good
- The school has planned and interwoven the Literacy and Numeracy Framework effectively into pupils' activities across the curriculum
- Teachers plan stimulating activities which are based on pupils' interests and ideas in order to gain the interest of most of them
- Learning experiences are interesting and stimulate most pupils successfully
- Teachers provide valuable opportunities for pupils to evaluate their own work and that of their peers

Prospects for improvement

The school's prospects for improvement are good for the following reasons:

- The headteacher has a wide awareness of the school's strengths and areas to be developed, and through his strong leadership he sets a clear strategic direction for the school's work
- The headteacher and the senior management team ensure that there are robust systems in place to identify each pupil's needs
- The headteacher and the senior management team monitor the progress of procedures that have been put in place against the priorities in the school development plan effectively
- Self-evaluation processes are comprehensive and are based firmly on a wide range of direct evidence
- The school development plan is an active document that focuses clearly on raising standards

Recommendations

R1 Improve pupils' attendance

R2 Provide regular opportunities for pupils to write at length in English across the curriculum in key stage 2

R3 Strengthen the role of governors to act strategically

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

On entry to the school, pupils' basic skills vary. However, nearly all of them make sound progress during their time at the school. Their learning skills are developing increasingly strongly in line with their age and ability. They are able to build successfully on previous learning and solve problems effectively by using their thinking skills and co-operating freely. They are developing to become successful independent learners.

Nearly all pupils' Welsh oral skills are developing robustly throughout the school. They are able to converse naturally and fluently about a variety of subjects in formal and informal situations from an early age. The minority of pupils who do not speak Welsh at home acquire the Welsh language quickly and successfully. By the end of key stage 2, most have a wide subject and general vocabulary. They contribute intelligently to discussions, express an opinion clearly and respond at length to questions.

Pupils' reading skills in Welsh are developing well throughout the school. Many of them show an interest in books, and are able to discuss their contents effectively. In the Foundation Phase, most use various techniques successfully to read unfamiliar or difficult words. They use their higher reading skills confidently to enable them to respond to various classroom activities. Increasingly throughout key stage 2, most read confidently. By the end of the key stage, most of them are able to find information that is relevant to their work in books and by using information and communication technology (ICT).

Most pupils' writing skills in the Foundation Phase are developing appropriately across the areas of learning. By Year 2, they are able to write good extended pieces in a range of forms, in response to activities across the areas of learning. In general, they are able to spell familiar words correctly, and punctuate appropriately. Most pupils in key stage 2 write to a standard that is appropriate to their age and ability, and the best attain high standards. Many write increasingly effectively and at length in a wide variety of forms in subjects across the curriculum. The majority of pupils at the top end of key stage 2 use idioms and similes very successfully when writing creative pieces.

Most pupils' oral and reading standards in English in key stage 2 are developing appropriately. However, the majority are not very confident when reading in English. The majority of pupils' standards of written work show appropriate progress as they go through the key stage. However, they do not write at length in English in various forms across the curriculum often enough.

Most pupils' numeracy skills in the Foundation Phase and key stage 2 are developing well, and they are able to handle numbers, units of measurement, time, and collect and process data effectively. They apply this information and these concepts successfully and practically across the curriculum, for example when solving specific problems that are relevant to their current theme.

In general, pupils' standards of work in their books and in lessons are higher than the performance data suggests.

Pupils' performance at the end of the Foundation Phase and key stage 2 shows good progress over the last four years in each of the areas of learning and core subjects at the expected levels and the higher levels.

In the Foundation Phase, over the last four years, the results of teachers' assessments at the expected levels in all areas of learning have placed the school, on the whole, among the upper 50% of similar schools. Over the same period, in key stage 2, in comparison with similar schools, the majority of results in the four core subjects at the expected levels have placed it among the lower 50% and the latest results for all subjects except mathematics place the school among the upper 50%.

In the Foundation Phase, over the last four years, pupils' performance at the higher levels than expected has varied, moving the school from the lower 50% to the upper 50% in comparison with similar schools . Over the same period in key stage 2, at the higher levels than expected, performance in Welsh has generally placed the school among the upper 50% of similar schools, whilst performance in the remainder of subjects have placed it generally among the lower 50%.

There is no clear pattern of difference between the performance of boys and girls, and the very few pupils from an ethnic background or those who speak English as an additional language are achieving well.

In general, pupils who are eligible for free school meals make good progress in their work but, over time, only a few from this small cohort succeed in attaining the higher level at the end of the Foundation Phase and key stage 2 in a few specific subjects.

Pupils who have additional learning needs make good progress against their personal targets.

Wellbeing: Adequate

Nearly all pupils are aware of the importance of eating and drinking healthily. Most understand that keeping fit is important and take part enthusiastically in the extra-curricular activities that encourage them to be energetic.

Most pupils' behaviour is good, and they show respect and courtesy for others. Most pupils feel safe and happy at school and know to whom to turn for support and advice. Many pupils show great care and concern for each other. Older pupils in the 'Criw Clên' (Friendly Crew) take care of the younger pupils, which has a positive effect on pupils' wellbeing during break times.

During the last three years, the school's attendance has declined. In comparison with the attendance of similar schools, it has fallen from the upper 50% to the bottom 25% during that period.

Members of the school council have a positive influence on the school's work. They take a prominent role in arranging charitable activities and making some decisions within the school. For example, they have recycled old books to raise money towards buying new resources to support the curriculum.

Most pupils co-operate effectively. They persevere and stay on task for extended periods. The majority develop into effective independent learners, who use their learning skills successfully. As they grow through the school, they have an increasingly sound understanding of the standard of their own work and that of other pupils, and how to improve it. From an early age, most contribute beneficial ideas for leading their own learning, for example by suggesting themes to work on, or specific activities for learning areas.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Teachers provide suitable and detailed schemes of work, which fulfil the principles of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers in both key stages plan stimulating activities jointly on a whole-school level effectively, using the expertise of all the staff. However, provision in the Foundation Phase does not always ensure regular and continuous access to the outdoor areas.

Teachers ensure that the Literacy and Numeracy Framework has been planned and interwoven fairly effectively into activities across the curriculum. Teachers monitor and evaluate it regularly in order to ensure development and consistency across both key stages. However, planning does not provide regular enough opportunities to write at length in English across the curriculum.

Provision for developing the Welsh language and Welsh culture is comprehensive and ensures good progress. The school promotes the culture and history of Wales very successfully by providing a wide variety of activities that enrich pupils' experiences appropriately. For example, the visit to Bardsey Island was a means of promoting pupils' knowledge of their history and the local area.

The school provides meaningful opportunities for pupils to develop their awareness of sustainability by recycling widely across the school. A good example of this is recycling football shirts to send to other countries. The school provides an effective range of stimulating and interesting activities that develop pupils' understanding of life in countries across the world, for example India, Patagonia and Botswana. Staff ensure that the school's wild area is used effectively in order to raise pupils' awareness of gardening, planting and wildlife.

Extra-curricular activities, including trips to interesting places, and workshops and presentations by visitors, enrich provision for pupils. Pupils benefit well from activities such as after-school sports clubs.

Teaching: Good

There is an industrious ethos at the school. Teachers use a wide range of effective teaching methods in order to establish a good working relationship with pupils. Teachers plan stimulating activities that are based on pupils' interests and ideas in order to gain the interest of most of them. Most staff have high expectations and the pace of many lessons is lively. Learning experiences are interesting and stimulate most pupils successfully.

Teachers and assistants co-operate effectively and model very good language. All teachers have good subject knowledge and introduce activities enthusiastically. Nearly all members of staff use classroom management strategies effectively.

In the majority of lessons in which teaching is at its best, activities have been planned in detail and build on pupils' previous experiences successfully. Most teachers set and share success criteria for the class's work and evaluate them purposefully with pupils at the end of the activity. In these lessons, teachers ensure that all pupils have experiences that challenge them to improve. Teachers and the majority of assistants question pupils skilfully in order to extend their understanding and develop their thinking and communication skills effectively. However, in a few classes, learning experiences do not always respond fully enough to challenge pupils' range of ability, especially the more able.

Teachers use assessment for learning strategies fairly effectively and mark pupils' work regularly. The quality of marking in most classes across the school is robust, and usually shows what pupils need to do in order to improve their work. However, in a few cases, the comments are too superficial. As a result, some pupils are unsure of what they need to do in order to improve.

Teachers proved valuable opportunities for pupils to evaluate their own work and that of their peers. This is a strength at the school, and leads successfully to developing independent learners. Most pupils set themselves suitable targets with the help of teachers.

The school has robust processes for assessing and tracking pupils' progress. Teachers use this information effectively in order to identify the needs of various groups of pupils who need additional support. Teachers meet regularly in order to standardise and moderate pupils' work and, as a result, they have a sound understanding of their attainment.

Reports that are given to parents provide clear information about their children's progress, in addition to targets for improvement.

Care, support and guidance: Good

The school is an organised and caring environment in which all pupils feel safe. It values and celebrates pupils' successes and contributions appropriately. Staff promote pupils' moral, spiritual, cultural and social development through purposeful themes and regular opportunities for collective worship.

The school makes appropriate arrangements to promote eating and drinking healthily. The advantages of living healthily are promoted effectively across the curriculum and in extra-curricular activities. Provision for extra-curricular clubs is extensive. The school's 'Sports Week', the 'Cymerau Triathlon' competition and the numerous sports clubs develop pupils' understanding and knowledge of keeping fit very effectively.

The school has robust procedures for personal and social education through efficient links with specialist agencies, for example welfare services, the police and social

services. This interrelationship ensures early and effective support when needed.
The school's arrangements for safeguarding pupils meet requirements and are not a
cause for concern.

Provision for pupils who have additional needs is thorough. Procedures ensure that
pupils who need additional support are identified early. The school co-operates with
a number of specialist agencies in order to create appropriate individual education
plans for them, which are reviewed regularly with parents. These arrangements lead
to successful and purposeful interventions in order to meet pupils' educational and
physical needs. The school has effective arrangements to provide emotional help
and support for vulnerable pupils and their families. All of these arrangements have
a very positive effect on the wellbeing of these pupils and lead to raising standards.

Learning environment: Good

There is a welcoming and protective ethos at the school, in which staff and pupils
emphasise courtesy, respect and care for each other. The school's policies and
procedures promote equality and equal access to all of its activities. Practical
policies and procedures ensure that the school is accessible for pupils who have
physical needs. The school provides an environment in which pupils feel safe. The
older pupils at the school look after younger pupils well at play times and lunch times
by operating the Criw Clên (Friendly Crew) scheme.

The school has a good supply of up-to-date resources in order to meet the needs of
lessons across the curriculum and to develop pupils' skills, including their ICT skills.
The building's indoor areas are attractive and provide an interesting learning
environment for pupils. Attractive displays in classrooms and across the school
reflect and promote pupils' work successfully. Staff make good use of the building
and the outdoor areas. The school sits on extensive grounds, which includes a
comprehensive wild area, and which encourages pupils to keep healthy and
appreciate the environment and the natural world. The majority of teachers make
good use of the outdoor areas for Foundation Phase pupils.

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

Leadership: Adequate

The headteacher has a clear vision, which is based on raising standards and
developing all pupils as well-rounded individuals. He conveys that vision to staff,
parents and governors successfully. He has a good awareness of the school's
strengths and areas to be developed, and through his strong leadership, he sets a
clear strategic direction for the school's work.

The headteacher and senior management team ensure that robust systems are in
place in order to identify the needs of every pupil. They analyse pupils' performance
in detail and respond to underachievement appropriately by ensuring suitable support
for improvement. Although they have put many processes in place, it is too early to
measure their effect on pupils' outcomes fully. The headteacher and the senior
management team monitor very effectively the progress of procedures that have
been put in place against the priorities in the school development plan.

Staff's job descriptions are up-to-date and identify their roles and responsibilities clearly. The staffing structure allows all teachers to take responsibilities for specific aspects of the school's work. Although subject co-ordinators take an active part in the school's plans, not all of their roles have developed fully to date.

The school responds positively to local and national priorities. The Literacy and Numeracy Framework has been established firmly in the school's plans and leads the learning successfully. Due attention is paid to the language charter and the effect of this can be seen clearly in most pupils' oral standards. The school plans skilfully and acts effectively in order to respond to pupil deprivation.

Members of the governing body are supportive of the school's work and fulfil their duties appropriately. They have a suitable awareness of the school's strengths and the areas to be improved. However, their understanding of how the school is performing in comparison with schools in the family and similar schools is weak. This limits their ability to challenge the school about its performance and to monitor procedures that are in place. As a result, their role in the school's strategic processes has not been formalised or developed fully. Their role in the process of producing the school's self-evaluation report and in setting priorities for improvement is limited.

Improving quality: Good

The school's self-evaluation processes are comprehensive and are based firmly on a wide range of direct evidence. These include scrutinising work, lesson observations and gleaning the views of parents, pupils and governors. On the whole, the monitoring reports that arise from the process identify strengths and areas to be improved clearly. The school analyses data thoroughly and school leaders' understanding of how well various groups are performing is comprehensive. This information assists them in creating the school development plan and planning strategic steps for improvement.

The self-evaluation document gives an accurate picture of the school and identifies strengths and areas for improvement clearly. The document is evaluated regularly and the headteacher and the senior management team have a good knowledge of their school. A good example of this is the way in which leaders have identified the need to ensure more opportunities for pupils to write at length in English.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The school development plan is an active document that focuses clearly on raising standards. It includes suitable priorities for improvement. The actions for achieving the priorities include a clear implementation timetable, staff responsibilities and suitable financial requirements. Leaders monitor the progress against these targets regularly and identify further actions as needed.

Partnership working: Good

There are strong links between the school and the wider community, which make a valuable contribution to raising standards and supporting the wellbeing of many pupils. The school co-operates effectively with parents and strives hard to include

them in their children's education. For example, it provides literacy and numeracy workshops for parents and gives them a regular opportunity to voice their opinion through questionnaires and regular meetings.

The school makes very creative use of social media and their website in order to share information and celebrate the school's successes. These initiatives ensure that stakeholders have a very good understanding of the school's work and how to support the pupils' education.

Establishing a valuable partnership with a cluster of primary schools in order to develop literacy materials for computer tablets has had a significant effect on older pupils' reading skills in Welsh. These materials, which were developed following workshops with a Welsh author, are now being used by schools across Wales and are available on the global market.

The school works effectively with a useful range of services and support agencies in relation to pupils' wellbeing. Very effective use is made of the educational psychologist service in addition to the local authority's speech and language specialists. Links with these external agencies help the school successfully to meet the needs of pupils who need specific intervention. There is a beneficial relationship between the school and the profound needs unit, which is located in the school grounds. The number of pupils who benefit as a result of the school and the unit sharing resources and staff expertise is considerable. This has a positive effect on pupils' standards of wellbeing and oracy. Links with the police contribute effectively to developing pupils' awareness of internet safety, stranger danger and bullying, in particular.

The school co-operates with a cluster of primary schools to share good practice on projects to raise standards of literacy and numeracy and to track pupils' progress. There is effective moderation work, in addition to sharing experiences in order to develop staff and assistants. This activity helps teachers to understand better the expected standards at the end of the key stages. This has strengthened assessment work effectively.

There is a valuable partnership between the school and the local secondary school. Transition arrangements prepare pupils well for the next stage in their education.

Resource management: Good

The school has a suitable number of qualified staff who deliver a curriculum that gains pupils' interest well. The headteacher has deployed staff effectively, by considering their strengths. A good example of this is the way in which the school uses teachers' expertise to teach music and physical education. The school makes effective use of assistants, who contribute successfully to pupils' experiences and provides robust support for individuals and specific groups of pupils.

The school has thorough performance management arrangements that provide valuable opportunities for teachers' and assistants' continuous professional development. The purposeful and clear objectives match the priorities in the school

development plan effectively. Arrangements for planning, preparing and assessment meet statutory requirements and staff use the time effectively to plan purposefully.

The school works successfully with a number of other schools. Teachers are part of a successful learning community in order to develop effective learning plans. This ensures that literacy and numeracy skills have been embedded firmly in pupils' work. As a result, many pupils' skills have improved across the school.

The school makes valuable use of the Pupil Deprivation Grant to ensure full access to every pupil to all the school's activities.

The headteacher and the finance sub-committee monitor the budget carefully. Considering pupils' outcomes over time, the school provides good value for money.

Appendix 1: Commentary on performance data

6612125 - Ysgol Cymerau

Number of pupils on roll	331
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	44	55	44	37
Achieving the Foundation Phase indicator (FPI) (%)	84.1	87.3	84.1	94.6
Benchmark quartile	3	2	3	1
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	44	55	44	37
Achieving outcome 5+ (%)	93.2	89.1	86.4	94.6
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	31.8	10.9	27.3	37.8
Benchmark quartile	2	4	3	2
Mathematical development (MDT)				
Number of pupils in cohort	44	55	44	37
Achieving outcome 5+ (%)	93.2	90.9	86.4	94.6
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	13.6	10.9	13.6	37.8
Benchmark quartile	4	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	44	55	44	37
Achieving outcome 5+ (%)	88.6	96.4	86.4	94.6
Benchmark quartile	4	2	4	3
Achieving outcome 6+ (%)	29.5	20.0	56.8	70.3
Benchmark quartile	3	4	2	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.

6612125 - Ysgol Cymerau

Number of pupils on roll	331
Pupils eligible for free school meals (FSM) - 3 year average	17.3
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	45	36	38	41
Achieving the core subject indicator (CSI) (%)	82.2	80.6	86.8	90.2
Benchmark quartile	3	3	3	2
English				
Number of pupils in cohort	45	36	38	41
Achieving level 4+ (%)	84.4	80.6	84.2	92.7
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	31.1	22.2	26.3	56.1
Benchmark quartile	3	4	3	1
Welsh first language				
Number of pupils in cohort	45	36	38	41
Achieving level 4+ (%)	84.4	80.6	86.8	95.1
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	24.4	22.2	31.6	39.0
Benchmark quartile	2	3	2	2
Mathematics				
Number of pupils in cohort	45	36	38	41
Achieving level 4+ (%)	93.3	80.6	89.5	92.7
Benchmark quartile	2	4	3	3
Achieving level 5+ (%)	51.1	33.3	34.2	39.0
Benchmark quartile	1	2	3	2
Science				
Number of pupils in cohort	45	36	38	41
Achieving level 4+ (%)	93.3	80.6	92.1	95.1
Benchmark quartile	3	4	3	2
Achieving level 5+ (%)	31.1	25.0	26.3	63.4
Benchmark quartile	3	3	3	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.	102		102 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	102		101 99%	1 1%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	102		99 97%	3 3%		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	102		102 100%	0 0%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
There are lots of chances at school for me to get regular exercise.	102		100 98%	2 2%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	102		101 99%	1 1%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	102		102 100%	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.	101		99 98%	2 2%		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.	101		95 94%	6 6%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%		
I have enough books, equipment, and computers to do my work.	102		97 95%	5 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.	102		67 66%	35 34%		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	102		73 72%	29 28%		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.	36	27 75% 64%	9 25% 33%	0 0% 3%	0 0% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	36	30 83% 73%	6 17% 25%	0 0% 1%	0 0% 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	35	27 77% 73%	8 23% 26%	0 0% 1%	0 0% 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	36	26 72% 62%	8 22% 34%	2 6% 3%	0 0% 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	32	18 56% 48%	13 41% 47%	1 3% 4%	0 0% 1%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	36	25 69% 62%	11 31% 36%	0 0% 2%	0 0% 0%	0	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	33	25 76% 65%	8 24% 33%	0 0% 1%	0 0% 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	36	23 64% 50%	7 19% 42%	6 17% 6%	0 0% 2%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
Staff treat all children fairly and with respect.	31	20 65% 61%	10 32% 34%	1 3% 4%	0 0% 1%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	35	22 63% 61%	10 29% 37%	3 9% 2%	0 0% 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	36	24 67% 67%	12 33% 31%	0 0% 1%	0 0% 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	30	20 67% 56%	9 30% 38%	1 3% 4%	0 0% 1%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	35	23 66% 50%	10 29% 40%	2 6% 8%	0 0% 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	27 75%	9 25%	0 0%	0 0%	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.	32	20 62%	10 31%	2 6%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	34	21 62%	13 38%	0 0%	0 0%	1	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.	30	20 67%	7 23%	1 3%	2 7%	6	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.	35	22 63%	9 26%	4 11%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	34	25 74%	9 26%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Anwen Eluned Griffith	Team Inspector
Llinos Mary Jones	Team Inspector
David Owen Jenkins	Lay Inspector
Dyfrig Wyn Ellis	Peer Inspector
Rhys Williams	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.