A report on

Ysgol Penybryn
Tywyn
Gwynedd
LL36 9EF

Date of inspection: October 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.

Publication date: 20/12/2016

Context

Ysgol Gynradd Penybryn is situated in the town of Tywyn. It is maintained by Gwynedd local authority. It provides education for children between 3 and 11 years old. There are currently 234 pupils on roll, including 18 nursery-age children. Pupils are taught in nine classes, which include one mixed-age class.

Twenty-two per cent (22%) of pupils come from Welsh-speaking homes. Over the last three years, approximately 13% of pupils have been eligible for free school meals, which is significantly below the national average (19%). Approximately 24% of pupils are on the school's additional learning needs register, which is similar to the national average.

Welsh is used as the medium of teaching at the bottom of the Foundation Phase. From Year 2 onwards, pupils are taught through the medium of Welsh and English.

The school was last inspected in May 2010. The headteacher was appointed to her post in 2009.

The individual school budget per pupil for Ysgol Gynradd Penybryn in 2016-2017 is £3,465. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Penybryn is in 79th place of the 98 primary schools in Gwynedd 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:

- Many pupils make good progress during their time at the school
- Many pupils' literacy skills are developing well, and many succeed in making gradual progress in their use of the Welsh language quickly after starting at the school
- Most pupils read confidently in English at the end of key stage 2
- Most pupils use and apply their numeracy skills well in a variety of situations across the school
- Teachers deliver a practical curriculum that engages pupils' curiosity and desire to learn
- The school has effective procedures for assessing and tracking pupils' progress

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher offers a clear strategic direction for the school based on developing pupils to their full potential
- There is an ethos of effective co-operation among staff
- The school gives due attention to national priorities that have led to improving standards
- Governors have good knowledge of performance data and use it effectively to challenge the school
- The school's self-evaluation report shows that leaders have a good knowledge of their school
- The school development plan is an active document that focuses clearly on raising standards
- The school enables parents to take an active part in their children's education by attending curricular activities
- The school uses teachers' experise well, which has a positive effect on pupils' outcomes

Recommendations

R1 Continue to raise standards of speaking and reading in Welsh

R2 Raise attendance rates and improve pupils' punctuality

R3 Provide regular opportunities for pupils to develop as independent learners and play a full role in their own learning

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

Standards: Good

On entry to the school, most pupils' language skills are low. However, many make good progress during their time at the school. Many pupils' thinking skills and problem-solving skills are good. Pupils with additional learning needs make sound progress against their targets.

Across the school, most pupils listen attentively and talk appropriately about their work. Considering their linguistic background, many pupils' literacy skills are developing well. They succeed in making gradual progress in their use of Welsh quickly after starting at the school. As a result, by the end of the Foundation Phase, many pupils communicate clearly in Welsh, and use vocabulary that is appropriate for their age and ability. A good example of this is the way in which pupils discuss the importance of recycling within the school. By the end of key stage 2, many pupils discuss their work confidently in both languages. They respond to teachers' questions eagerly and explain their ideas clearly, for example when explaining and discussing which strategies were used to calculate the perimeter and area of shapes in their mathematics work. Many use their translanguaging skills effectively across a range of subjects. However, most pupils do not use the Welsh language voluntarily or regularly enough when talking to their peers in class or around the school.

By the end of the Foundation Phase, a majority of pupils read appropriately in line with their age and ability. A few more able pupils read with expression and a suitable understanding of the text. However, a few pupils' skills in reading aloud are weak. A lack of fluency and expression impairs their ability and enjoyment when reading. By the end of key stage 2, most pupils read confidently in English and show a good awareness of the audience. However, the standard of a few pupils' reading has not developed to the same extent in Welsh. These few do not give enough attention to punctuation and, as a result, their expression and understanding of the text is not sound. However, many pupils use their skills well when gathering information. A good example of this is pupils in key stage 2 tracing the history of Owain Glyndŵr and presenting it in a variety of interesting forms.

Many pupils in the Foundation Phase make suitable progress in their writing skills in Welsh. By the end of the phase, many of them show a firm grasp of sentence structure and punctuate their work correctly. Many write appropriately for their age and ability, and spell increasingly accurately, for example when describing the squirrel's habitat and writing a dialogue between a robin redbreast and a tree. Many pupils' written work at the top of the Foundation Phase is robustly good in English. They develop ideas interestingly in a variety of forms, and use rich vocabulary. A few more able pupils spell extensive words correctly in their work. A good example of this is the creative work on 'My Journey'.

Many pupils in key stage 2 use their Welsh and English writing skills for different purposes effectively. Many pupils' writing strategies are developing suitably in both languages. Most punctuate their work correctly and make effective use of adjectives and similes to enrich their work. By the end of the stage, many write successfully in a variety of forms and across a range of subjects. A good example of this is the portrayal of Owain Glyndŵr in history work in Welsh, and when writing a speech through the medium of English, based on human rights. On the whole, many pupils' writing skills are good in both languages.

In the Foundation Phase, most pupils use and apply their numeracy skills confidently in a variety of situations, for example when measuring the length of leaves using standard and non-standard units. Most pupils succeed in collecting and recording data in the form of a bar graph correctly. A good example of this is the way in which they present information about the birthdays of pupils in the class in various ways. Many apply their numeracy skills confidently in research work, for example when conducting an investigation to prove whether the child with the largest span throws a ball further. In key stage 2, most pupils use a wide range of appropriate strategies to solve numeracy problems confidently. By the end of the stage, they solve number problems successfully, for example when calculating the cheapest way to buy cakes, and when solving word problems based on Welsh rugby matches. They analyse data, deal with fractions and percentages, in addition to measuring perimeter and area correctly. More able pupils reason their answers maturely and predict answers before checking them.

Pupils make good use of their information and communication technology (ICT) skills to support their work across the curriculum. By the end of the Foundation Phase, most pupils use word processing programs suitably to present information. They are confident in placing pictures, text and symbols in their work and make changes as required. Most pupils are able to control a toy confidently to follow a path to the homes of autumnal animals. In key stage 2, most pupils' ICT skills are sound, for example when they collect and present a database to show the class's carbon footprint in the form of a table and a graph. This has raised pupils' awareness of the effect that pollution has on the environment. Most succeed in creating joint cartoon animation projects skilfully, and add sound and video to their work. They have a sound understanding of spreadsheets in order to calculate area and perimeter to buy a carpet for the classroom.

The standards seen in pupils' books are better than the performance data suggests.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome has generally placed it in the lower 50% in comparison with similar schools in literacy and communication in Welsh, and mathematical development. Over the same period, the school's performance at the higher outcome has generally placed it in the bottom 25% in comparison with similar schools.

At the end of key stage 2, the school's performance at the expected level in all core subjects has varied, moving it between the top 25% and the bottom 25% of similar schools. The school's performance at the higher level in the core subjects, in general, has placed the school in the bottom 25% over the past four years.

Over a period of four years, there is no significant pattern between the performance of boys and girls at the expected and higher outcomes in literacy and mathematical development at the end of the Foundation Phase. Boys do not perform as well as girls at the end of key stage 2 at the expected level in Welsh, English or mathematics. There is no specific pattern of difference between the performance of boys and girls at the higher levels in the core subjects.

There is no clear pattern between the performance of pupils who are eligible for free school meals and those who are not at the expected outcomes and levels at the end of the Foundation Phase and key stage 2. However, in general, there is a greater difference between these groups of pupils at the higher outcomes and levels in both key stages.

Wellbeing: Adequate

Many pupils understand the importance of eating healthily and keeping fit, and the positive effect that these have on the body. They undertake a wide range of curricular and extra-curricular physical activities. This contributes very positively to their wellbeing and fitness.

Nearly all pupils feel safe at school and know who to approach if they are concerned. A majority have a good awareness of the importance of staying safe in the wider community and online. Nearly all pupils behave politely and treat others with care and concern. They are very caring towards each other. A very inclusive ethos can be felt among the pupils.

Most pupils work well together in groups and show good enthusiasm and motivation towards their learning. However, pupils do not work independently or take enough responsibility for their own learning.

Members of the school council and the green council take their responsibilities seriously and express their opinion on how to improve and support the school. They have ensured a purposeful supply of sports equipment for breaktime activities, for example. Pupils play a prominent part in a local festival, by helping to arrange activities. They contribute extensively to a local community newspaper, 'Dail Dysynni', which develops and enriches their literacy skills well, in addition to developing a sense of pride in their community.

Over the last four years, pupils' attendance has placed the school in the lower 50% or the bottom 25% in comparison with similar schools consistently. A very few pupils arrive at school late.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

Staff provide a range of comprehensive learning experiences for pupils that meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education reasonably effectively. Teachers plan stimulating activities jointly to meet the needs of most pupils. However, not all teachers plan skilfully enough to ensure regular opportunities for pupils to develop their independent learning skills. In general, overuse of worksheets limits pupils' ability to be independent learners.

The school delivers and tracks the requirements of the Literacy and Numeracy Framework appropriately by embedding them successfully in schemes of work. Teachers make appropriate use of beneficial activities that develop pupils' language, literacy and ICT skills in a variety of contexts in the classrooms. However, although the school promotes the Welsh language appropriately, teachers' plans do not encourage pupils to practice their Welsh oral skills regularly enough across the school. As a result, many communicate with each other in English. Provision to promote the Welsh dimension is appropriate across the school. By studying local history, myths and the work of Welsh poets and authors, such as Aneirin Karadog, the school promotes pupils' understanding of Welsh culture efficiently.

Provision to promote pupils' understanding of sustainability and its effect is effective. The school contributes effectively to reducing waste, for example by recycling paper, clothing and saving energy. As a result, many pupils' understanding of the importance of caring for the wider world is developing appropriately. Pupils behave skilfully by recycling and selling produce from the school garden to make pickles and chutneys to sell at the school fair, for example. The school has useful links with foreign countries by sponsoring a child in Ghana. This enriches pupils' understanding of the wider world and the needs of others who are less fortunate.

Teaching: Good

Teachers across the school plan lessons carefully and stimulate pupils' interest and enthusiasm successfully. There is a clear emphasis on delivering a practical curriculum that ignites pupils' curiosity. A wide range of resources is used that enriches learning well. Where teaching is most effective, teachers question skilfully, which enables pupils to expand upon their answers and explain them sensibly. In the best lessons, teachers follow the pupils' lead and interests creatively. Where teaching is less effective, teachers overdirect pupils and limit their ability to become independent learners and take an active role in their own learning.

Assessment for learning strategies are robust across the school. Teachers present educational aims successfully and set purposeful success criteria. Across the school, teachers mark pupils' work rigorously and offer constructive comments, which gives them clear guidance on what they need to do to improve their work. As a result, pupils are given regular opportunities to improve their first attempts.

The school has effective procedures for assessing and tracking pupils' progress, and teachers use these successfully. The school uses an appropriate range of assessment materials and standardised tests to assess pupils' standards. Teachers use the information that derives from this effectively to plan purposeful activities to address the needs of individuals and specific groups of learners.

Annual reports to parents include valuable comments on their child's progress and suitable targets for improvement.

Care, support and guidance: Good

The school is a safe and caring community. It is organised effectively and staff contribute well to develop pupils' wellbeing.

Staff provide regular opportunities for pupils to develop their awareness of spiritual and moral aspects in various regular sessions, including circle time, class and whole-school assemblies. This is reinforced effectively by sessions with the community police officer, for example. The school makes suitable use of the services of external agencies, such as the welfare officer and the educational psychologist, to support individual pupils. However, the current procedures have not yet had enough of an effect on raising the school's attendance rates or improving the punctuality of a very few pupils.

The school makes good arrangements to promote eating and drinking healthily. The school's plans ensure that pupils understand the importance of regular exercise and keeping themselves safe.

The school ensures purposeful support for pupils. Arrangements for safeguarding pupils meet requirements and are not a cause for concern. Presentations to parents and pupils to raise their awareness of ensuring safety online has a prominent place in the school's plans.

The school has robust procedures to identify pupils' additional learning needs at an early stage. There are up-to-date individual education plans for all pupils who are on the register. Effective support is provided for pupils who need specific support through intervention groups and support in the classroom. The school reviews these plans regularly with parents. This ensures that many pupils make good progress against their targets.

Learning environment: Good

The school has a happy and inclusive ethos that encourages respect towards learners and adults. The school encourages all pupils to take responsibility for others. The school's older pupils care well for the younger pupils by operating the 'Playground Friends' ('Ffrindiau Buarth') scheme.

The school's policies and procedures promote equality and equal access to provision effectively.

The school has an extensive supply of resources, including ICT hardware, that contribute to developing learners' digital skills successfully. Displays in the classrooms and across the school reflect and celebrate pupils' work effectively. All of this conveys a stimulating and positive learning environment.

The school has a new hall and full use is made of it for various activities, such as assemblies, concerts and physical education lessons. Pupils make extensive use of the school building and grounds, which encourages them to stay healthy and appreciate nature. The school building and grounds are safe and well-maintained.

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

Leadership: Good

The headteacher offers a clear strategic direction for the school based on developing pupils to their full potential. She ensures that all stakeholders share the same vision. Leaders have succeeded in creating an ethos of co-operation among the staff. The school has restructured the management team recently. This has led to ensuring consistency in the planning system. However, it is too early to measure the full effect of this on standards of pupils' work and the school's procedures.

The school gives due attention to national priorities, and clear processes are in place to monitor the effect of provision on pupils' outcomes. This has led to improving more able pupils' standards of mathematics at the end of key stage 2, and improving the attainment of pupils who are eligible for free school meals.

Staff's job descriptions identify responsibilities clearly in relation to the school's strategic plans. There are effective performance management arrangements which link with the school's priorities and offer good opportunities to promote the professional development of all staff. Minutes of staff meetings focus clearly on raising standards and developing the school's priorities. As a result, staff are aware of what they need to do in order to ensure improvement.

Members of the governing body undertake their duties conscientiously and evaluate the effect of provision on pupils' outcomes suitably. They undertake monitoring activities and write appropriate reports on their visits. This strengthens their knowledge of standards and how the school addresses developing its priorities well. Members have sound knowledge of performance data and use it effectively to hold the school to account in order to ensure improvement.

Improving quality: Good

The school's self-evaluation procedures are comprehensive and are based firmly on a wide range of direct evidence. This includes scrutinising pupils' work, monitoring lessons and seeking the views of governors, parents and pupils. The senior management team uses the evidence that derives from national test data and internal assessments effectively to identify progress and aspects for development. Monitoring reports, although rather descriptive in places, feed effectively into the school's self-evaluation report. However, they do not always identify areas that need to be developed clearly enough. The self-evaluation report shows that leaders have good knowledge of their school.

There is a clear link between the self-evaluation report and the school development plan. The priorities that have been identified derive clearly from areas that have been identified in the self-evaluation report. The plan is an active document that focuses clearly on raising standards. A good example of this is the way in which the school has identified the need to raise standards in science in key stage 2.

The development plan includes clear priorities for improvement, in addition to an appropriate review of the progress made in relation to the priorities in the previous plan. Actions for achieving the priorities include an appropriate timetable for action, staff responsibilities and financial requirements. Leaders monitor progress against these targets regularly.

Partnership working: Good

The school co-operates successfully with a range of partnerships that have a positive effect on pupils' standards and wellbeing. The school communicates effectively with parents through regular newsletters and social media. The school enables parents to play an active part in their children's education by attending curricular activities, such as developing learning strategies for reading, numeracy and ICT. This ensures parents' commitment to the learning process. The parent teacher association is very supportive of the school's work and raises a significant amount of money to purchase resources. A good example of this is the outdoor roofed area in the Foundation Phase. This has a very beneficial effect on provision.

There is a good partnership between the school and the local community. The school contributes extensively to community activities, for example by encouraging pupils to take part in the local eisteddfod. This partnership is developed further by members of the community developing the school garden. The school works well with a number of local businesses and agencies, and this has a positive effect on pupils' work. A good example of this is the discussion between pupils and a member of the council about parking costs in the town, and how this affects the community and local businesses. This promotes pupils' responsibilities within their community effectively.

The school works effectively with various local authority agencies and the regional consortium to improve pupils' standards and wellbeing.

There is a beneficial relationship between the school and pre-school organisations. This ensures that pupils settle quickly on entry to the Foundation Phase. There are effective transition arrangements with the secondary school, which ensure continuity and progression in pupils' learning experiences as they move to the next stage in their education.

Effective co-operation with primary and secondary schools in the catchment area to standardise and monitor assessments jointly has led to consistency and accuracy when levelling pupils' work.

Resource management: Good

The school has an appropriate number of teachers and assistants with suitable qualifications to teach the curriculum successfully. Assistants support staff and pupils well and contribute effectively to improving the standards of specific groups of pupils.

Staff use the school's resources efficiently and teachers use their planning, preparation and assessment time successfully by planning and assessing jointly in their key stages.

The school is a supportive learning community and teachers work well together and with schools that share the same objectives to improve pupils' standards. One example is the way in which they have worked together to develop reading skills and create reading resources jointly.

Performance management processes lead effectively to staff development. The number of links with nearby schools offers beneficial opportunities for teachers to work together on specific areas, such as improving writing skills in Welsh.

The headteacher has good knowledge of teachers' expertise and, as a result, allocates responsibilities sensibly. A good example of this is the way in which the school uses teachers' expertise to develop science, which has a positive effect on the school's performance in this area.

The headteacher and governors monitor and manage expenditure carefully. The school uses specific grants, such as the Pupil Deprivation Grant, effectively to improve the literacy and numeracy skills of those pupils who are eligible for free school meals.

Considering pupils' standards of achievement, and provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6612212 - Ysgol Gynradd Penybryn

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	13.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	28	28	30	30
Achieving the Foundation Phase indicator (FPI) (%)	85.7	89.3	90.0	86.7
Benchmark quartile	3	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	1	*
Achieving outcome 5+ (%)	*	*	100.0	*
Benchmark quartile	*	*	1	*
Achieving outcome 6+ (%)	*	*	0.0	*
Benchmark quartile	*	*	4	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	28	28	29	30
Achieving outcome 5+ (%)	85.7	92.9	89.7	90.0
Benchmark quartile	3	2	3	3
Achieving outcome 6+ (%)	14.3	25.0	10.3	20.0
Benchmark quartile	4	3	4	4
Mathematical development (MDT)				
Number of pupils in cohort	28	28	30	30
Achieving outcome 5+ (%)	85.7	89.3	90.0	86.7
Benchmark quartile	3	3	3	4
Achieving outcome 6+ (%)	28.6	17.9	10.0	10.0
Benchmark quartile	3	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	28	28	30	30
Achieving outcome 5+ (%)	89.3	96.4	96.7	96.7
Benchmark quartile	4	3	3	3
Achieving outcome 6+ (%)	14.3	32.1	43.3	76.7
Benchmark quartile	4	4	4	2

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

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

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

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

6612212 - Ysgol Gynradd Penybryn

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	13.9
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	27	32	34	32
Achieving the core subject indicator (CSI) (%)	77.8	71.9	100.0	81.3
Benchmark quartile	4	4	1	4
English				
Number of pupils in cohort	27	32	34	32
Achieving level 4+ (%)	92.6	90.6	100.0	84.4
Benchmark quartile	3	3	1	4
Achieving level 5+ (%)	18.5	37.5	26.5	31.3
Benchmark quartile	4	3	4	4
Welsh first language				
Number of pupils in cohort	27	32	34	32
Achieving level 4+ (%)	81.5	81.3	100.0	71.9
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	7.4	28.1	17.6	9.4
Benchmark quartile	4	3	4	4
Mathematics				
Number of pupils in cohort	27	32	34	32
Achieving level 4+ (%)	77.8	81.3	100.0	81.3
Benchmark quartile	4	4	1	4
Achieving level 5+ (%)	29.6	31.3	32.4	34.4
Benchmark quartile	4	4	4	4
Science				
Number of pupils in cohort	27	32	34	32
Achieving level 4+ (%)	92.6	78.1	100.0	90.6
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	25.9	31.3	64.7	37.5
Benchmark quartile	4	4	1	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 learner questionnaires

Denotes the benchmark – this is the 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.	102	101 99%	1 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	103	95 92%	8 8%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	103	100 97%	3 3%		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	103	103 100%	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.	103	103 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	103	98 95%	5 5%		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.	102	102 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%		
I know what to do and who to ask if I find my work hard.	103	101 98%	2 2%		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.	103	99 96%	4 4%		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.	103	102 99%	1 1%		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.	103	89 86%	14 14%		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	103	84 82%	19 18%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%		

Responses to parent questionnaires

	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	22 69%	7 22%	2 6%	1 3%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%			
My child likes this school.	31	23 74%	6 19%	2 6%	0 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	31	25 81%	4 13%	0 0%	2 6%	1		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	31	20 65%	7 23%	3 10%	1 3%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%			
Pupils behave well in school.	31	16 52%	13 42%	2 6%	0 0%	1		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	30	20 67%	7 23%	3 10%	0 0%	2		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	31	26 84%	5 16%	0 0%	0 0%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	29	12 41%	14 48%	1 3%	2 7%	3		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.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	30	21 70%	5 17%	2 7%	2 7%	2		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%			
My child is encouraged to be healthy and to take regular exercise.	31	19 61%	12 39%	0 0%	0 0%	1		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%			
My child is safe at school.	31	25 81%	3 10%	1 3%	2 6%	1		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	30	16 53%	10 33%	3 10%	1 3%	2		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%			
I am kept well informed about my child's progress.	31	14 45%	11 35%	4 13%	2 6%	1		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	31	22 71% 62%	6 19% 31%	1 3% 5%	2 6% 2%	1	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.	29	17 59% 48%	8 28% 42%	3 10% 8%	1 3% 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	32	23 72% 58%	7 22% 40%	1 3% 2%	1 3% 0%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	23	13 57% 52%	7 30% 41%	1 4% 5%	2 9% 1%	8	Mae fy mhlentyn 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.	31	19 61% 54%	8 26% 39%	2 6% 6%	2 6% 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	31	20 65% 61%	7 23% 33%	1 3% 3%	3 10% 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Anwen Griffith	Reporting Inspector
Glyn Griffiths	Team Inspector
Vanessa Bowen	Team Inspector
Owen Jenkins	Lay Inspector
Dylan Evans	Peer Inspector
Menna Wynne-Pugh	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

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.