



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 Gymunedol Llanaelhaearn
Llanaelhaearn
Caernarfon
Gwynedd
LL54 5AL**

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.

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Context

Ysgol Gymunedol Llanaelhaearn is situated in the village of Llanaelhaearn, which is between Pwllheli and Caernarfon in Gwynedd. The school serves the village and the nearby area.

Numbers at the school have declined considerably over the last two years. There are now 28 pupils on roll, including a few part-time nursery age pupils. The school admits pupils on a full-time basis to the nursery class at the beginning of the beginning of the term in which they reach their fourth birthday. Pupils are taught in two mixed-age classes.

Over the last three years, about 16% of pupils have been eligible for free school meals, which is lower than the average for Wales. Sixty per cent of pupils come from Welsh-speaking homes. About 29% of pupils are on the additional learning needs register, but no pupils have a statement of special educational needs.

The school was last inspected in November 2009. The headteacher has been in post since 2001.

The individual school budget per pupil for Ysgol Gymunedol Llanaelhaearn in 2014-2015 is £4,633. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gymunedol Llanaelhaearn is in 24th place of the 95 primary schools in Gwynedd in terms of 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:

- A pattern of progress can be seen over the last three years in the percentage of pupils who attained the expected outcome in language at the end of both key stages
- Most pupils communicate clearly in Welsh and converse confidently about their experiences
- Most pupils across the school make good progress in their reading
- Teaching is sound in key stage 2
- Nearly all pupils feel safe and happy at the school and know to whom to turn for support and advice

However:

- Overall, the school's performance at the expected outcome and level has placed the school in the bottom 25% in comparison with similar schools over three years
- The majority of pupils in the Foundation Phase do not make enough progress in their mathematical work and pupils across the school do not use their numeracy skills regularly enough across the curriculum.
- The majority of pupils are not challenged successfully enough in order to make the expected progress at the bottom end of the school
- The school does not track the progress of specific groups of pupils clearly enough
- Teachers' marking does not always give clear enough guidance for the youngest pupils to know what they need to do to improve

Prospects for improvement

The school's prospects for improvement are adequate because:

- The school's leadership is based on developing learners as well-rounded individuals
- The headteacher and other leaders have a suitable picture of the school's strengths
- There is a close link between the outcomes of the self-evaluation document and the priorities in the school development plan
- Teachers take an increasing role in monitoring pupils' work
- The findings of the monitoring process are shared effectively with staff
- Assistants are used effectively to support the needs of individual pupils and specific groups

However:

- The school's strategic leadership is not effective enough at present
- The school's leaders have not monitored progress against improvement targets effectively enough or addressed specific shortcomings quickly enough
- Although staff have current job descriptions, their specific responsibilities are not always identified clearly enough
- The school has not paid enough attention to national priorities, including the principles of the Foundation Phase and the requirements of the Literacy and Numeracy Framework
- The governing body has not challenged the school regularly enough about its performance
- The plan that identifies support for disadvantaged pupils is not monitored effectively to ensure its effectiveness

Recommendations

- R1 Raise the standards of more able pupils in all areas
- R2 Ensure that the requirements of the Literacy and Numeracy Framework have been embedded fully in the school's plans and that they are implemented fully
- R3 Improve provision and teaching in the Foundation Phase by responding fully to pupils' needs and develop them as independent learners
- R4 Make more effective use of assessment findings in order to track the progress of specific groups of pupils effectively and provide appropriately for them
- R5 Ensure that monitoring procedures are effective and lead to improvement
- R6 Strengthen the role of governors in challenging the school about its performance
- R7 Ensure that the deprivation plan is used purposefully and monitored regularly

What happens next?

The school 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

The standard of many pupils' basic skills on entry to the school is varied. Many pupils make appropriate progress in their learning during their time at the school. A majority of pupils who have additional learning needs make suitable progress.

Most pupils in the Foundation Phase communicate clearly in Welsh and use vocabulary that is appropriate to their age and ability. Many converse confidently about their experiences and interests, and use an increasing range of appropriate words in their conversation. This is developed successfully in key stage 2. Most of the older pupils in the school converse confidently in a variety of situations and vary their conversation in formal and informal situations. Many are very willing to express an opinion, and a few more able pupils give valid reasons to support this.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. Many read with accuracy, fluency and expression. Pupils use a range of strategies when reading unfamiliar works and when deciding on meaning. By the end of the Foundation Phase, most pupils are able to discuss the content of text meaningfully and refer to events and characters in the books that they are reading.

In key stage 2, most pupils read a range of reading materials confidently in both languages and their understanding of the text is good. At the top end of the school, many pupils discuss the content of the text and characters in a mature way. Across the key stage, many glean information about a particular subject from more than one source confidently. An example of this is the work that has been done on Criccieth Castle in Welsh and when researching the life and work of the author Michael Morpurgo in English.

In the Foundation Phase, many pupils write appropriately and use suitable sentence structures and basic punctuation. A few more able pupils use idioms and similes occasionally to enrich their work; for example, as they write a portrait of their friend and when writing a creative story based on the tale of the Three Little Pigs. However, many are over dependent on writing frames, which restricts their ability to write independently.

In key stage 2, most pupils write intelligently for various purposes in Welsh and English and show a sound awareness of the various forms. Many use a suitable range of sentence patterns and show an increasing grasp of accuracy and punctuation. Most organise their work effectively in paragraphs. This is developed further across the curriculum; for example, a report following a visit to Nefyn maritime museum. By the end of key stage 2, many write at length and use words and adjectives to create effects successfully. An example of this is the monologue that was written based on the Age of Princes. Across the school, most pupils' presentation of work is neat.

By the end of the Foundation Phase, about half the pupils are able to use simple number strategies accurately in their work. The majority are able to produce a simple bar graph with guidance and extract relevant information from it. Many pupils use the correct standard unit when measuring length and weighing objects. An example of this is the measuring work that is done in measuring the little pigs and the wolf in the class theme work. However, the majority of pupils do not make enough progress in their mathematical work.

In key stage 2, many pupils have a sound understanding of number strategies and, by the end of the key stage, most use a wide range of them confidently to solve numerical problems. Many pupils are skilful in estimating, and reason their answers maturely, using mathematical vocabulary naturally. Although many pupils' mathematical skills are sound, they do not transfer their skills regularly enough in other areas across the curriculum.

A pattern of progress can be seen over the last three years in the percentage of pupils who attained the expected outcome in language, literacy and communication in Welsh. However, the school's performance at the expected outcome has placed it in the bottom 25% in comparison with similar schools in all areas of learning during this period. The school's performance at the higher outcome over the last three years has placed it in the lower 50% and the bottom 25% in comparison with similar schools in terms of the percentage who are eligible for free school meals.

Overall, over the last four years, the school's performance at the end of key stage 2 at the expected level in comparison with similar schools, has placed it in the bottom 25% for the core subjects. In 2014, improvement could be seen in the outcomes of pupils who attained the expected level in English. The percentage who attain higher than expected levels places the school in the lower 50% and the bottom 25% in comparison with similar schools.

There is no clear pattern of difference in boys' performance in comparison with that of girls at the end of the Foundation Phase. However, at the end of key stage 2, over a period of four years, girls perform better than boys at the expected level in language and mathematics. There is no pattern of significant difference at the higher levels.

The number of pupils who are eligible for free school meals is too small over four years to be able to compare their performance meaningfully.

The comparatively small pupil numbers in the year groups at the end of the Foundation Phase and key stage 2 over a number of years means that it is not fair to compare the school's benchmark performance with similar schools or national averages.

Wellbeing: Adequate

Most pupils have a sound awareness of the requirements of living, eating and drinking healthily. Nearly all pupils take advantage of the appropriate activities that are provided for taking regular physical exercise. This promotes their understanding of keeping healthy effectively. Nearly all pupils feel safe and happy at school and know to whom to turn for support and advice.

Over the last three years, the school's attendance has varied, moving it between the top 25% and the bottom 25% in comparison with similar schools. Pupils' punctuality is good.

Most pupils' behaviour is good in lessons and around the school. They are courteous to each other, to adults and to visitors. Most pupils show an appropriate interest in their work and many keep on task for specific periods. However, many pupils in the Foundation Phase are not confident when making choices and they do not take enough of a role in their own learning. The youngest pupils at the school are not independent enough.

Through the School Council and the Green Group, many pupils participate appropriately in school and community life. An example of this is the way in which pupils have had an influence on improvements to the building and the school's enterprise in growing vegetables and selling them in the community.

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

The school has suitable schemes of work to respond appropriately to the requirements of the Foundation Phase, the National Curriculum and religious education. They refer to tasks that are suitable for gaining pupils' interest successfully. However, learning experiences in the Foundation Phase are not always based closely enough on these plans. As a result, they do not meet the needs of individuals or specific groups of pupils fully.

The school is in the process of embedding the requirements of the Literacy and Numeracy Framework in the cross-curricular plans. However, this has not been developed fully. As a result, there are no appropriate opportunities for pupils to develop their skills fully across a range of subjects.

The effect of implementing the county's language policy and the robust attention that is paid to the Language Charter have a positive effect on most pupils' standard of oracy. Provision for learning about Wales and the Welsh language is robust. By studying local history, and the history of the life and work of famous Welsh people such as Owain Glyndŵr, pupils' understanding of the history, geography and culture of Wales is developing well. A range of visits, visitors and extra-curricular activities enriches pupils' learning experiences well.

Aspects of global citizenship are promoted appropriately through links with a school in Uganda and the Fair Trade work that has a prominent place in the school's plans. The 'Green Group' contributes effectively towards reducing waste, for example by recycling plastic, food and clothes. As a result, most pupils' understanding of the importance of caring for the wider world is sound.

Teaching: Adequate

Across the school, teachers have a reasonably effective working relationship with pupils. Overall, they plan experiences that gain pupils' interest appropriately. Within the classroom, pupils are supported effectively by assistants.

Where teaching is most effective, in about half the classes, teachers' presentations gain pupils' interest well. Teachers question skilfully, which enables pupils to elaborate and explain their answers sensibly. Tasks are prepared appropriately to respond to the specific needs of the majority of pupils. Where teaching is less effective, tasks do not always challenge more able pupils successfully enough. Over-direction in many of these lessons limits pupils' ability to be independent learners and to take an active part in their own learning.

Assessment for learning strategies are in place, but their use across the school is inconsistent. Teachers mark pupils' work regularly. In general, comments are constructive, but they do not always give clear enough guidance on what needs to be done to improve their work, especially at the bottom end of the school.

The school uses an appropriate range of assessment materials and standardised tests to assess pupils' development and uses an electronic system to track their progress. However, the school does use the information that derives from this effectively enough to track the progress of specific groups of pupils.

Annual reports for parents meet statutory requirements and include purposeful comments on their children's progress.

Care, support and guidance: Adequate

The school is a happy and caring community. Pupils have regular opportunities to reflect and develop their spiritual, moral, social and cultural attitudes through regular whole-school assemblies and other activities such as circle time periods.

There are effective arrangements to support pupils' health and wellbeing. There are appropriate arrangements for promoting eating and drinking healthily. Through effective co-operation with specialist agencies such as the police, fire service, and health and psychological services, pupils have appropriate support. The school celebrates pupils' successes effectively by sharing certificates and keeping a 'star of the class' chart in order to reward good work. Pupils take pride in this.

The additional learning needs co-ordinator and school staff provide suitable support for pupils who have additional learning needs. This ensures that they have full access to all aspects of school life. The school plans specific intervention strategies to meet pupils' needs. However, the progress-tracking system does not always ensure that the provision has a positive effect on pupils' standards and progress. Suitable individual education plans are in place and parents have an opportunity to discuss and review these plans regularly. The majority of pupils who have additional learning needs make suitable progress.

Although the school's arrangements for safeguarding pupils meet requirements, aspects of them are a cause of some concern.

Learning environment: Adequate

The school is a close and welcoming community that creates an inclusive, familial ethos. Pupils are treated equally in all its activities. The school's policies and

procedures promote equality and equal access to provision. There is an obvious emphasis on respect and the school's values reinforce this aspect successfully, such as the effective use of the "golden rules" that have been produced by pupils.

Classrooms and walls around the school are attractive and well organised and contain a variety of displays of an acceptable quality. There is an appropriate balance of displays that support learning, as well as some that support pupils' successes and work.

The Community Centre is used regularly for physical education activities. This has a positive effect on pupils' health and wellbeing.

The building and external areas are in an acceptable condition and are maintained cleanly and tidily. Externally, the land is limited and does not have a specific playing field. However, the school makes suitable use of a community park and playing field occasionally. The playground is arranged effectively with purposeful equipment for pupils. However, this area has not been developed sufficiently in order to respond fully to the principles of the Foundation Phase. A plot of land is used purposefully to grow vegetables so that the school can sell them in the Llysiâu'r Llan venture.

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

The school's leadership is based on pupils' wellbeing and on developing them as well-rounded citizens. However, the school's strategic leadership is not effective enough at present to ensure improvement in all aspects of its work. School leaders have not monitored progress against targets effectively enough and they have not addressed particular shortcomings quickly enough.

Although staff have current job descriptions, they do not always describe individuals' responsibilities specifically enough. As a result, members of staff do not understand fully what is expected of them. For example, although teachers are beginning to take an increasing role in monitoring pupils' work, their role in doing this has not been developed fully. Progress against the priorities in the school development plan is discussed appropriately and regularly in staff meetings. However, the lack of a challenge that exists in pupils' mathematical activities at the bottom end of the school has not been resolved to date.

Members of the governing body are dedicated and supportive of the school's work. They have an appropriate awareness of the school's strengths and of the areas that need to be improved. They receive suitable information from the headteacher about the school's performance in comparison with that of similar schools and many visit the school to observe lessons and scrutinise books. Over time, the governing body has not challenged the school regularly enough about its performance.

Over time, the school has not paid enough attention to national priorities, including the Foundation Phase and the Literacy and Numeracy Framework.

Improving quality: Adequate

The headteacher and school leaders have an appropriate picture of the school's strengths and areas to be improved.

The self-evaluation report is based on an appropriate range of evidence, including attainment data, outcomes of monitoring processes, responses to pupil questionnaires and parents' views. On the whole, it is evaluative, and identifies strengths and appropriate aspects to be developed in the school development plan. An example of this is the way in which the process has identified the need to raise pupils' standards of writing.

The school has suitable arrangements to monitor the standards of teaching and learning by observing lessons and scrutinising pupils' books. In general, reports that arise from the monitoring process are descriptive and are not analytical enough. The findings of the monitoring process are discussed informally with staff and with the governors. An example of this is the way in which the school has responded to raising pupils' standards of reading.

There is an appropriate link between the outcomes of the self-evaluation process and the priorities in the school development plan. The plan identifies an appropriate number of priorities for improvement as well as responsibilities, costs, implementation timetable and success indicators. The implementation of the plan is monitored regularly by the headteacher, staff and the governing body. However, priorities are not always specific enough and nor are the success indicators quantitative enough. This limits the school's ability to evaluate progress meaningfully against success indicators.

Partnership working: Good

The school works effectively with a range of partners who contribute successfully to improving pupils' standards of wellbeing. The school makes suitable use of the local authority's education support service. For example, pupils' behaviour and attendance have improved as a result of the support of the welfare officer.

The partnership with parents is a strength at the school. The school's Friends Association is active and contributes considerable sums that assist in buying resources. An example of this is the fence that was erected and the play equipment that was bought for play times. Following the 'Numeracy Reasoning' activity that was held at the school for parents, many of them now have a better understanding of the strategies for number work and they feel more confident in supporting their children in their learning. Pupils' entrepreneurship and business skills are developing well through activities such as selling produce from the school garden to parents and the local community.

The school plays an active part in all aspects of village life. For example, a playing field has been developed in partnership with the community council. The playing field is now a valuable resource for the use of the community and the school. Pupils contribute effectively to community activities by holding harvest festival and Christmas assemblies in the community and singing carols to the elderly. This develops pupils' understanding of the importance of belonging to a community and being active in it.

The school works effectively with schools in the catchment area to arrange appropriate training for staff, for example in mathematics and writing. The effect of this co-operation, through observing lessons and scrutinising books, has led to raising standards in writing across the school. There are effective transfer arrangements with the secondary school, which prepare older pupils well for the next stage in their education.

Resource management: Adequate

The school has an appropriate level of teaching staff. Assistants are used effectively to support the needs of individual pupils and specific groups. The school has a purposeful scheme that identifies support for disadvantaged pupils. However, support does not always respond to the specific needs of pupils who are eligible for it, and the scheme is not monitored continuously to ensure that it is effective.

The school has appropriate arrangements for performance management, which respond to teachers' professional development needs and the school's priorities. An example of this is the way in which the school has ensured purposeful training and support for staff to be able to raise pupils' standards of reading.

The school responds fully to statutory requirements on teachers' workloads and teachers make suitable use of their non-contact time for planning, preparation and assessing pupils' work.

On the whole, the school has an appropriate range of resources and they are managed suitably to support learning. However, there is a shortage of resources in the external area in the Foundation Phase. As a result, this limits the school's ability to respond fully to the principles of the Foundation Phase. The headteacher and governors keep a regular eye on the financial situation and manage expenditure effectively. Appropriate use of grants and financial contributions from friends of the school add considerably to funds and enrich the range of resources and provision for pupils appropriately.

Considering standards over time, the school provides adequate value for money.

Appendix 1 Commentary on performance data

6612059 - Ysgol Gynradd Llanaelhaearn

Number of pupils on roll	40
Pupils eligible for free school meals (FSM) - 3 year average	16.1
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	5	7
Achieving the Foundation Phase indicator (FPI) (%)	*	60.0	71.4
Benchmark quartile	*	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	*	5	7
Achieving outcome 5+ (%)	*	60.0	71.4
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	20.0	0.0
Benchmark quartile	*	3	4
Mathematical development (MDT)			
Number of pupils in cohort	*	5	7
Achieving outcome 5+ (%)	*	80.0	71.4
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	20.0	0.0
Benchmark quartile	*	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	5	7
Achieving outcome 5+ (%)	*	80.0	71.4
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	20.0	0.0
Benchmark quartile	*	4	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.

6612059 - Ysgol Gynradd Llanaelhaearn

Number of pupils on roll	40
Pupils eligible for free school meals (FSM) - 3 year average	16.1
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	7	*	6
Achieving the core subject indicator (CSI) (%)	*	28.6	*	66.7
Benchmark quartile	*	4	*	4
English				
Number of pupils in cohort	*	7	*	6
Achieving level 4+ (%)	*	28.6	*	66.7
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	0.0	*	0.0
Benchmark quartile	*	4	*	4
Welsh first language				
Number of pupils in cohort	*	7	*	6
Achieving level 4+ (%)	*	57.1	*	66.7
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	14.3	*	16.7
Benchmark quartile	*	3	*	4
Mathematics				
Number of pupils in cohort	*	7	*	6
Achieving level 4+ (%)	*	57.1	*	66.7
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	28.6	*	33.3
Benchmark quartile	*	3	*	3
Science				
Number of pupils in cohort	*	7	*	6
Achieving level 4+ (%)	*	42.9	*	66.7
Benchmark quartile	*	4	*	4
Achieving level 5+ (%)	*	14.3	*	33.3
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 website at the link below.

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

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Fewer than 10 responses were received. No data will be shown.

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.	11	9 82%	2 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	10 91%	1 9%	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.	11	9 82%	2 18%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	11	3 27%	5 45%	2 18%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	11	8 73%	3 27%	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.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	11	7 64%	4 36%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	11	8 73%	2 18%	0 0%	0 0%	1	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.	11	9 82%	2 18%	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.	11	8 73%	2 18%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		

	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	
My child receives appropriate additional support in relation to any particular individual needs'.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	11	8 73%	3 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	11	10 91%	1 9%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	11	7 64%	2 18%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	11	9 82%	1 9%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	11	8 73%	1 9%	0 0%	0 0%	2	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	11	10 91%	1 9%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Mrs Anwen Eluned Griffith	Reporting Inspector
Mr Eifion Lloyd Watkins	Team Inspector
Mrs Meleri Cray	Lay Inspector
Miss Catrin Haf Pritchard	Peer Inspector
Ms Sianelen Fleming	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.