Report on

Ysgol Gynradd Hirael
Orme Road
Bangor
Gwynedd
LL57 1BA

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.

Publication date: 25/08/2015

Context

Ysgol Gynradd Hirael is situated on the northern side of the city of Bangor. It comes under the care of Gwynedd authority. There are 165 pupils aged between 3 and 11 years on roll, including 16 part-time nursery-age pupils. Pupils are divided into six classes, including three mixed-age classes. Welsh is the main language medium at the school.

A few pupils come from Welsh-speaking homes. About 24% are eligible for free school meals. The school has identified 24% of pupils as having additional learning needs and 3% of pupils have a statement of special educational needs. Twenty-eight per cent of pupils come from an ethnic minority background. Twenty-one per cent are learning English as an additional language and very few pupils are in the care of the authority.

The headteacher was appointed to the post in September 1996 and the school was last inspected in June 2009.

The individual school budget per pupil for Ysgol Gynradd Hirael in 2014-2015 is £3,339. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gynradd Hirael is in 92nd position of the 95 primary schools in Gwynedd 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:

- Many pupils make appropriate progress during their time at the school
- Most pupils listen well and contribute appropriately in lessons
- Many pupils who are learning English as an additional language make good progress
- Almost all pupils' behaviour is good and they are courteous and respond respectfully to their peers and to adults
- Pupils' attendance percentage has improved over the last three years and compares well with that of similar schools
- Teachers provide a variety of beneficial experiences that gain most pupils' interest suitably

However:

- Many pupils' Welsh language skills are not developing adequately across the school
- More able pupils do not always achieve as well as they could
- Planning for developing pupils' numeracy skills across the school is inconsistent
- Lessons do not always provide suitable opportunities for developing pupils' thinking and independent learning skills adequately

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision to lead an inclusive school in which all pupils are important
- The senior management team analyses performance data suitably to identify the school's strengths and areas to be developed
- The governing body is very supportive of the school and is aware of its priorities
- Leaders use a range of suitable procedures to evaluate the quality of provision and pupils' standards of achievement
- The school has many robust partnerships that have a valuable effect on pupils' learning and wellbeing
- The headteacher and governors monitor and manage finances carefully

However:

- The school's leaders' responsibilities are not strategic enough to address all the school's priorities effectively

- Governors do not contribute fully to the self-evaluation process in order to identify strengths and areas to be improved
- The school does not act effectively enough on information that arises from the monitoring process in order to address underperformance
- The school's performance management arrangements do not lead to specific targets that respond fully to the school's priorities

Recommendations

R1 Improve pupils' speaking, reading and writing skills in Welsh

R2 Raise the standards of more able pupils

R3 Ensure suitable opportunities to develop pupils' numeracy skills

R4 Strengthen assessment arrangements to help pupils to know how to improve their work

R5 Ensure that teaching develops pupils' thinking skills and promotes their independent learning

R6 Make effective use of success criteria in order to measure the outcomes of the school improvement plan

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

On entry to the school, many pupils' basic skills are below those expected. However, many of them make appropriate progress in their learning during their time at the school. Most pupils listen well and contribute appropriately in lessons. However, pupils' language skills do not develop adequately across the school.

In the Foundation Phase, a minority of pupils develop their oral skills adequately and are beginning to use an increasing range of familiar vocabulary appropriately in different situations. In key stage 2, the majority of pupils communicate orally securely in Welsh and English. However, the oral skills of a minority have not developed skilfully enough to hold extended discussions or express an opinion firmly.

Many pupils' reading skills in the Foundation Phase are developing appropriately. Pupils identify sounds robustly and are beginning to build words appropriately. By the end of the Foundation Phase, many use a variety of suitable strategies to read comparatively fluently. In key stage 2, many pupils develop reading skills in Welsh and English appropriately. They develop more fluency and show an appropriate understanding of the text. However, their ability to discuss a range of reading material and express an opinion about their favourite authors is less developed.

By the end of the Foundation Phase, many pupils write a sequence of sentences with accuracy, using basic punctuation correctly. They write in a wide range of forms and for various audiences appropriately and a few are beginning to start sentences suitably, for example to compare shopping today and yesterday. In key stage 2, the majority of pupils develop their writing skills across the curriculum appropriately in Welsh and English. They write for various purposes and audiences suitably and, by the end of the key stage, many pupils' spelling and punctuation are sound. The majority use paragraphs successfully to organise work and draft and improve pieces suitably. However, their ability to write at length independently in other subjects is not developed sufficiently.

In the Foundation Phase, the majority of pupils develop their numeracy skills robustly. By the end of the phase, many of them are able to apply their skills to solve addition, subtraction and multiplication problems accurately. They collect data and record it in the form of a graph, for example measuring the length of daffodils on the school yard. In key stage 2, many pupils use their numeracy skills appropriately across other areas of the curriculum. They use a range of appropriate strategies to solve number problems successfully, for example counting and weighing seeds and measuring heartbeat in science lessons.

Most pupils who have additional learning needs achieve well and make appropriate progress against their personal targets. However, more able pupils do not always achieve as well as they could. Many pupils who are learning English as an additional language make good progress.

There is no significant difference in the achievement of boys and girls at the expected levels at the end of the Foundation Phase. However, there is a tendency for girls to perform better than boys at the higher level (level 5) in all subjects over the last four years.

In general, over the last four years, there is a significant difference between the achievement of key stage 2 pupils who are eligible for free school meals and that of their peers.

At the end of the Foundation Phase, over a period of three years, performance at the expected outcome has varied, moving the school between the lower 50% and the bottom 25% in literacy and numeracy development in comparison with similar schools. Performance at the higher outcome has varied, moving the school between the upper 50% and the bottom 25%.

In key stage 2, the school's performance at the expected level 4 has moved the school between the top 25% and the bottom 25% over the last four years in comparison with similar schools. The school's performance at the higher level has moved it between the top 25% and the bottom 25% in Welsh, English and mathematics over the same period. However, pupils' performance in science at the higher level has placed the school consistently in the top 25%.

Wellbeing: Good

Nearly all pupils feel safe at school and know to whom to turn for advice. Pupils' behaviour is good across the school and nearly all are courteous and reply respectfully to their peer and to adults. They have a good awareness of the importance of eating and drinking healthily and they achieve well in their personal and social development.

In general, most pupils are industrious and enthusiastic and co-operate appropriately. Many pupils show an interest in their work and keep on task for specific periods. However, neither pupils' ability to work independently or to take responsibility for their own learning has been developed as well across the school.

Over the last three years, the school's attendance percentage has improved significantly. In 2014, the school was placed in the top 25% in comparison with similar schools. Most pupils arrive at school punctually.

The school council and the eco council undertake their responsibilities effectively and play an important role in school life. They have contributed well to decisions that have had a positive effect on the life and wellbeing of the remainder of pupils at the school; for example, members of the council have researched relevant names for classes across the school. Most pupils play a full part in the life of the local community. They take part in concerts and raise money regularly for local charities.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school provides a range of beneficial experiences that gain most pupils' interest suitably. They meet the requirements of the Foundation Phase, the National Curriculum and religious education appropriately. Teachers ensure that learning experiences build robustly on previous experiences. However, planning does not always ensure a purposeful challenge to the most able pupils, nor does it encourage pupils' independence and thinking skills effectively.

The school responds appropriately to the requirements of the Literacy and Numeracy in its plans. Teachers ensure a relevant range of opportunities for pupils to use their literacy skills across the curriculum. However, planning for pupils' numeracy skills is rather inconsistent across the school.

The school reinforces pupils' learning experiences beneficially by arranging educational visits and through interesting activities. The Welsh dimension and the Welsh language receive robust attention across the school. A good variety of activities is provided in order to develop pupils' knowledge and understanding of Welsh celebrations, history and culture. For example, they go to Penrhyn and Beaumaris castles as part of a project on castles and take part in a concert with Bryn Terfel.

Education for sustainable development and global citizenship has developed well across the curriculum. Pupils' awareness is promoted further by holding an international week annually, making good use of visitors from the local community, for example sharing other religious practices and international food. The eco council contributes to pupils' understanding of sustainability efficiently. Pupils across the school have opportunities to extend their awareness further through purposeful activities, for example growing vegetables and fruit on the school allotment.

Teaching: Adequate

There is a good working relationship between adults and pupils. Most teachers use a variety of appropriate teaching methods that ensure that many pupils make sound progress. They manage behaviour well and most staff use polished language robustly. Most teachers have a secure understanding of the curriculum and take advantage of opportunities to develop pupils' skills appropriately. Interesting tasks are provided, which stimulate most pupils' interest. However, in a minority of lessons in which teaching is less effective, teaching does not ensure that all pupils use thinking skills successfully or develop to be independent learners. Here, the pace of presentation is slow, and expectations are not high enough to meet all pupils' requirements.

Assessment for learning strategies are developing suitably in most classes across the school. Pupils' work is marked regularly, follows success criteria and provides constructive comments to pupils on how to improve their work. Pupils have occasional opportunities to respond in writing to these comments. However, these strategies are not used regularly across the school.

The school has robust arrangements for assessing, monitoring and recording pupils' progress. Teachers use data to track pupils' progress appropriately to identify and provide for specific groups of pupils.

Annual reports to parents give them appropriate information on their children's progress and achievement.

Care, support and guidance: Good

The school is a happy and caring community in which adults and pupils show respect and care for each other. The school promotes pupils' spiritual, moral, social and cultural development well.

The school has appropriate arrangements to promote eating and drinking healthily.

The school makes good use of specialist services and this ensures that pupils receive appropriate support and assistance. An example of this is the close co-operation with the health service in order to train staff on how to look after pupils who have medical needs. The high level of care and the positive working relationship between staff and pupils are a strong feature of the school and contribute effectively to their development.

Staff identify pupils who have additional learning needs at an early stage and accurately. They plan provision and intervention strategies successfully. Individual education plans that are provided for each pupil with additional learning needs are detailed and include clear targets. Teachers are included appropriately in the reviews of these plans, although the school does not consider the pupil's voice regularly in the process. Provision for pupils who have additional learning needs has a positive effect on progress against their targets.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

Ysgol Hirael has a very positive ethos towards diversity and equality which promotes respect well. It is an inclusive school that gives every opportunity for pupils to have a range of valuable experiences. Teachers use the local community well to promote awareness of diversity and equality, alongside promoting an awareness of the Welsh language and culture.

The staff make good use of the buildings and grounds. They create a stimulating atmosphere through polished displays and art work that celebrate pupils' success effectively. The Foundation Phase's outdoor area has been designed purposefully to promote the pupils' skills development. The standard of cleanliness, maintenance and safety at the school and its grounds is good.

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

Leadership: Adequate

The headteacher has a clear vision to lead an inclusive school in which all pupils are important. She shares the vision appropriately with staff, governors and parents in order to improve pupils' attainment and wellbeing. She has succeeded in achieving improvements that have had a positive effect on standards. An example of this is the effective intervention programmes to raise the standards of reading of vulnerable pupils.

The school's leadership structure includes a number of senior teachers and an assistant headteacher who supports the headteacher robustly. They have job descriptions that identify responsibilities clearly. However, senior teachers' responsibilities are not completely balanced or sufficiently strategic to address all the school's priorities effectively.

Suitable use is made of analysing performance data by the senior management team to identify the school's strengths and areas to be developed. Staff meetings focus appropriately on the school improvement process and lead to suitable actions to improve practice. The school has appropriate performance management arrangements for teachers but targets do not always link sufficiently with the school's priorities. The school responds robustly to a number of local and national priorities. For example, the authority's Language Charter and the National Literacy and Numeracy Framework receive appropriate attention.

The governing body is very supportive of the school and is aware of its priorities. Many of them are beginning to take part in sessions to analyse data, scrutinise books and observe lessons in order to improve their understanding of provision and pupils' outcomes. This helps them to begin to challenge the school appropriately in order to address any underperformance. However, this challenge has not yet had enough effect on raising standards at the end of the Foundation Phase and key stage 2 in comparison with those of similar schools.

Improving quality: Adequate

Leaders make suitable use of a range of procedures for evaluating the quality of provision and pupils' standards of achievement. Evidence includes pupils' performance data, lesson observations, scrutinising pupils' work and consortium monitoring reports. Overall, leaders' monitoring reports are analytical and evaluative and identify strengths and shortcomings appropriately. Although self-evaluation reports are a little descriptive in places, they identify suitably the school's strengths and many of the areas that that need to be developed.

There is a strong link between priorities in the school development plan and the main outcomes of the self-evaluation process. The structure of the school development plan is appropriate and the steps to be taken are clear and practicable. However, the plan does not identify responsibilities or quantitative targets in terms of pupils' standards clearly enough. This limits the school's ability to evaluate progress effectively.

Partnership working: Good

The school has many robust partnerships that have a valuable effect on pupils' learning and wellbeing. There is a successful relationship between the school and home. Parents feel that they are very welcome at the school and that staff support them well as they take an active role in their children's education.

The school has beneficial partnerships with specialist agencies that support provision well. The school is beginning to co-operate with other local schools in order to develop further the support for pupils who have English as an additional language. This strengthens all teaching staff's understanding of these pupils' various needs. A recent development to moderate Year 6's work with schools in the cluster has helped to ensure the consistency and accuracy of teachers' assessments.

Transition arrangements have been established successfully and specific arrangements are made to ensure that nursery children settle quickly in their new setting. Links with both the local secondary schools ensure that older pupils are prepared well for the next stage in their education.

There are valuable links with the wider community which have a positive influence on pupils' learning experiences. A good example is the walking trip to Cwm Idwal, which extends pupils' understanding of the importance of keeping healthy and safe.

Resource management: Adequate

The school is staffed appropriately and leaders use the staff's expertise effectively to ensure robust provision for most pupils. Learning assistants are used well to support and improve the outcomes of specific groups of pupils. Provision for planning, preparation and assessment is arranged appropriately in order to ensure that teachers use this time suitably. The school ensures suitable training for all staff, which has a positive effect on provision and pupils' outcomes. An example of this is training for assistants in order to develop pupils' reading skills. Performance management arrangements for teachers are appropriate. However, this process does not always lead to specific targets that respond fully to the school's priorities.

The school takes part in a number of professional networks jointly with other schools. It is part of a network to develop resources for pupils who are learning English as an additional language. These pupils' current standards show that these are having a positive effect.

The headteacher and governors monitor and manage finances carefully. They ensure that there is an appropriate supply of resources that respond to the needs of pupils of all ages. The school makes appropriate use of the Pupil Deprivation Grant to raise the standards of literacy and numeracy of specific groups of pupils. These pupils make sound progress against their personal targets.

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

Appendix 1: Commentary on performance data

6612227 - Ysgol Hirael

Number of pupils on roll	171
Pupils eligible for free school meals (FSM) - 3 year average	24.2
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	18	24	14
Achieving the Foundation Phase indicator (FPI) (%)	77.8	66.7	35.7
Benchmark quartile	3	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	18	24	14
Achieving outcome 5+ (%)	77.8	79.2	57.1
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	22.2	16.7	14.3
Benchmark quartile	3	3	4
Mathematical development (MDT)			
Number of pupils in cohort	18	24	14
Achieving outcome 5+ (%)	83.3	87.5	71.4
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	22.2	4.2	14.3
Benchmark quartile	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	18	24	14
Achieving outcome 5+ (%)	94.4	79.2	57.1
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	61.1	66.7	7.1
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.

6612227 - Ysgol Hirael

Number of pupils on roll	171
Pupils eligible for free school meals (FSM) - 3 year average	24.2
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	31	24	27	22
Achieving the core subject indicator (CSI) (%)	74.2	79.2	85.2	86.4
Benchmark quartile	3	3	2	2
English				
Number of pupils in cohort	31	24	27	22
Achieving level 4+ (%)	80.6	91.7	88.9	86.4
Benchmark quartile	3	1	2	2
Achieving level 5+ (%)	38.7	12.5	37.0	54.5
Benchmark quartile	1	4	2	1
Welsh first language				
Number of pupils in cohort	31	24	27	22
Achieving level 4+ (%)	67.7	62.5	77.8	77.3
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	22.6	8.3	14.8	31.8
Benchmark quartile	2	3	3	2
Mathematics				
Number of pupils in cohort	31	24	27	22
Achieving level 4+ (%)	87.1	83.3	88.9	86.4
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	38.7	25.0	33.3	27.3
Benchmark quartile	1	3	2	3
Science				
Number of pupils in cohort	31	24	27	22
Achieving level 4+ (%)	87.1	95.8	92.6	90.9
Benchmark quartile	2	1	2	2
Achieving level 5+ (%)	41.9	45.8	48.1	45.5
Benchmark quartile	1	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.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
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.	93		93	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	93		89	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	93		89	4		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%		
			97%	3%		
The school teaches me how to keep healthy	93		93	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	93		92	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	92		91	1		Rwy'n gwneud yn dda yn yr ysgol.
			99%	1%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	93		93	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	93		89	4		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	93		89	4		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			96%	4%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	93		92	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	92		58	34		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			63%	37%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	93		77	16		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			83%	17%		
			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.	24	12 / 50%	12 / 50%	0 / 0%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	26	19 / 73%	7 / 27%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	26	17 / 65%	9 / 35%	0 / 0%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	25	14 / 56%	11 / 44%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	25	15 / 60%	10 / 40%	0 / 0%	0 / 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	26	15 / 58%	11 / 42%	0 / 0%	0 / 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	17 / 71%	6 / 25%	1 / 4%	0 / 0%	2	Mae'r staff yn disgwyl i fy mhlentyn 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.	22	11 / 50%	10 / 45%	1 / 5%	0 / 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	26	17 / 65%	9 / 35%	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.	26	17 / 65%	8 / 31%	1 / 4%	0 / 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	26	18 / 69%	8 / 31%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	14 / 58%	10 / 42%	0 / 0%	0 / 0%	2	Mae fy mhlentyn 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.	24	16 / 67%	8 / 33%	0 / 0%	0 / 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	25	18 72%	7 28%	0 0%	0 0%	1	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.	23	14 61%	9 39%	0 0%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	26	15 58%	10 38%	1 4%	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.	22	11 50%	11 50%	0 0%	0 0%	3	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.	26	17 65%	9 35%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	26	20 77%	6 23%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
Rosemarie Wallace	Team Inspector
Jeremy George Turner	Lay Inspector
Gwyneth Hughes	Peer Inspector
Nia Walker	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