



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

A report on

**Ysgol Gymuned y Ffridd
Gwalchmai
Holyhead
Anglesey
LL65 4SG**

Date of inspection: January 2016

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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Context

Ysgol Gymuned y Ffridd is a naturally bilingual community school. It is situated in the centre of the rural village of Gwalchmai on Anglesey. The school serves the village and the surrounding area. It provides education for pupils aged between 3 and 11 years. There are 83 pupils on roll, which includes 10 pupils of nursery age. It has four mixed-age classes.

The school admits pupils on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. Sixty per cent of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority or mixed backgrounds.

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.

Twenty-one per cent of pupils are eligible for free school meals. Twenty-five per cent of pupils are on the school's additional learning needs register and very few pupils have a statement of special educational needs.

The school was last inspected in January 2012. The headteacher has been in post since September 2011. In addition to the headteacher, who is in charge of a class for three days a week, there are three full-time teachers and one part-time teacher.

The individual school budget in 2015-2016 per pupil for Ysgol Gymuned y Ffridd is £4,461. The maximum per pupil in primary schools on Anglesey is £6,763 and the minimum is £2,889. Ysgol Gymuned y Ffridd is in 22nd place out of the 47 primary schools on 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

The school's current performance is good because

- Most pupils make sound progress in their learning and achieve well
- Pupils apply their literacy skills in Welsh and English effectively across the curriculum and are able to change easily from one language to the other when discussing their work
- Most pupils behave very well and show positive attitudes towards their work
- Teachers provide a rich range of learning experiences that stimulate pupils' interest and enthusiasm successfully
- The school has a homely, close ethos in which there is a healthy relationship of respect and care between staff and pupils

Prospects for improvement

Prospects for improvement are good because

- The headteacher provides robust leadership and a clear strategic direction for the school
- Staff co-operate closely as a team and promote a close, homely ethos for all pupils
- The school has an accurate understanding of its strengths and areas that need to be developed and detailed strategies for addressing what needs to be achieved in relation to raising standards
- The governing body is well informed and supportive, and it holds the school to account successfully for its performance
- There are beneficial partnerships with a good range of partners, which extend pupils' learning experiences successfully

Recommendations

R1 Improve pupils' reading skills

R2 Continue to improve attendance

R3 Provide more opportunities for pupils in key stage 2 to apply their numeracy skills across the curriculum

R4 Provide a continuous challenge for pupils of higher ability

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

On entry to the school, the majority of pupils have basic skills that are appropriate to their age, except in Welsh, which is new to a minority of them. Most pupils make sound progress in their learning and achieve well.

Most pupils' oral skills in the Foundation Phase develop very quickly. They respond appropriately to a range of instructions, questions and greetings in Welsh by using simple sentence patterns correctly. By the end of the phase, many converse confidently about their work and express a sensible opinion. This is developed successfully in key stage 2. Most pupils listen carefully to lesson presentations and to other pupils' contributions. They concentrate well during lessons and speak about their work with increasing confidence in Welsh and English, using appropriate vocabulary, for example when discussing the properties of various materials in a science lesson. By the end of the key stage, many pupils join in class discussions enthusiastically and express themselves clearly and correctly, for example when discussing the functions of various organs of the body. Most of them reach a good standard of bilingualism and change easily from one language to another when discussing their work.

Nearly all pupils in the Foundation Phase make good progress when learning to read. Most of them enjoy reading aloud and do so increasingly confidently. Pupils in the early years of the phase acquire a good understanding of the relationship between letters and sounds and use them well to read unfamiliar words. By Year 2, many read correctly and fluently. Most of them are able to discuss their favourite books. However, only a few are aware of well-known authors. In key stage 2, many pupils read aloud in both languages with increasing accuracy, fluency and emphasis. Most of them use appropriate strategies in order to establish meaning. They discuss the main events and characters of their current books appropriately. However, a minority of pupils discuss various texts and answer questions effectively about what they are reading. By the end of key stage 2, many understand the purpose of factual books and use them appropriately to collect information about a particular subject, for example in their research on the function of various organs of the body.

Most pupils in the Foundation Phase write an increasing range of simple sentences independently, and the majority of common words are spelt correctly and with purposeful punctuation. They use adjectives confidently to enrich their work. By the end of the Foundation Phase, many pupils have made good progress in writing extended pieces across the curriculum. In key stage 2, most pupils write intelligently for various purposes in both languages, and show a sound awareness of various forms of writing. They use a suitable range of sentence patterns correctly and show an increasing grasp of linguistic accuracy and punctuation. This is developed further across the curriculum, for example when they write about the effect of the Second World War on life in the village. Across the school, most pupils' presentation of work is neat.

In the Foundation Phase, most pupils' numeracy skills are developing successfully. By the end of the phase, they show a firm grasp of number facts and use the information skilfully to solve problems. Many are able to use standard units to measure and undertake tasks on capacity accurately. They use their data handling skills purposefully. Most pupils use and apply their numeracy skills confidently and effectively across the areas of learning, for example when handling money when role-playing in the class shop or when using their knowledge of 2D shapes to emulate the pictures of a well-known artist. In key stage 2, most pupils have a sound understanding of number strategies, and they are confident in using a wide range of strategies to solve mathematical problems. They are able to estimate skilfully, and reason their answers in a mature manner. They use mathematical vocabulary confidently, for example when using a protractor to measure angles. They handle and analyse data confidently and the majority produce appropriate graphs independently. However, although most pupils' mathematical skills are sound, they do not transfer them regularly enough to other areas across the curriculum.

Most pupils who have additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who are eligible for free school meals make sound progress according to their ability. At times, pupils of higher ability do not achieve as well as they could.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy at the expected outcome has placed the school in the top 25% or the upper 50% in comparison with similar schools. Pupils' performance in mathematical development has declined, moving the school from the top 25% to the lower 50% over the last two years. At the higher outcome, pupils' performance varies greatly and there is no general pattern.

At the end of key stage 2, over a period of four years, pupils' performance at the expected level in English, Welsh, mathematics and science varies greatly and there is no overall pattern. At the higher level, the school's performance has tended to place it in the top 25% in comparison with similar schools over the same period.

There is no marked difference over time between the achievements of pupils who are eligible for free school meals in comparison with their peers at the expected levels. However, they do not achieve as well as their peers at the higher level.

Wellbeing: Good

Nearly all pupils enjoy the life and work of the school and feel safe there. They have a strong awareness of the importance of eating healthily, drinking water and keeping healthy. Most pupils take part in a good range of physical exercise activities which contribute effectively to their fitness. Most pupils' behaviour is very good. They are very caring of each other and show respect for their peers and adults consistently. They show positive attitudes to their work and co-operate successfully with each other, and keep on task for extended periods. Across the school, most pupils have a suitable understanding of what they need to do to in order to improve their work.

Members of the school council are an enthusiastic group of pupils. They feel that they are appreciated. They are active in the school and the pupil's voice has a prominent place through various initiatives, for example planning improvements to the outdoor area. The school council organises fund-raising activities for a number of charities and this has a positive effect on pupils' awareness of the needs of others.

Pupils' attendance rates have fallen over a period of three years in comparison with similar schools. This places the school among the lower 50% of similar schools in 2015. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a rich range of learning experiences that meet the needs of all pupils successfully. Teachers plan purposefully to ensure that learning experiences meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. External provision ensures beneficial opportunities in all areas of learning for pupils in the Foundation Phase. A good range of extra-curricular activities, which include various visits in the local area and beyond, as well as contributions by members of the community, enrich pupils' learning experiences successfully.

The school has responded appropriately to the requirements of the Literacy and Numeracy Framework. Teachers plan a beneficial series of activities carefully that develop literacy and information and communication technology well across the school. However, teachers' plans do not always provide enough regular opportunities for pupils in key stage 2 to apply their numeracy skills across the curriculum.

Teachers promote pupils' understanding of the Welsh language and culture very strongly. The Welsh dimension can be seen prominently in the school's activities and pupils' Welshness is promoted effectively. Good use is made of visitors, including visits by a local artist, to promote the importance of speaking Welsh.

Teachers provide beneficial experiences that promote pupils' awareness of sustainability issues. There are interesting opportunities to learn about global citizenship, which nurture very effectively pupils' understanding of the needs of less fortunate people. A good example is the activities of the school council to help families in Africa.

Teaching: Good

Across the school, teachers plan lessons that stimulate pupils' interest and enthusiasm successfully. Teachers have robust subject knowledge and they link their lessons clearly to previous learning. They use a wide range of rich teaching resources to support learning. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oracy skills. There is a very effective working relationship between adults and pupils, which fosters a successful learning atmosphere. In the few examples where teaching is less effective, there is not always enough of a challenge to ensure that pupils of higher ability make full progress.

The school has thorough procedures for assessing and tracking pupils' progress. It uses the results of standardised tests and a range of other appropriate assessment tests to assess pupils' progress effectively. They use the information to plan suitable activities which meet the needs of individuals and groups of learners successfully. Teachers mark pupils' work regularly and provide suitable comments in order to show pupils what they need to do to improve. Pupils also receive constructive oral feedback on their work and efforts. Suitable opportunities for pupils to assess their own work and each other's work are developing well.

Annual reports to parents are comprehensive and include purposeful comments on their child's progress, as well as targets for improvement.

Care, support and guidance: Good

The school is a homely, close community which promotes pupils' health and wellbeing well. Staff promote pupils' understanding of the importance of physical exercise successfully and a variety of extra-curricular activities is provided to complement this. The school has appropriate arrangements to promote healthy eating and drinking. Recently, the school has adopted robust procedures to improve attendance, which have led to improvement.

The school co-operates effectively with various agencies to ensure beneficial support for pupils on educational, social and personal issues, including a close link to the educational psychology service, which ensures good support for specific pupils.

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

Provision for pupils who have additional learning needs is effective. The school identifies the pupils' needs quickly and provides purposeful support for them. Teachers track these pupils' progress skilfully in order to ensure that they make good progress. Clear and attainable targets are identified in the individual education plans and parents and pupils are included in the process of producing and reviewing them.

Learning environment: Good

The school is a close and homely community in which there is a healthy relationship of respect and care between staff and pupils. It has an obvious inclusive ethos in which all pupils are treated equally, with full access to all activities. The school's policies and procedures promote equality and equal access to provision effectively. The school values and supports every pupil and gives them a prominent voice. This is reflected in the school council's various activities.

The school's site provides a strong and safe environment. The site and building are maintained in a polished manner, and provide a stimulating environment for play and learning. Teachers use the school's resources and grounds well to encourage pupils to keep healthy and appreciate the environment around them. Purposeful use is made of the external area in order to promote the principles of the Foundation Phase and advantage is taken of the opportunity to use the nursery group's equipment, which expands pupils' learning experience effectively. A range of tasteful displays of pupils' work on classroom walls places value on pupils' work and adds to the school's homely and welcoming ethos.

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

Leadership: Good

The headteacher provides robust leadership and a clear strategic direction for the school. He has a vision that has a clear focus on ensuring high standards by providing rich learning experiences for pupils' wellbeing. As a result, all stakeholders co-operate conscientiously in order to create a happy school community.

Teaching staff and support staff are enthusiastic and co-operate very closely as a team. Their roles and responsibilities are developing appropriately and their commitment has a positive effect on provision and pupils' standards. Staff meetings focus well on the quality of teaching and pupils' outcomes. The school has efficient performance management arrangements for all members of staff, which identify and support relevant aspects of their professional development successfully.

Leaders address national and local priorities effectively, such as the Language Charter, literacy and numeracy across the curriculum and self-evaluation and improvement reports. The school responds purposefully to the Anglesey Language Charter. This has a positive effect on pupils' use of the Welsh language outside the classroom.

The governing body is very supportive of the school and committed members visit classes and the whole school regularly. They have an increasing understanding of strengths and areas to be improved and a strong awareness of all aspects of school life. The body's role in the self-evaluation process and prioritising improvements is developing well. As a result, it holds the school to account for its performance.

Improving quality: Good

The headteacher has developed robust procedures for evaluation that use a wide range of direct evidence. They include analysing performance data, observing lessons, scrutinising books and seeking the views of pupils, parents and governors regularly.

All members of staff and governors understand their roles and responsibilities in the self-evaluation process and provide valuable input for discussions. The outcomes of these processes provide an accurate assessment of the school's strengths and areas to be developed and, as a result, leaders know the school well.

The school uses the information that is collected through the self-evaluation process effectively to set key priorities and focus areas for improving the school. The development plan is detailed and identifies relevant and specific targets, and it includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, financial requirements and methods of monitoring progress.

The headteacher's and staff's effective arrangements ensure that they monitor the main priorities in the development plan continuously. The school's progress against the recommendations of the previous inspection is a good example of this.

Actions are already having a positive effect on improving the standards of pupils' work, for example in standards of reading in Welsh and mathematical reasoning.

Partnership working: Good

There are beneficial partnerships with a range of partners, which extend pupils' learning experiences successfully.

There is a good partnership between the school and parents. Parents are very supportive of the school and complement all activities enthusiastically. The headteacher's focus on encouraging co-operation ensures parents' consistent commitment and support.

There is a strong partnership with the local community. Visits to the community and the use of local individuals make an important contribution to pupils' experiences. This also promotes pupils' sense of the importance of community and their pride in their local area. For example, members of the community such as the local farmer visit the school to support theme work. Pupils also join in with events in the community such as Remembrance Sunday and keeping the village tidy.

Successful co-operation with the nursery group, which meets on the school grounds, ensures that pupils settle well in the nursery class. There are strong links and effective transfer arrangements with the secondary school and there are a variety of successful transition activities for pupils.

The school co-operates purposefully with a nearby school to provide valuable experiences for pupils, such as a trip to London. Teachers co-operate purposefully with schools in the cluster in order to moderate pupils' work in the core subjects. These processes help teachers to understand better the expected standards at the end of key stages.

Resource management: Good

The school is staffed appropriately and good use is made of individuals' expertise to enrich teaching and learning. Classroom assistants are used effectively to give support to individuals and groups of pupils, for example by ensuring that pupils make more effective use of mathematical resources in the classroom in order to raise standards in number.

Arrangements for teachers' planning, preparation and assessment are effective. The school's performance management processes lead effectively to training opportunities in appropriate areas, which are based on the school's priorities for improvement, as well as staff's specific targets. A good example of this is the way in which teachers in the Foundation Phase have improved provision to ensure that pupils apply their mathematical reasoning skill more effectively.

There is a wide range of good resources at the school and staff manage them purposefully in order to ensure full access to all aspects of the curriculum. This is particularly evident in the extensive and regular use that is made of the outdoor area in the Foundation Phase.

The school is a robust learning community. There are a number of effective networks of professional practice with other schools, which provide a wide range of opportunities for teachers and assistants to develop professionally. For example, the school co-operates with other schools in the catchment area to improve the reading standards of specific groups of pupils.

The headteacher and governors monitor and manage expenditure carefully. They make good use of the Pupil Deprivation Grant to raise standards of literacy and numeracy and this has a positive effect on the standards of particular groups of pupils.

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

Appendix 1: Commentary on performance data

6602142 - Ysgol Gymuned y Ffridd

Number of pupils on roll	84
Pupils eligible for free school meals (FSM) - 3 year average	31.8
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	8	10	11	8
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	81.8	87.5
Benchmark quartile	1	1	2	2
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	8	10	11	8
Achieving outcome 5+ (%)	100.0	100.0	81.8	87.5
Benchmark quartile	1	1	2	2
Achieving outcome 6+ (%)	37.5	40.0	18.2	25.0
Benchmark quartile	1	1	3	3
Mathematical development (MDT)				
Number of pupils in cohort	8	10	11	8
Achieving outcome 5+ (%)	100.0	100.0	81.8	87.5
Benchmark quartile	1	1	3	3
Achieving outcome 6+ (%)	0.0	30.0	9.1	25.0
Benchmark quartile	4	1	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	8	10	11	8
Achieving outcome 5+ (%)	100.0	100.0	90.9	100.0
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	62.5	40.0	54.5	62.5
Benchmark quartile	1	2	1	1

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

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

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

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

6602142 - Ysgol Gymuned y Ffridd

Number of pupils on roll	84
Pupils eligible for free school meals (FSM) - 3 year average	31.8
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	13	9	11	11
Achieving the core subject indicator (CSI) (%)	92.3	77.8	81.8	90.9
Benchmark quartile	1	2	2	2
English				
Number of pupils in cohort	13	9	11	11
Achieving level 4+ (%)	92.3	77.8	72.7	90.9
Benchmark quartile	1	3	4	2
Achieving level 5+ (%)	46.2	*	*	*
Benchmark quartile	1	*	*	*
Welsh first language				
Number of pupils in cohort	13	9	11	11
Achieving level 4+ (%)	84.6	55.6	81.8	90.9
Benchmark quartile	1	4	2	2
Achieving level 5+ (%)	38.5	*	*	*
Benchmark quartile	1	*	*	*
Mathematics				
Number of pupils in cohort	13	9	11	11
Achieving level 4+ (%)	92.3	77.8	81.8	90.9
Benchmark quartile	1	3	3	2
Achieving level 5+ (%)	69.2	55.6	*	54.5
Benchmark quartile	1	1	*	1
Science				
Number of pupils in cohort	13	9	11	11
Achieving level 4+ (%)	92.3	77.8	81.8	90.9
Benchmark quartile	1	3	3	3
Achieving level 5+ (%)	53.8	*	45.5	54.5
Benchmark quartile	1	*	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.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	41	41 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	41	41 100%	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.	41	41 100%	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	41	41 100%	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.	41	41 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	41	41 100%	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.	41	41 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	41	41 100%	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.	41	41 100%	0 0%	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.	41	41 100%	0 0%	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.	41	41 100%	0 0%	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	41	41 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	32	27 84%	5 16%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	32	31 97%	1 3%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	31	27 87%	4 13%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	32	26 81%	5 16%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	31	23 74%	8 26%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	30	25 83%	5 17%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	29 91%	3 9%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	21 66%	10 31%	1 3%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	31	26 84%	5 16%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	31	26 84%	5 16%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	32	30 94%	2 6%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	23 74%	7 23%	1 3%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	32	22 69%	9 28%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	32	24 75%	8 25%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	32	24 75%	7 22%	1 3%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	31	25 81%	6 19%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	24 77%	6 19%	1 3%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	32	28 88%	4 12%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	32	29 91%	3 9%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
Brian Davies	Team Inspector
Meleri Cray	Lay Inspector
Henri Jones	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.