



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Gymuned Bodffordd
Bodffordd
Llangefni
Anglesey
LL77 7LZ**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 11/08/2015

Context

Ysgol Gynradd Bodffordd is situated in the village of Bodffordd on Anglesey. The school serves the village, along with nearby areas. At present, there are 65 pupils aged between 3 and 11 on roll. They are arranged into three mixed-age classes.

About 8% of pupils are eligible for free school meals, which is lower than the county and national percentage. Twenty-one per cent of pupils have additional learning needs. Very few pupils have a statement of special educational needs. Seventy-seven per cent of pupils come from Welsh-speaking homes. Very few pupils are from an ethnic minority background.

The acting headteacher has been in post since May 2015 and is covering for a period of absence on behalf of the permanent headteacher. The school was last inspected in February 2009.

The individual school budget per pupil for Ysgol Gymuned Bodffordd in 2014-2015 is £4,771. The maximum per pupil in primary schools in Anglesey is £9,552 and the minimum is £2,870. Ysgol Gymuned Bodffordd is in 11th position of the 48 primary schools on Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils in the Foundation Phase make sound progress in their language, literacy and communication skills
- Most pupils make very good progress in developing early reading skills
- Many pupils in key stage 2 read a range of reading materials well in both languages and their understanding of what they are reading is developing successfully
- Many pupils produce handwriting that flows and is legible and use an appropriate range of punctuation correctly to make the meaning clear
- Most pupils in the Foundation Phase have a secure grasp of number facts in line with their age and ability
- Nearly all pupils in the school are courteous, welcoming and very happy in their school
- Attendance rates compare well with those of similar schools
- Assistants across the school make a valuable contribution towards pupils' learning

However:

- The extended writing skills of many older pupils, especially the more able pupils, are not developing fully in a range of forms in both languages
- The written style of the majority of pupils across the school contains errors and is based too much on the oral forms of Welsh
- The investigative mathematical skills of the majority of pupils at the end of the Foundation Phase are not developing appropriately
- Teachers' planning is not effective enough to meet all pupils' needs
- Teachers do not provide regular opportunities for pupils to work independently
- Teachers' comments on pupils' work do not ensure that they understand the next steps to be taken in order to improve the content of their work often enough

Prospects for improvement

Prospects for improvement are adequate because:

- The acting headteacher provides clear leadership and ensures that the school's values are replicated in order to achieve aims well
- The school responds well to local and national priorities
- There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan

- The school has a number of supportive partnerships that contribute appropriately towards pupils' outcomes and wellbeing
- The school has beneficial links within professional networks with nearby schools

However:

- Leaders have not ensured that performance management procedures are in place for all teachers
- No formal arrangements have been identified by the school for fulfilling leadership responsibilities in the absence of the headteacher
- Governors are over-dependent on documentary information from the headteacher during the self-evaluation process
- There are no specific priorities for improving leadership
- At times, the self-evaluation report describes provision rather than evaluating the effectiveness of the school's strategies on standards

Recommendations

- R1 Improve more able pupils' standards of extended writing
- R2 Ensure that the school staff implement the schemes of work appropriately so that pupils are able to take advantage of the full curriculum during their time at the school
- R3 Ensure that teaching is consistently good
- R4 Ensure that the school has clear and robust procedures for managing the performance of all teachers
- R5 Put clear arrangements in place to fulfil leadership duties in the absence of the headteacher
- R6 Ensure that self-evaluation reports are more incisive and evaluative

What happens next?

Ysgol Gymuned Bodffordd will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to the school, most pupils have good basic skills. During their time at the school, the majority of pupils make appropriate progress in their learning.

Most pupils in the Foundation Phase make sound progress in their language, literacy and communication skills. Most pupils have a wide vocabulary and they use natural syntax when speaking. Most pupils make very good progress in developing early reading skills and many read aloud confidently, varying voice intonation effectively. By the end of the Foundation Phase, nearly all pupils write a range of sentences independently. Many use a wider vocabulary effectively, for example when writing a factual piece that tracks the growth of a bean plant. Overall, nearly all pupils' handwriting is developing well. They form capital letters and lower case letters correctly and consistently in terms of their size. Many punctuate their work successfully by using capital letters, full stops and question marks correctly and using conjunctions to write composite sentences.

By the end of key stage 2, most pupils hold mature conversations in Welsh. They use natural vocabulary when speaking about their work and extend discussions appropriately. Many read a range of reading materials well in both languages and their understanding of what they are reading is developing successfully. The majority of pupils in key stage 2 write for various purposes appropriately across the curriculum. However, many pupils' extended writing skills, especially those of the more able pupils, are not developing fully in a range of forms in both languages. Many pupils use a range of strategies to plan written pieces effectively, for example when recalling the story of Culhwch and Olwen. The written style of the majority of pupils across the school contains errors and is based too much on oral forms. Many pupils use varied and appropriate vocabulary, including specific subject words and phrases, for example when writing successful pieces about the First World War. Many pupils produce handwriting that flows and is legible, and they use an appropriate range of punctuation correctly to make the meaning clear.

Most pupils in the Foundation Phase have a secure grasp of number facts in line with their age and ability. They use the information effectively to solve problems in other areas, for example when comparing the size of pupils' feet within the class. Across the ability range, many pupils use mathematical terms correctly when discussing their work. Most pupils are able to collect and represent data in number tasks and in their work across the curriculum effectively. However, most pupils' mathematical investigative skills are limited as a result of excessive use of commercial work sheets.

In key stage 2, most pupils are able to use their skills successfully to solve real problems in other areas, for example when calculating the water use of individual members of the family along with other families with an increasing number of members. In the few opportunities to do so, many pupils apply their number skills

suitably in areas such as history and geography, for example when calculating the financial costs of the First World War to various countries or interpreting data about rainfall on Anglesey.

Over recent years, often there is a comparatively small number of pupils (10 or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with national averages.

Over the last three years, there is a downward trend in pupils' performance at the end of the Foundation Phase. In 2014, performance in terms of the expected outcome (outcome 5) in literacy skills and mathematical development places the school in the bottom 25% of similar schools. Over three years, performance in literacy at the higher outcome (outcome 6) has been in the higher quartiles but has placed the school in the bottom 25% in mathematical development for two years.

At the end of key stage 2, the school's performance at the expected level (level 4) over the last four years has improved. In 2014, performance in English, Welsh, mathematics and science places the school in the top 25% in comparison with similar schools. The school's performance at the higher level (level 5) is inconsistent in comparison with levels in similar schools. In Welsh, performance has placed the school in the upper 50% or better for three years. However, over three years, performance in science has placed the school consistently in the bottom 25% in comparison with similar schools.

There is no notable difference in the achievement of pupils who are eligible for free school meals in comparison with their peers, nor between boys' and girls' performance. Nearly all pupils who have additional learning needs achieve well and make appropriate progress against their personal targets.

Wellbeing: Good

Nearly all pupils in the school are courteous, welcoming and happy in their school. A strong feature is the feeling of family, and pupils, teachers and other adults in the school who use community resources within the building co-operate easily.

Pupils have a good understanding of their right to be safe and of the importance of keeping healthy, and they appreciate the opportunity to have healthy food and drink and to develop fitness. During play times, all of them enjoy a variety of appropriate activities in the playground.

Nearly all pupils behave in a responsible way and they are considerate of the feelings and aspirations of other pupils around them. Pupils of all ages co-operate in a friendly way and display respect and concern towards each other.

The school council is enthusiastic and members understand that they are representing the views of other pupils. However, their role in making decisions has not been developed fully.

Pupils' understanding of the strengths in their work and what they could do to develop it is developing well as a result of effective assessment for learning strategies.

Over the last four years, the school's attendance has been good and has placed it consistently in the upper 50% or higher in comparison with similar schools. Pupils' punctuality is good and they enjoy coming to school.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Adequate

The school provides a stimulating range of learning experiences and plans jointly with local schools in order to provide a curriculum that meets statutory requirements appropriately. These plans incorporate the requirements of the Literacy and Numeracy Framework appropriately. However, staff do not always make robust enough use of the content of these plans in order to meet learners' needs effectively. For example, what is planned for developing numeracy skills is not transferred to the short-term plans consistently enough. In addition, not all of the requirements of the curriculum in science and information and communication technology skills receive appropriate attention in key stage 2.

Provision for the Welsh language and cross-curricular opportunities to develop early reading skills is a strong element throughout the school. Planning and provision for the Welsh dimension offer good opportunities for pupils to study Welsh stories, for example the story of Hedd Wyn.

Educational visits and the wide range of extra-curricular experiences enrich pupils' experiences well. For example, the visit to Llynonn Mill was effective in enriching work on the Celts.

The work of the green group contributes suitably to pupils' understanding of sustainability. A good example of this is the Switch Squad, which oversees the use of energy at the school. Activities such as raising money for a charity in Kenya have a positive effect on developing pupils as global citizens. However, the element of sustainable development and global citizenship has not developed fully to date.

Teaching: Adequate

Each one of the teachers has an effective working relationship with pupils and they ensure high standards of behaviour.

In a majority of lessons, teachers have good subject knowledge, presentations are lively and they provide a good variety of interesting activities that gain pupils' interest. Teachers plan effectively for the needs of pupils of various abilities. They explain tasks clearly and question probingly in order to ensure each that each pupil has a sound understanding. They plan good opportunities for pupils to use and develop thinking skills and the pace of lessons is effective.

In a minority of lessons, where teaching is not successful enough, tasks do not challenge the most able pupils or provide enough opportunities for pupils to develop as independent learners.

Across the school, most teachers mark books regularly and provide positive comments. However, the comments do not always ensure that pupils understand the next steps to be taken in order to improve the content of their work. Assessment for learning strategies have been established appropriately across the school and opportunities for pupils to evaluate their own progress and the progress of their peers are suitable. Comparatively new progress-tracking procedures are in place but outcomes are not used effectively enough in order to plan the next steps in every pupil's development.

Reports to parents are comprehensive, and celebrate pupils' progress, as well as setting a direction towards how to improve. Pupils' contributions to these reports provide useful additional information and ensure that they consider the comments appropriately.

Care, support and guidance: Good

The school is a happy, caring community with a family atmosphere, in which adults and pupils show respect and care for each other. The school promotes pupils' spiritual, moral and social development successfully through the medium of assemblies, raising money for charities, purposeful displays and including pupils' views on values and behaviour through the 'Golden Rules'. The school has ensured numerous opportunities for pupils to participate in cultural activities through the local eisteddfod and Urdd eisteddfodau. The school has effective arrangements for promoting healthy eating and drinking.

The school makes good use of the support of specialist agencies such as the educational psychologist, additional learning needs specialists and the police. A good example of this is the participation of the police service in the school's arrangements to ensure pupils' appropriate awareness of e-safety.

Safeguarding arrangements are in place and being implemented, and they are not a cause for concern.

The school's arrangements for supporting pupils with additional learning needs comply with the Code of Practice. Purposeful joint discussion about any concerns about specific pupils between staff and co-ordinators leads to implementing intervention programmes effectively. Individual education plans are of good quality and, in consultation with parents, are reviewed regularly. The school makes effective use of assistants and external agencies to respond to pupils' specific requirements and to promote continuous development.

Learning environment: Good

The school is a happy and inclusive community in which all pupils have equal rights to all educational and social provision. A strong emphasis is placed on showing

respect for everyone and creating an ethos that fosters care and tolerance. The school applies itself diligently to raising money for various charities such as 'Children in Need' and 'Jeans for Genes'.

The school has plenty of room and the building is well maintained. There is an attractive and stimulating learning environment that enriches pupils' learning experiences considerably. There is an extensive supply of purposeful resources in classrooms that are of good quality overall. This includes the outdoor area for the Foundation Phase, which is used by pupils and teachers to support learning and teaching. The school hall is used effectively by the nursery group in the mornings and by the local community after the school day has ended.

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

Leadership: Adequate

The school has a clear vision and a series of appropriate strategic objectives.

In a short period, the acting headteacher has provided clear leadership and ensured that the school's values are replicated in order to achieve its objectives. All staff support her and fulfil their responsibilities reasonably appropriately. This has enabled the school to continue to maintain good levels of pupils' attendance and wellbeing.

The school responds well to local and national priorities, for example by improving pupils' early reading skills. The school uses the Pupil Deprivation Grant effectively to improve the wellbeing and achievement of those pupils who are eligible for free school meals.

Staffs meets regularly to discuss whole-school issues and take responsibility for various aspects. However, arrangements for this are not formal enough and leaders have not ensured that performance management procedures are in place for all teachers, including identifying their professional development needs effectively enough.

Staff have appropriate job descriptions. However, no formal arrangements have been identified by the school for fulfilling leadership responsibilities in the absence of the headteacher.

The governing body is beginning to develop its strategic role to monitor procedures formally and to hold the school to account about its performance more effectively. Governors contribute to the self-evaluation process and identify priorities for improvement.

Improving quality: Adequate

Leaders know the school appropriately. The self-evaluation report refers clearly to pupils' standards of attainment. It also identifies places where effective improvement is needed. However, at times, the document describes provision rather than evaluating the effectiveness of the school's strategies on standards.

The self-evaluation arrangements make appropriate use of direct evidence through analysing data, monitoring pupils' work, observing lessons and collecting and considering the views of pupils and parents. Staff and governors contribute appropriately to the evaluation through discussions and offering improvements. However, governors are over-dependent on documentary information from the headteacher, rather than acting upon direct information.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan gives consideration to the aspects that need to be improved, such as raising pupils' standards of writing, and it includes a specific implementation timetable as well as staff responsibilities and costs. However, it does not identify specific priorities for improving leadership, except for the reference to improving the governors' role as critical friends. The school has used the previous development plan as a basis for measuring any current progress.

Partnership working: Good

The school has a number of supportive partnerships, which contribute well to pupils' outcomes and wellbeing.

There is a close partnership with parents, and also with the parents' association, which contributes well to the schools' funds, for example by buying resources that enrich the Foundation Phase's outdoor areas.

The effective partnerships that exist with the community are strong and promote the school's Welsh culture successfully. For example, the school plays a prominent part in the local eisteddfod. Volunteers come from the village to the school to help pupils with recitation activities and also to listen to pupils reading. This contributes effectively to improving pupils' standard of literacy and oral expression.

Partnerships within the world of sport offer valuable experiences for pupils by fostering robust attitudes towards keeping healthy. For example, a football competition in partnership with an international football trainer, along with rugby and hockey training sessions, offer a wide range of activities that contribute considerably to pupils' wellbeing.

Close partnerships with local schools ensure consistency within standardising and moderating assessments and pupils' work.

Good strategic planning with the local nursery school ensures that pupils who transfer to the school do so happily.

There are also effective transition arrangements for the school's older pupils who transfer to the local secondary school. This ensures that pupils transfer confidently in order for them to settle quickly and concentrate appropriately on their work at their new school.

Resource management: Adequate

The school has a sufficient number of teachers and assistants to ensure that all pupils have full access to the curriculum.

The school makes effective use of staff expertise to ensure specific support for pupils, for example by strengthening reading skills and raising the confidence of pupils who have additional needs.

Most staff benefit from training opportunities, for example to enable them to support pupils' language and oracy needs. All members of staff receive specific time for planning, preparation and assessment.

The school has beneficial links within professional networks with nearby schools. These give them an opportunity to arrange and plan lessons jointly.

The headteacher and governing body, along with the local authority's finance officer, manage the school's funds appropriately.

The school uses the Welsh Government's Pupil Deprivation Grant suitably to strengthen staff expertise in order to improve the literacy and numeracy skills of pupils who are eligible for free school meals. The school has evaluated the effect of this provision and there is now no marked difference between the performance of these pupils in comparison with the remainder.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6602133 - Ysgol Gymuned Bodffordd

Number of pupils on roll	60
Pupils eligible for free school meals (FSM) - 3 year average	15.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	7	8	5
Achieving the Foundation Phase indicator (FPI) (%)	100.0	62.5	40.0
Benchmark quartile	1	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	6	*
Achieving outcome 5+ (%)	*	83.3	*
Benchmark quartile	*	3	*
Achieving outcome 6+ (%)	*	83.3	*
Benchmark quartile	*	1	*
Mathematical development (MDT)			
Number of pupils in cohort	7	8	5
Achieving outcome 5+ (%)	100.0	75.0	40.0
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	42.9	0.0	20.0
Benchmark quartile	1	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	7	8	5
Achieving outcome 5+ (%)	100.0	87.5	80.0
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	100.0	62.5	20.0
Benchmark quartile	1	1	4

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.

6602133 - Ysgol Gymuned Bodffordd

Number of pupils on roll 60
 Pupils eligible for free school meals (FSM) - 3 year average 15.3
 FSM band 2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	8	*	7	*
Achieving the core subject indicator (CSI) (%)	62.5	*	85.7	*
Benchmark quartile	4	*	3	*
English				
Number of pupils in cohort	8	*	7	*
Achieving level 4+ (%)	100.0	*	100.0	*
Benchmark quartile	1	*	1	*
Achieving level 5+ (%)	25.0	*	28.6	*
Benchmark quartile	3	*	3	*
Welsh first language				
Number of pupils in cohort	8	*	7	*
Achieving level 4+ (%)	87.5	*	100.0	*
Benchmark quartile	2	*	1	*
Achieving level 5+ (%)	0.0	*	28.6	*
Benchmark quartile	3	*	2	*
Mathematics				
Number of pupils in cohort	8	*	7	*
Achieving level 4+ (%)	75.0	*	85.7	*
Benchmark quartile	4	*	3	*
Achieving level 5+ (%)	50.0	*	28.6	*
Benchmark quartile	1	*	3	*
Science				
Number of pupils in cohort	8	*	7	*
Achieving level 4+ (%)	87.5	*	100.0	*
Benchmark quartile	3	*	1	*
Achieving level 5+ (%)	0.0	*	28.6	*
Benchmark quartile	4	*	3	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government, My Local School, at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	25	23 92%	2 8%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	25	20 80%	5 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	24	22 92%	2 8%	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	25	23 92%	2 8%	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.	25	23 92%	2 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	25	19 76%	6 24%	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.	25	24 96%	1 4%	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.	25	22 88%	3 12%	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.	25	8 32%	17 68%	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.	25	23 92%	2 8%	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.	25	9 36%	16 64%	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	25	17 68%	8 32%	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.	33	16 48%	15 45%	1 3%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	32%	3%	1%		
My child likes this school.	33	18 55%	12 36%	2 6%	1 3%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	24 73%	9 27%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	33	15 45%	15 45%	3 9%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	33	18 55%	13 39%	0 0%	1 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	32	14 44%	15 47%	3 9%	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.	33	18 55%	12 36%	1 3%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	10 31%	14 44%	4 12%	3 9%	1	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	33	18 55%	12 36%	2 6%	1 3%	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.	33	22 67%	11 33%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	33	25 76%	7 21%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	10 33%	12 40%	4 13%	1 3%	3	Mae fy mhentyn 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.	33	12 36%	15 45%	4 12%	2 6%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	33	15 45%	16 48%	1 3%	1 3%	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.	33	11 33%	15 45%	2 6%	1 3%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	14 44%	17 53%	0 0%	1 3%	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.	28	6 21%	11 39%	3 11%	1 4%	7	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.	33	17 52%	13 39%	3 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	33	13 39%	18 55%	1 3%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Robert Huw Jenkins	Reporting inspector
William Glyn Griffiths	Team Inspector
Jeremy George Turner	Lay Inspector
Iona Meryl Hughes	Peer Inspector
Eirianwen Williams	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.