Report on

Ysgol Gymraeg Morswyn
Holyhead
Anglesey
LL65 2TH

Date of inspection: April 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
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.

Context

Ysgol Morswyn is a Welsh-medium primary school. It is situated on the outskirts of the town of Holyhead, Anglesey. It serves the town in the main, but also admits some pupils from further afield.

There are a total of 154 pupils on roll, including 20 of nursery age. The numbers have risen considerably since the last inspection in October 2010. The local authority provided a new building in September 2012 for the under-fives.

There are six classes at the school, three of which are single-age classes. The school admits pupils part-time in the September following their third birthday and full-time in the September following their fourth birthday. About 30% of pupils come from Welsh-speaking homes. A very few pupils come from an ethnic minority or mixed background.

Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English.

About 18% of pupils are eligible for free school meals, which is close to the county and national percentage. Twenty-five per cent of pupils are on the school's additional learning needs register, which is higher than the national figure. Four pupils have a statement of special educational needs.

The headteacher has been in post since April 2013 and the deputy headteacher since September 2013.

The individual school budget per pupil for Ysgol Gymraeg Morswyn in 2014-2015 is £3,610. The maximum per pupil in primary schools in Anglesey is £9,552 and the minimum is £2,870. Ysgol Gymraeg Morswyn is in 39th place of the 48 primary schools in Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Morswyn's performance is good because:

- Most pupils make progress and achieve well
- Nearly all are confidently bilingual by the end of key stage 2
- There are high levels of attendance and behaviour and pupils show positive attitudes towards their work
- There are rich learning experiences, the quality of teaching is good, and classroom assistants support learning effectively
- There is effective provision to promote wellbeing and an inclusive and homely ethos where pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision, based on ensuring pupils' high standards and wellbeing
- The governing body has a detailed understanding of the school and its performance, which enables it to challenge the school effectively in areas that need to be improved
- All of the school's staff co-operate effectively as a team
- The school has developed robust self-evaluation processes and clear plans for improvement that focus on raising standards
- A good range of partnerships have a positive effect on pupils' wellbeing and achievement

Recommendations

R1 Ensure more opportunities for pupils to extend their extended writing skills and their awareness of global citizenship

R2 Extend the level of challenge for pupils of higher ability

R3 Ensure that pupils take a more active part in evaluating their own work

R4 Develop the strategic role of the senior management team further

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

Most pupils make sound progress in their learning and achieve well during their time at the school. They use their skills effectively and show interest and perseverance in lessons.

Across the school, most pupils listen well and are able to recall previous learning appropriately. Considering their linguistic background, most pupils' oral skills develop quickly. Many older pupils in the Foundation Phase communicate well in Welsh and use a wide range of appropriate vocabulary that corresponds to their work and class theme. In key stage 2, most pupils communicate confidently in Welsh and English and express themselves clearly and correctly. Most pupils use an appropriate range of suitable vocabulary when expressing an opinion and speaking about their work in class. By the end of key stage 2, nearly all pupils attain a high standard of bilingualism and are able to change easily from to the other when discussing their work.

Most pupils' reading skills are developing well across the school. In the Foundation Phase, most pupils read fluently and meaningfully and at a level that is appropriate to their age and ability. They use appropriate strategies when reading unfamiliar words. Many pupils are able to discuss their favourite books and characters simply. In key stage 2, most pupils read with increasing accuracy and confidence in Welsh. By the end of the key stage, most read fluently with good expression and understanding in English. They apply their reading skills well to support their work in a range of subjects, for example to glean information about the Aberfan disaster.

Across the school, most pupils' writing skills are developing effectively. By the end of the Foundation Phase, many pupils write effectively and have a sound understanding of various writing styles. The majority of pupils show increasing fluency and accuracy in their work. However, the extended writing skills of higher ability pupils are not developing fully. In key stage 2, most pupils are making good progress in their ability to write in various forms. They plan their work carefully and are able to make improvements when redrafting. By the end of the key stage, most pupils' work shows a good awareness of the characteristics of different forms of writing. They write confidently across a range of topics in Welsh and English, and punctuate and paragraph their work appropriately. However, they do not extend their extended writing skills across the subjects regularly enough.

In the Foundation Phase, most pupils use their numeracy skills successfully across the areas of learning. For example, in the term's theme work, they collect data and present it successfully in the form of a bar graph. Many use correct mathematical vocabulary when discussing their work. Most pupils' standards in key stage 2 in mathematics lessons are good, and they use an appropriate variety of calculation methods correctly. Many of them use an appropriate variety of mental and written calculation methods correctly. They use mathematical language with increasing

accuracy and make appropriate use of data to support their work within the various themes. Most pupils use and apply their number and measurement skills with good accuracy across the curriculum. They collect information in a variety of ways and present their conclusions accurately in the form of different tables and graphs, for example when discussing an investigation into which material is the best heat insulator.

Nearly all pupils who have additional learning needs make good progress in relation to their individual education plan. Pupils who are eligible for free school meals are make sound progress in line with their ability. Most pupils of higher ability make good progress in their literacy and numeracy skills but they are not always stretched across the learning activities.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome 5 in literacy skills and mathematical development has mostly placed the school in the upper 50% in comparison with similar schools. During the same period, pupils' performance at the higher outcome (outcome 6) has mostly placed the school in the top 25% in literacy skills and mathematical development.

Over the last four years, in comparison with similar schools, the school's performance at the expected level 4 in English has risen, moving the school from the upper 50% to the top 25%. In Welsh, the school's performance has placed it in the top 25% in three of the last four years. In mathematics and science, performance has moved the school from the lower 50% to the top 25% of similar schools. During the same period, pupils' performance at the higher level (level 5) has mostly placed the school in the higher 50% or the top 25% in the four subjects.

There is no significant pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers.

Wellbeing: Good

All pupils enjoy the life and work of the school and feel safe there. They are aware off the importance of health, fitness and eating and drinking healthily. They achieve consistently well in their personal and social development. Nearly all pupils are enthusiastic, enjoy their lessons and contribute eagerly in all aspects of their learning.

Pupils' behaviour across the school is very good and they are courteous and welcoming towards visitors. Pupils are very caring towards each other and show respect for others in lessons and during break times. Pupils of all ages offer support and friendship to others consistently.

Pupils' attendance levels are consistently high. This has placed the school among the top 25% of similar schools over the last four years. Punctuality is good.

Many pupils accept responsibilities conscientiously within the school community. They benefit directly from robust links that exist between the school and visitors, along with visits to the local community. The pupils' voice receives valuable attention, and the school responds well to their ideas through the school council and the eco committee.

By taking part enthusiastically in a number of community activities, pupils develop as full and responsible members of their community and take pride in their Welshness.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide and balanced curriculum that meets the requirements of the Foundation Phase, the National Curriculum and religious education. Whole-school plans ensure that pupils of all ages have a range of rich experiences within the school and beyond. The range of learning experiences that is provided meets most pupils' needs successfully.

Schemes of work pay good attention to developing literacy, numeracy and information technology skills across the curriculum. As a result, skills development is a prominent part of lessons on a daily basis. Planning for skills development is good in the Foundation Phase, in line with the Literacy and Numeracy Framework, and is developing appropriately in key stage 2. However, provision in the Foundation Phase or key stage 2 does not ensure regular opportunities for pupils to extend their extended writing skills across the curriculum.

The awareness of belonging to the community and the Welsh dimension are embedded in the school's ethos and permeates all its activities. Educational visits and the use of the local community and visitors, such as Welsh authors and artists, enrich pupils' learning experiences effectively. The school provides valuable opportunities for pupils to compete in the local Eisteddfod and the Urdd Eisteddfod.

Pupils have a variety of good opportunities to learn about the importance of living sustainably and healthily. Pupils of all ages have opportunities to work in their local area and many older pupils take advantage of the valuable link with a school in Ireland. However, there are few opportunities for pupils to learn about a variety of areas and their place in the wider world.

Teaching: Good

The quality of teaching is effective across the school. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oracy skills. Teachers have good subject knowledge, and in most lessons, they explain new concepts clearly. They use a range of methods skilfully to ensure that there is a sequence of learning activities that gain most pupils' enthusiasm and maintain their interest. They question probingly in order to extend most pupils' understanding. However, at times, learning activities are not adapted in order to ensure that pupils of all abilities, especially those of higher abilities, make full progress.

All teachers provide valuable oral feedback for pupils. They mark their work regularly and comments provide appropriate guidance on what they need to do to improve. They set clear targets in order to meet pupils' learning needs. Most teachers use a range of appropriate assessment for learning strategies, but opportunities for pupils to reflect on their own work and that of their peers are inconsistent.

The school has thorough procedures for assessment and tracking pupils' progress. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust. Parents receive beneficial information about their children's achievements and development.

Care, support and guidance: Good

The school is a safe and caring community, which promotes pupils' wellbeing effectively. The school makes appropriate arrangements to promote eating and drinking healthily. The school's procedures and policies ensure that provision for spiritual, moral, social and cultural development is good. Collective worship sessions create a Christian and moral atmosphere and provide an opportunity to create a reflective ethos.

The school co-operates well with external agencies. Effective support is targeted for specific groups of pupils and intervention programmes are organised well to meet these pupils' needs.

The school's procedures for supporting pupils who have additional learning needs are effective. The school identifies pupils' needs at an early stage through observations and joint discussions with parents, teachers and classroom assistants. Individual education plans for these pupils include clear targets, and there are appropriate arrangements for discussing progress with parents. Through regular assessments, the school follows pupils' progress carefully and ensures that they achieve in line with their targets.

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

Learning environment: Good

The school has a family atmosphere and a homely feel. It is a happy and welcoming community and there is a friendly atmosphere among staff and pupils. The inclusive ethos ensures that all pupils have an equal right to all the school's provision. The co-operation, care and tolerance between adults and children and between children and each other are successful, and fair attention is paid to every individual's contribution and viewpoint.

The building and site are adequate in terms of their size and are well maintained. Staff make regular use of all parts of the building and of the outdoor resources to meet the needs of the Foundation Phase. Staff have created an attractive, colourful learning environment, and there are displays that celebrate pupils' work in all parts of the school. There is an extensive supply of purposeful learning resources, which are in good condition.
The spacious outdoor areas provide an interesting and varied environment. They include facilities for sport and also a school garden. These activities encourage pupils' understanding of eating and drinking healthily successfully.

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

Leadership: Adequate

The headteacher has a clear vision, based on ensuring pupils' high standards and wellbeing, and including all stakeholders in the school's processes. He uses data effectively to monitor and challenge pupils' performance. Recently, he has begun to develop a strategic and curricular role for the new senior management team. However, it is too early to see the effect of this on pupils' standards of work and the school's procedures

Staff are aware of their roles and responsibilities and have begun to meet regularly to discuss jointly. However, there is not a clear enough focus on improving standards and the quality of provision. All staff create a homely and inclusive ethos for pupils and co-operate well together. Appropriate performance management arrangements contribute to improvements in learning and teaching and provide opportunities to promote staff's professional development.

The governing body supports the school conscientiously and governors have a detailed understanding of pupils' performance. They have a clear strategic role in the self-evaluation procedures and in setting priorities for improvement. Recently, the governors have monitored the priorities in the development plan. As a result, they have an increasing knowledge of the school's strengths and areas to be developed, which enables them to challenge the school effectively in areas that need to be improved.

The school is making good progress in introducing initiatives that meet local and national priorities such as developing strategies for literacy and numeracy, wellbeing and the Language Charter. These are having a positive effect on pupils' standards.

Improving quality: Good

The headteacher has developed robust self-evaluation procedures, which use a wide range of direct evidence. They analyse performance data, observe lessons, scrutinise books and seek the views of staff, parents and governors regularly. The pupil's voice is important at the school and pupils have the opportunity to express an opinion through relevant questionnaires. The information is used effectively to identify the school's strengths and areas that need to be improved. The current self-evaluation report is a comprehensive document and provides an accurate picture of the school. However, it is descriptive in parts and is not concise enough in order to highlight clearly the aspects that need to be improved.

Following the self-evaluation process, the school sets key priorities and focus areas for developing the school. The school's development plan is thorough and identifies relevant and specific targets, and includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, financial requirements and methods for monitoring progress.

The actions are already beginning to have a positive effect on improving the standards of reading and numeracy of underachieving pupils.

Partnership working: Good

The school has successful strategic partnerships that lead to improving pupils' standards and wellbeing.

The school has a strong relationship with parents. Staff inform parents well about curricular matters, in particular the current methods of maintaining standards of reading in the Foundation Phase. This enables them to support their child's learning effectively. They also contribute extensively to purchasing resources and equipment for the school and supporting visits such as to the Urdd Eisteddfod.

A strong partnership exists with the local community. Community projects, such as the 'Newry Seaside' project, as well as opportunities to visit local attractions such as the Maritime Museum enrich learning experiences effectively. There are valuable opportunities to visit old people's homes and hold various services in the chapels. These experiences promote pupils' sense of the importance of community and their pride in their local area.

The school co-operates closely with the nursery group which is located on the site, in order to ensure that children settle quickly in the reception class. The school has a strong partnership with the local secondary school. Successful transition arrangements and purposeful visits by members of staff from the secondary school ensure a smooth transition for pupils at the end of their career in this school. The school co-operates successfully with primary and secondary schools in the catchment area, for example to standardise and moderate science jointly in order to ensure the validity of levels at the end of key stage 2. The school fosters a beneficial partnership with local authority services.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately and good use is made of the expertise of individuals to enrich teaching and learning. Assistants provide robust support for teachers and they make a valuable contribution to pupils' standards of attainment and wellbeing.

Teachers make purposeful use of their planning, preparation and assessment time and arrangements for this are managed well. As a result of the performance management process, training is planned carefully in relation to the school's priorities and the needs of individuals.

The school is developing as an effective learning community. Successful co-operation to develop strategies within the cluster of schools, such as numeracy tasks and raising standards of literacy, is developing staff's skills and expertise effectively.

The headteacher and governors monitor and manage expenditure carefully. Expenditure links well to the school's objectives, targets and priorities. The school makes good use of the Pupil Deprivation Grant to improve further the provision for developing the literacy and numeracy skills of pupils who are eligible for free school meals.

The school provides good value for money, in terms of pupils' outcomes, the quality of provision and learning experiences.

Appendix 1: Commentary on performance data

6602177 - Ysgol Gymraeg Morswyn

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	24.6
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	20	18	18
Achieving the Foundation Phase indicator (FPI) (%)	70.0	83.3	83.3
Benchmark quartile	4	2	3
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	20	18	18
Achieving outcome 5+ (%)	90.0	83.3	88.9
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	45.0	38.9	44.4
Benchmark quartile	1	1	1
Mathematical development (MDT)			
Number of pupils in cohort	20	18	18
Achieving outcome 5+ (%)	85.0	88.9	88.9
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	50.0	33.3	33.3
Benchmark quartile	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	20	18	18
Achieving outcome 5+ (%)	85.0	94.4	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	70.0	55.6	55.6
Benchmark quartile	1	1	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.

6602177 - Ysgol Gymraeg Morswyn

Number of pupils on roll   150
Pupils eligible for free school meals (FSM) - 3 year average   24.6
FSM band   4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	15	19	17	16
Achieving the core subject indicator (CSI) (%)	86.7	89.5	94.1	93.8
Benchmark quartile	2	2	1	1
English				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	86.7	89.5	94.1	93.8
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	46.7	26.3	41.2	43.8
Benchmark quartile	1	3	1	1
Welsh first language				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	93.3	94.7	94.1	93.8
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	40.0	26.3	47.1	43.8
Benchmark quartile	1	2	1	1
Mathematics				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	86.7	89.5	94.1	93.8
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	33.3	26.3	47.1	43.8
Benchmark quartile	2	3	1	1
Science				
Number of pupils in cohort	15	19	17	16
Achieving level 4+ (%)	86.7	100.0	94.1	93.8
Benchmark quartile	3	1	2	1
Achieving level 5+ (%)	26.7	26.3	47.1	43.8
Benchmark quartile	2	3	1	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.

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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.
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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 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.	66		66 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	66		59 89%	7 11%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	66		63 95%	3 5%		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	66		66 100%	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.	66		64 97%	2 3%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	66		57 86%	9 14%		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.	66		65 98%	1 2%		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.	66		64 97%	2 3%		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.	66		61 92%	5 8%		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.	66		65 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.	66		58 88%	8 12%		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%		
Nearly all children behave well at playtime and lunch time	66		58 88%	8 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.	32	27 84%	5 16%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	29 91%	3 9%	0 0%	0 0%	0	Mae fy mhlentyn 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.	32	28 88%	4 12%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	32	27 84%	5 16%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	22 69%	10 31%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	32	24 75%	8 25%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	27 84%	5 16%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	22 69%	9 28%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	32	25 78%	7 22%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	27 84%	5 16%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	28 88%	4 12%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	20 69%	8 28%	1 3%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	31	23 74%	7 23%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	32	29 91%	2 6%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	32	26 81%	6 19%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	25 78%	7 22%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	19 63%	7 23%	2 7%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	23 72%	9 28%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	31	28 90%	3 10%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Edward Goronwy Morris	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Jeremy George Turner	Lay Inspector
Mrs Bethan Bleddyn	Peer Inspector
Mr Medwyn Roberts (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.