



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

A report on

**Ysgol Gellifor
Gellifor
Ruthin
LL15 1SG**

Date of inspection: February 2017

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: 05/05/2017

Context

Ysgol Gellifor is in the small rural village of Gellifor, in the Denbighshire local authority. The school caters for pupils aged between 4 and 11 years. There are currently 69 pupils on roll. There are four classes, three of which are mixed-age.

The school identifies that there are very few pupils with additional learning needs. No pupils speak Welsh as their first language or receive support in English as an additional language. Around 2% of pupils are eligible for free school meals. This is notably lower than all-Wales averages.

The headteacher has been in post since March 2015 and shares his time between Ysgol Gellifor and Ysgol Bryn Clwyd as part of a formal federation. The school's last inspection was in April 2010.

The individual school budget per pupil for Ysgol Gellifor in 2016-2017 means that the budget is £4,289 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,267 and the minimum is £3,066. Ysgol Gellifor is 23rd out of the 46 primary schools in Denbighshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils have very well developed oracy skills, which they use confidently in a range of situations
- Most key stage 2 pupils write imaginatively and accurately across a wide range of genres and produce extended pieces of good quality writing
- Most pupils use and apply their numeracy skills successfully across the curriculum
- Nearly all pupils have good information and communication technology (ICT) skills
- All pupils feel valued and listened to within the school
- Teachers plan a broad and balanced curriculum, which has a strong emphasis on developing pupils' literacy, numeracy and ICT skills
- Teachers provide interesting and engaging learning activities that enthuse pupils successfully
- The school provides a caring and supportive environment for its pupils
- The school successfully supports pupils to develop confidence, resilience and a willingness to take on new challenges

Prospects for improvement

The school's prospects for improvement are good because:

- School leaders work effectively with pupils and staff to develop a shared vision for continuous improvement
- The headteacher provides calm and considered strategic leadership to the federation of schools
- Leaders identify and implement strategies successfully to improve leadership, provision and outcomes for pupils
- Assistant headteachers contribute purposefully to leadership tasks such as analysing data and setting strategic priorities
- School leaders evaluate the quality of the school's work systematically through a well-planned cycle of monitoring activities
- Overall, the school's self-evaluation processes provides leaders with an accurate understanding of its main strengths and areas for improvement; they use this information well to secure improvement
- Governors have a sound understanding of the strengths of each school within the federation and their priorities for improvement

Recommendations

- R1 Improve opportunities for all pupils to influence matters that affect them at school
- R2 Ensure that planning builds systematically on pupils' knowledge, understanding and skills across all areas of learning
- R3 Further develop the skills of senior leaders to improve teaching and learning
- R4 Ensure that monitoring activities evaluate the impact of the school's provision on pupils' standards and progress effectively

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils start school with skills that are above those expected of pupils of a similar age. As they move through the school, most make good progress and achieve at or above the level expected by the end of key stage 2. Pupils with additional learning needs and those who follow intervention programmes make beneficial progress within a short space of time.

Most pupils have very well developed oracy skills, which they use in a range of situations confidently. Nearly all pupils listen attentively to each other and adults.

Most pupils in the Foundation Phase make good progress in their writing skills. Towards the end of the Foundation Phase they spell commonly used words accurately and make plausible attempts at unfamiliar words. They compile interesting fact files about Arctic animals and write engaging story openers. However, too few pupils write at length regularly, as on occasions they are overly constrained by the use of worksheets.

In key stage 2, most pupils write imaginatively and accurately across a wide range of genres and produce extended writing of good quality. Many use extensive vocabulary and similes successfully to enhance their work, for example when describing the sea. Nearly all pupils use punctuation and paragraphing well to organise their work, and many older pupils draft and refine their writing to improve its quality, skilfully. As pupils progress through the school, their presentation and handwriting skills are consistently of a good quality.

Most Foundation Phase pupils read simple texts aloud confidently and decode unfamiliar words well. By Year 6, most pupils read at the level expected for their age and with good expression. They readily discuss texts by their favourite authors and extract relevant information quickly when researching as part of their topic work.

Most pupils use and apply their numeracy skills successfully across the curriculum, for example when solving problems involving money and measures. Older pupils in the Foundation Phase use their data handling skills well and can extract information from tally charts to produce bar graphs accurately. Many key stage 2 pupils have a secure grasp of place value and order decimal numbers confidently. By Year 6, most have a very good understanding of fractions and co-ordinates. Nearly all key stage 2 pupils use their mathematical knowledge independently when presenting and interpreting data, for example when recording information from science investigations and geographical research.

Nearly all pupils have good information and communications technology (ICT) skills. By the end of the Foundation Phase, they use tablet computers to support their learning well, particularly when making short animation films about dinosaurs. In key stage 2, many pupils search for information online competently. They produce

informative presentations and leaflets linked to their history and geography topics, importing graphics to add interest. Older pupils' use of spreadsheets and databases is developing well.

Across the school, most pupils are enthusiastic about learning Welsh. They understand the Welsh used by staff and respond appropriately. Many pupils use familiar patterns to ask and answer questions about the weather and how they are feeling. They read confidently and with good levels of understanding and pronunciation. Most key stage 2 pupils' written Welsh is progressing well, and they produce work of a good quality, for example when writing play scripts.

Performance in the Foundation Phase over the last four years, at the expected outcome 5 in literacy and mathematical development shows a fluctuating trend when compared to that in similar schools. At the higher than expected outcome 6 over the same period, performance in literacy and mathematical development generally places the school in the upper 50% of similar schools.

In key stage 2, over the last four years, in English, mathematics and science, the school has generally performed in the top 25% when compared to similar schools. At the higher than expected level 5, performance in all three subjects has generally placed the school in the upper 50%.

Small numbers make comparison of the performance of pupils eligible for free school meals against that of other pupils invalid. There is no real trend over time between the performance of boys and girls.

Wellbeing: Good

Nearly all pupils feel safe and well cared for in school and know whom to talk to if they are worried. Through active participation in a range of physical activities, most pupils demonstrate a good appreciation and understanding of the importance of adopting a healthy lifestyle.

Nearly all pupils behave very well in lessons and during break times. They are enthusiastic about their learning and work with one another happily. All are respectful towards adults and their peers and show genuine care and concern.

All pupils feel valued and listened to and are beginning to take an active role in decision making through their work on the school council and eco committee. However, this is at a relatively early stage and does not currently involve pupils from the Foundation Phase. Pupils are starting to have an influence on classroom practice. For example, they have designed a traffic light system to encourage positive behaviour. Recently, older pupils have begun to choose what and how they learn during physical education lessons.

Generally, rates of attendance in recent years have been at or just below the median when compared to those in similar schools. However, this is largely due to often small and changeable pupil numbers, which make comparisons with other similar schools difficult. Rates of pupil attendance is beginning to steadily improve. The most recent data places the school in the top 25% when compared to similar schools. Nearly all pupils are punctual and are keen to attend regularly as they enjoy all aspects of school life.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of good quality learning experiences that enrich and enhance pupils' education effectively. Teachers plan a balanced curriculum, using the National Literacy and Numeracy Framework to place a strong emphasis on developing pupils' literacy, numeracy and ICT skills. There are numerous opportunities for pupils to apply these skills in purposeful learning activities across the curriculum. Long, medium and short-term planning is not always linked coherently enough. As a result, planning for the curriculum does not always build systematically enough on pupils' existing knowledge, understanding and skills. Planning for the development of pupils' thinking skills is very effective and, as a result, pupils develop high levels of problem solving and perseverance.

The provision for developing pupils' Welsh language skills is good and all staff use Welsh regularly with pupils in lessons and around the school. This enables pupils in the 'Crew Cymraeg' to take responsibility for supporting others to improve their Welsh. They organise interesting Welsh games and challenges at break times. There are effective opportunities for pupils to learn about their locality and the history and culture of Wales. Pupils visit local Welsh landmarks and places in the local community to enhance their learning experiences successfully.

The school offers a worthwhile range of extra-curricular activities, for example computer coding, gymnastics and a football club. These activities enhance the provision for pupils well. The school promotes sustainable development and global citizenship positively across the curriculum. It has developed appropriate links with schools in other countries through a pen pal project. The well-established eco-committee works on issues such as litter and dog fouling in the community effectively. The school provides pupils with useful experiences to grow their own fruit and vegetables and to sell their produce in school. This gives them a good understanding of sustainable lifestyles and healthy eating.

Teaching: Good

Teachers provide interesting and engaging learning activities that enthuse pupils successfully. All staff generally have high expectations of what pupils should achieve, have good subject knowledge and ensure that learning proceeds at a good pace.

All staff manage pupils' behaviour well and, as a result, pupils are highly motivated to learn. Teaching assistants support individual pupils effectively, for example leading booster groups for developing reading and writing skills. In most lessons, teachers take good account of what pupils can already do in order to match the learning closely to the needs of individuals. However, very occasionally, activities do not challenge pupils that are more able sufficiently well enough.

Teachers make beneficial use of questioning to develop pupils' thinking skills. The use of learning challenges encourages pupils to take responsibility for extending their learning and tackling new learning experiences confidently. As a result, most have high levels of independence and resilience. Teachers make effective use of outdoor areas to develop pupils' numeracy and physical development skills.

Adults provide useful verbal praise and ongoing feedback. This helps pupils to understand what they are doing well and how to improve their work. Opportunities for pupils to consider and respond to written feedback are developing appropriately, but are not consistent in all classes. The use of peer and self-assessment develops pupils' awareness of their strengths and areas for development suitably.

Teachers make good use of assessment information to set targets for pupils' improvement and to develop provision. As a result, pupils' writing and numeracy skills have notably improved. There is in-depth tracking at a whole school level and individual pupil level, and teachers understand the needs of their pupils well.

Parents receive valuable information about their child's progress and achievement through regular parents' meetings, progress slips and informative annual reports.

Care, support and guidance: Good

The school provides a caring and supportive environment for its pupils. Pupils have worthwhile opportunities to develop their understanding of moral and social issues through their work with the local Dementia Society. A programme of visits by the police liaison officer teaches pupils how to keep safe whilst using the internet successfully. Circle time activities provide pupils with valuable opportunities to discuss a range of relevant issues and topics.

There are appropriate arrangements for promoting healthy eating and drinking. There are a good range of opportunities for pupils to take exercise through physical education lessons and a wide range of extra-curricular sports clubs.

The school promotes pupils' cultural development well through visits to museums, the theatre, involvement in the Urdd eisteddfod and working with Welsh artists. Daily acts of collective worship and reflection provide purposeful opportunities for pupils to consider spiritual matters.

Arrangements for supporting pupils with additional needs are effective. Pupils' individual education plans are of good quality and staff share them with the pupils and their families. Teachers set pupils clear targets for improvement and monitor their progress successfully. Staff use a range of beneficial support programmes to ensure that pupils with additional learning needs make good progress in line with their abilities.

The school has good links with external agencies and specialist services when required, such as the health, and speech and language to provide effective support and guidance for staff, parents and pupils. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has suitable measures to improve pupils' attendance, such as awarding full attendance certificates. Regular communication with parents through newsletters helps stress the importance of good attendance successfully.

Learning environment: Good

The school provides an inclusive and welcoming environment for its pupils, and treats them all equally and with respect. This supports pupils to develop their confidence, resilience and a willingness to take on new challenges successfully. Pupils have equal access to all aspects of the school's curriculum and to the wide range of extra-curricular activities provided.

The school site and buildings are safe and secure. Staff make effective use of all available space to enhance pupils' learning. Outside areas are interesting, maintained well and used effectively to support Foundation Phase pupils in developing their numeracy and physical development skills.

There is a good range of resources available to support teaching and learning successfully. In particular, most pupils use a range of ICT equipment effectively to support their learning across the curriculum. There are colourful displays in communal areas, corridors and classrooms which celebrate pupils' work well. Across the school, there are good examples of displays in English and Welsh, which celebrate pupils' Welsh heritage, successfully.

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

School leaders have worked effectively with pupils and staff to develop a shared vision for continuous improvement. This vision meets the needs of each school within the federation well. The headteacher is pro-active in seeking out collaborative work with other local schools to secure improvements, and provides calm and considered strategic leadership to the federation of schools. Leaders identify and implement strategies successfully to improve leadership, provision and outcomes for pupils. For example, robust arrangements for the performance management of staff improve the work of individual teachers significantly. However, leaders do not share this and other aspects of best practice across the federation well enough. Staff are beginning to collaborate successfully, for example to moderate standards of work and to share curriculum planning.

There is a suitable staffing structure to meet the needs of the schools. Arrangements to distribute leadership responsibilities are generally effective. Assistant headteachers contribute purposefully to leadership tasks such as analysing data and setting strategic priorities. They also lead the provision for pupils with additional learning needs successfully. However, their role in leading teaching and learning is at an early stage of development. Staff with responsibility for other improvement initiatives generally undertake their duties well. This supports the school to make good progress in implementing national priorities such as the Literacy and Numeracy Framework.

Governors have a sound understanding of the strengths and improvement priorities of each school within the federation. They hold the schools to account appropriately for its performance. They contribute appropriately to self-evaluation and school improvement processes. For example, the curriculum committee carry out useful

audits of the school's provision for ICT. Governors volunteer at school to provide useful curriculum support, for example to help with Welsh reading. They question school leaders appropriately about the deployment of resources, for instance to improve provision for more able pupils. Governors monitor expenditure carefully and ensure that financial resources support school improvement suitably.

Improving quality: Good

School leaders evaluate the quality of the school's work systematically through a well-planned cycle of monitoring activities. These cover most aspects of its work and follow a consistent format across the federated schools. Leaders analyse performance data well. For example, regular pupil performance reviews and diagnostic test analysis support leaders to plan provision for pupils effectively. The headteacher monitors teachers' planning carefully to ensure that there is good provision for developing pupils' literacy, numeracy and ICT skills in a systematic way. All staff contribute appropriately to self-evaluation processes and to setting priorities for improvement. They gather a wide range of first-hand evidence through observing lessons and scrutinising pupils' work. However, these monitoring activities do not evaluate well enough the impact of the school's provision on the standards achieved by pupils or the progress they make. Pupils contribute to self-evaluation activity occasionally. For example, they requested additional opportunities to learn outdoors. Leaders have responded to these views promptly, for example by developing effective provision for mathematics in the outdoor environment.

Overall, the self-evaluation process provides leaders with an accurate understanding of the school's main strengths and areas for improvement. They use this information well to secure improvement. Development plans are detailed and identify costs, timescales and suitable success criteria. Leaders use funding well to implement these plans successfully, for example to raise standards in mathematics and to improve the quality of provision for developing pupils' ICT skills. There are good arrangements to support school improvement with relevant professional development opportunities such as the outstanding teacher programme. Leaders monitor progress towards achieving improvement goals well.

The school responds positively to the findings of external reviews. For example, beneficial work with the regional consortium has supported the school to develop consistent self-evaluation and improvement planning procedures.

Partnership working: Good

An extensive range of successful partnerships supports pupils' progress and wellbeing effectively. Parents and community members make valuable contributions to the school's work, for example by raising funds to purchase resources and providing valuable learning experiences, such as the eco and gardening clubs. There is effective communication between the schools and parents, for example through weekly newsletters. These celebrate the schools achievements and help parents to support their child at school.

There are beneficial links with pre-school groups that help pupils to settle smoothly into the school. There are suitable arrangements to support the transfer of pupils to

secondary education. These include a useful range of induction activities and appropriate information sharing in relation to pupils' prior attainment. There are effective processes with the local cluster of schools to moderate the accuracy of teachers' assessments at the end of Year 2 and Year 6. Links with local primary schools are developing well and joint activities and observing good practice have a positive impact on standards and pupil wellbeing.

Worthwhile partnerships with the local authority and regional consortium have a positive impact on the school's work. There are purposeful links with a good range of organisations within the community and local businesses. An innovative partnership with a local creamery provides pupils with valuable learning experiences that enable them to develop their design and presentation skills. Pupils also benefit from support of parents and community volunteers in improving their Welsh reading skills and their confidence in speaking Welsh outside the classroom environment.

Resource management: Good

The school has a suitably qualified team of teachers and support staff that deliver the curriculum effectively. Leaders deploy staff efficiently and ensure that they make good use of staff expertise. All teachers have sufficient planning, preparation and assessment time. This ensures that they support pupils well to make good progress in learning. Leaders manage the accommodation, sites and resources well.

Leaders identify valuable opportunities for teachers to develop their professional skills to improve their practice and meet school improvement goals. For example, staff training is effective in enabling pupils to use ICT skills across many aspects of their work. Staff contribute effectively in professional learning networks with other schools to share good practice. The federation works collaboratively and effectively to develop areas such as the Foundation Phase practice.

Leaders and governors maintain good control of the schools' financial resources and anticipate future spending needs well. Where relevant, they make appropriate use of the Pupil Deprivation Grant. As a result, most targeted pupils make good progress, for example by improving their writing and numeracy skills.

Due to the good standards that pupils achieve and the quality of the provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6632164 - Ysgol Gellifor

Number of pupils on roll	84
Pupils eligible for free school meals (FSM) - 3 year average	1.3
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	9	15	12	12
Achieving the Foundation Phase indicator (FPI) (%)	100.0	93.3	75.0	91.7
Benchmark quartile	1	2	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	9	15	12	12
Achieving outcome 5+ (%)	100.0	100.0	83.3	91.7
Benchmark quartile	1	1	4	3
Achieving outcome 6+ (%)	44.4	46.7	41.7	50.0
Benchmark quartile	2	2	3	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	9	15	12	12
Achieving outcome 5+ (%)	100.0	93.3	83.3	91.7
Benchmark quartile	1	3	4	3
Achieving outcome 6+ (%)	33.3	40.0	25.0	50.0
Benchmark quartile	2	2	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	9	15	12	12
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	44.4	60.0	83.3	83.3
Benchmark quartile	3	3	2	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6632164 - Ysgol Gellifor

Number of pupils on roll	84
Pupils eligible for free school meals (FSM) - 3 year average	1.3
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	12	5	15	11
Achieving the core subject indicator (CSI) (%)	91.7	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
English				
Number of pupils in cohort	12	5	15	11
Achieving level 4+ (%)	91.7	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	33.3	40.0	53.3	54.5
Benchmark quartile	3	3	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	12	5	15	11
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	41.7	40.0	46.7	63.6
Benchmark quartile	3	3	3	1
Science				
Number of pupils in cohort	12	5	15	11
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	33.3	40.0	46.7	63.6
Benchmark quartile	4	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 since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	47	47 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	46	46 100%	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.	47	47 100%	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	46	45 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.	47	46 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	47	47 100%	0 0%	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.	47	47 100%	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.	47	47 100%	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.	47	46 98%	1 2%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	47	46 98%	1 2%	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.	47	41 87%	6 13%	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	47	44 94%	3 6%	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 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.	22	11 50%	11 50%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	22	13 59%	9 41%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	22	13 59%	9 41%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	22	11 50%	11 50%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	22	10 45%	12 55%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	22	14 64%	8 36%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	13 59%	8 36%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	22	8 36%	12 55%	2 9%	0 0%	0	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	22	12 55%	9 41%	1 5%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	21	9 43%	11 52%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	22	11 50%	11 50%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	21	7 33%	13 62%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	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 am kept well informed about my child's progress.	22	9 41%	12 55%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	22	15 68%	7 32%	0 0%	0 0%	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.	22	6 27%	11 50%	2 9%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	22	11 50%	11 50%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	22	7 32%	13 59%	0 0%	0 0%	2	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.	22	8 36%	13 59%	1 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	22	13 59%	9 41%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Tony Bate	Reporting Inspector for the federation
Susan Davies	Reporting Inspector
Richard Lloyd	Team Inspector
James Jones	Lay Inspector
Sarah Hurst	Peer Inspector
Richard Monteiro	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.