



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

A report on

**Ysgol Gynradd Rhiwlas
Rhiwlas
Bangor
Gwynedd
LL57 4EH**

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.

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Context

Ysgol Gynradd Rhiwlas is a rural school and serves the village and the surrounding area. It provides education for pupils between 3 and 11 years old. Welsh is the school's everyday language and the main medium of teaching and learning. English is taught formally in key stage 2. Approximately half of pupils come from Welsh-speaking homes. There are no children from ethnic minority backgrounds.

Children are admitted to the nursery class on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 42 pupils on roll, including seven in the nursery class. They are taught by one full-time teacher and two part-time teachers in two mixed-age classes.

Very few pupils are eligible for free school meals, which is significantly below the national average.

Forty two per cent (42%) of pupils are on the school's additional learning needs register. This figure is significantly higher than the percentage for Wales. No pupils have a statement of special educational needs.

The headteacher was appointed in September 2012. The school was last inspected in November 2009.

The individual school budget per pupil for Ysgol Gynradd Rhiwlas in 2016-2017 is £5,041. The maximum per pupil in primary schools in Gwynedd is £10,404 and the minimum is £3,089. Ysgol Gynradd Rhiwlas is in 16th place of the 93 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:

- Most pupils make sound progress in their lessons and during their time at the school
- The standard of nearly all pupils' behaviour is good and they treat each other, staff and visitors with courtesy, care and respect
- Nearly all pupils are enthusiastic and eager to learn
- The standard of teaching is consistently good
- Interesting learning experiences engage nearly all pupils' interest successfully
- The school is a happy, homely and inclusive community

Prospects for improvement

Prospects for improvement are good because:

- The headteacher offers effective and purposeful leadership to the school, with a clear vision and high expectations
- The headteacher is supported well by the staff who share the same values with regard to pupils' education and wellbeing
- The governing body operate effectively as critical friends and challenge the school and hold it to account for its performance
- The school has rigorous and robust self-evaluation procedures and clear plans for improvement
- There is effective co-operation with a range of partnerships, which has a positive effect on wellbeing and achievement

Recommendations

- R1 Improve the quality of pupils' handwriting and presentation of work
- R2 Ensure that teachers provide a regular challenge to pupils to develop number skills

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

Results of pupils' baseline assessments on entry to the school over the past four years have shown that their skills tend to be lower than expected, particularly in language and mathematics. Only around half of pupils come from Welsh-speaking homes. However, the oral skills of pupils from non-Welsh speaking homes develop at a very early stage. Nearly all pupils, including those with additional learning needs, achieve well and make sound progress in their learning during their time at the school.

The oral skills of most pupils in the Foundation Phase are developing effectively. They listen carefully and, by the end of the phase, they talk confidently about their work and experiences. Most pupils in key stage 2 communicate clearly and confidently in both languages and offer mature answers when talking about their work. They show pride in the Welsh language and choose to use the language to socialise during playtime, as well as in their lessons. At the top of the school, most pupils attain a good standard of bilingualism and change easily from one language to the other when discussing their work.

Most pupils in the Foundation Phase make good progress in learning reading skills. Pupils in the early years of the phase have a good understanding of the relationship between letters and sounds, and they use them well to read unfamiliar words. By Year 2, many read with fluency and expression and enjoy reading. Most are able to discuss their favourite books and authors confidently. In key stage 2, most pupils read correctly and fluently in Welsh and English. They read a good variety of texts with a sound understanding, and discuss their favourite books and authors maturely. They use their skills well to find information from a variety of sources, and use dictionaries, thesauruses and reference books purposefully during their lessons.

In the Foundation Phase, most pupils write an increasing range of simple sentences correctly. They have an increasing understanding of vocabulary, and they are beginning to use basic punctuation well in their work. By the end of the phase, most pupils make good progress in their proficiency to use varied vocabulary and language to write pieces across the curriculum.

Nearly all pupils in key stage 2 write intelligently for different purposes in Welsh and English, and show a sound awareness of different forms of writing, for example stories, diaries and letters. In their work on fairs, most choose interesting vocabulary and spell and punctuate correctly. They use adjectives, similes and idioms confidently to enrich the work. By the top of the school, most pupils write extended pieces of good quality. However, the handwriting and presentation of a majority of pupils are not always neat.

In the Foundation Phase, most pupils' numeracy skills are developing well. By the end of the phase, they show a secure grasp of number facts and use knowledge

skilfully to solve problems. They shop for resources to create hats in creative lessons, and create an interesting frequency table on different trees in the nature reserve. Most are able to use standard units to measure length and mass successfully. Many pupils use mental strategies successfully to add and subtract numbers that contain at least two digits.

In key stage 2, most pupils have a sound understanding of number strategies. By Year 6, most are confident in using a wide range of methods to solve problems, and present their work systematically. They handle and analyse data confidently to create graphs when presenting their work in science, and analyse their findings meaningfully. Most pupils use their knowledge of shapes to create 3D models of insects in their art lessons, and read map scales correctly when studying the local area.

By the end of the Foundation Phase, most pupils develop their information and communication technology (ICT) skills well. They use word processing programs purposefully, for example to write simple sentences and create a picture of a rabbit. They use software skilfully to create tables and a graph of their favourite farm animals, and come to sensible conclusions. With support, they use the internet purposefully to research the history of Guy Fawkes. They show a good level of competence when using the keyboard.

By the end of key stage 2, most pupils develop their knowledge, understanding and ICT skills to a high standard. They present information in interesting ways by using a wide variety of programs; for example, many pupils are able to use software to improve their tables by competing with pupils in other schools. They use a program to devise interesting dialogue based on the book 'Sothach a Sglyfaeth'. Older pupils are very skilled in creating spreadsheets on different parks that identify, for example, their names, locations and distance from the school. They analyse the information skilfully. Most pupils are confident in searching the internet for information about the artist, Wassily Kandinsky, for their art work. This contributes effectively to developing pupils' research and literacy skills. Pupils have a clear understanding of the importance of e-safety.

In the Foundation Phase and key stage 2, over the last few years, pupil numbers have been low. As a result, it is not possible to come to meaningful conclusions when considering them. The results of one or two pupils, at times, can influence the performance of the whole cohort greatly. This can have a significant effect on the school's benchmark performance in comparison that of with similar schools and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, the school's performance in language and mathematics at the expected outcome has placed it in the top 25% consistently, in comparison with similar schools. Over the same period, performance at the higher outcome has varied.

At the end of key stage 2, the school's performance at the expected level and the higher level in Welsh, English and science has varied in comparison with that in similar schools. However, on the whole, the school's performance in mathematics at the expected level and above has been consistently below the mean.

Wellbeing: Good

Most pupils have very positive attitudes towards eating and drinking healthily, and they know what to do to keep fit. They also achieve well in their personal and social development, particularly the way in which they work together during lessons.

Nearly all pupils feel safe at school and know that adults will listen to them and respond to their needs, if necessary. Nearly all pupils are well-behaved and are polite and welcoming towards visitors. They are very caring towards each other and treat others with respect in lessons and during playtime.

Nearly all pupils show positive attitudes towards their work, concentrate well in lessons and work diligently for extended periods of time.

Pupils have a strong awareness of how well they are achieving and what they need to do to improve their work. Most become increasingly confident in taking responsibility for their work. This is a strength by the end of key stage 2.

The school respects pupils' voice and opinions. Members of the school council have a positive influence on the school's work through various initiatives, for example in succeeding in ensuring a nature reserve on the school grounds. They are active in corresponding with the local authority and the manager of the local leisure centre in order to ensure a Welsh-speaking instructor during their swimming lessons. They arrange regular fundraising activities for a number of charities, and this has a positive effect on their awareness of other people's needs. Pupils contribute extensively to the community, and often play a prominent part in social events, such as concerts and services.

Attendance at the school is good and has placed the school in the top 25% of similar schools in three of the last four years.

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

Staff work together well to plan a variety of interesting learning experiences that engage nearly all pupils' interest successfully. The curriculum meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers ensure that there are regular opportunities in the classrooms and the outdoor areas, such as the nature reserve, for pupils to choose their own learning activities.

The school responds well to the requirements of the Literacy and Numeracy Framework, and schemes of work build systematically on pupils' knowledge, understanding and skills. Planning to develop pupils' literacy and ICT skills is rigorous, with plenty of opportunities for them to apply their skills across the curriculum effectively. Planning to develop pupils' numeracy skills is robust; however, opportunities to apply their skills do not offer enough of a challenge regularly to the most able pupils.

A good range of extra-curricular activities are available to pupils, which enrich their experiences successfully; for example, a visit to Dolbadarn Castle, a walking trip to Rhyd Ddu and following the path of the river Ogwen to the sea strengthen pupils' literacy and numeracy skills and promote their understanding of their area's historical and geographical features successfully.

Provision for the Welsh language and Welsh dimension is very robust. There are a large number of opportunities for pupils to learn about Welsh traditions, history and culture. These include studying the work of artists, celebrating days of historical importance and competing in Eisteddfodau.

The close link with a school in Japan contributes suitably to increasing pupils' understanding of their role as global citizens. The eco committee supports pupils' understanding of the importance of recycling and saving energy appropriately.

Teaching: Good

Teachers have good subject knowledge and they lead effective and interesting learning sessions that motivate pupils to learn. There is a very effective working relationship between adults and pupils, which fosters a successful learning environment. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral skills. Teachers link their lessons clearly with previous learning and use a range of methods skilfully. They explain new concept clearly, ensure that sessions have a good pace, and question pupils effectively in a way that encourages them to give extended answers. Assistants contribute effectively to the quality of teaching and offer good support according to pupils' needs, in order for them to complete their tasks successfully.

Teachers make skilful use of a range of assessment methods. They offer useful oral feedback during lessons. There are good examples of purposeful marking and teachers encourage pupils to take advantage of the opportunity to improve their work by responding to their comments. There are regular opportunities for pupils to evaluate their own work and the work of others. This ensures that, by the end of key stage 2, pupils understand how well they are doing and how to improve their work.

The school has rigorous procedures for tracking pupils' progress, including effective use of standardised tests and teachers' assessments. As a result, teachers understand pupils' needs well and use the information to set appropriate tasks in order for them to move forward to the next step in their learning.

There are suitable arrangements for reporting to parents on their children's progress and achievement, and they meet statutory requirements.

Care, support and guidance: Good

The school has appropriate arrangements for eating and drinking healthily, and ensuring that pupils understand the importance of keeping fit. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' spiritual, moral, social and cultural development successfully by providing regular collective worship assemblies and through curricular activities. Visitors are invited regularly to lead worship, and there are opportunities for pupils to reflect on current topics, such as how to be a good friend to others. This is reflected in the way in which they treat each other and adults with respect. Studies and visits in their local area contribute very effectively to pupils' understanding of their history and heritage.

Provision for pupils with additional learning needs is effective. Teachers identify pupils' needs at an early stage and ensure appropriate and effective support. The intervention programme has been developed well and ensures that these pupils make sound progress in their learning. Individual education plans are of good quality and are reviewed regularly in consultation with parents.

There is close co-operation between the school and specialist services, such as the educational psychologist, speech therapists and social services. Their contribution ensures effective and relevant support for individuals with additional learning needs. This ensures good quality guidance for pupils and parents.

Learning environment: Good

The school is a happy, homely and inclusive community. The school has clear policies, plans and procedures that ensure equal opportunities for all pupils and promote equality successfully.

The school encourages co-operation, care and respect between adults and children, and between children, successfully. As a result, pupils take pride in the happy and supportive community that exists. Respect for diversity and racial equality is promoted successfully through various activities, which include studying foreign countries such as Brazil and Japan.

The school is situated on a pleasant site and the building is of good quality. It offers plenty of space, and purposeful use is made of all parts of it. All members of staff use the outdoor areas effectively to encourage pupils to keep healthy and appreciate their surrounding environment. The nature reserve is a useful asset, and good use is made of it to develop pupils' understanding of nature.

Staff create an attractive learning environment. Exhibitions of pupils' art work in all parts of the school celebrate pupils' work purposefully and ignite pride in their work. There is an extensive supply of resources to deliver lessons and activities across the curriculum. The school building and grounds are safe and well-maintained.

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

The headteacher offers effective and purposeful leadership to the school, with a clear vision and high expectations. He shares these successfully with staff, parents, pupils and governors. He is supported well by members of staff, who share the same values with regard to pupils' education and wellbeing. They work together effectively as a team, and this has led to good standards throughout the school.

Staff meetings are conducted regularly and focus clearly on priorities for improvement. Agendas ensure that everyone understands their roles and responsibilities in fulfilling the school's priorities. The focus on raising standards, through robust evaluation systems, ensures that the school's performance is challenged regularly by members of staff and governors.

Rigorous performance management arrangements contribute to improvements in teaching and learning, and offer effective opportunities to promote the staff's professional development through a programme of relevant and specific opportunities. A good example of this is the way in which teachers give pupils regular opportunities, particularly in key stage 2, to take responsibility for their own learning.

The school is making good progress in introducing initiatives that meet local and national priorities. The expectations of the Literacy and Numeracy Framework and planning for ICT have been established successfully. The recommendations of the Welsh Language Charter are given prominent attention in the school's life and work, and assessment for learning requirements have been embedded well. This has led to developing pupils' skills to evaluate their own work successfully.

Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. Arrangements to visit the school regularly have ensured the governors' commitment to observe more systematically, and have improved their understanding of the school's life and work. Under the guidance of the standards sub-committee, they have a sound understanding of the school's strengths and areas for improvement. They operate effectively as critical friends, and challenge the school and hold it to account for its performance.

Improving quality: Good

There are clear procedures for monitoring the school's performance, and a specific timetable is followed to observe and evaluate all aspect of the school's life and work in turn. Staff consider a wide range of direct, relevant evidence, such as lesson observations, scrutinising pupils' work, performance data and discussions with learners.

The self-evaluation report is a detailed and evaluative document that provides a clear and honest picture of the school's strengths and shortcomings. Information from

self-evaluation activities is used purposefully in order to set priorities for improvement.

The views of staff, parents and pupils support the evaluation process appropriately. Good attention is given to the pupils' voice through circle time sessions, the school's councils and questionnaires. A good example of this is the way in which pupils have played a prominent part in developing the adventure trail on the school playground.

There is a clear link between the outcomes of the self-evaluation process and priorities in the development plan. The plan focuses well on raising standards and improving provision for pupils. A good example of this is the attention that is given to improving the attainment of pupils with additional learning needs.

The improvement plan includes an appropriate range of relevant actions and identifies members of staff who are responsible for fulfilling them. It includes challenging success criteria for specific groups of pupils and deadlines that are suitable for completing the tasks. Staff monitor the priorities' progress effectively.

The school has robust evidence to show that planning for improvement has led to visible improvements in standards and provision; for example, work on developing oral skills has improved pupils' confidence in discussing their work with each other and adults.

Partnership working: Good

The school has a strong partnership with parents and it shares information with them effectively; for example, staff publish extremely useful information booklets for them, which ensure that they understand the school's arrangements and work well.

Pupils learn about the importance of contributing to community life by attending the chapel for special occasions and by arranging a fruit and vegetable co-operative for the village residents. Members of the community visit the school regularly to lead assemblies and coach pupils to compete in Eisteddfodau.

The partnership with specialist agencies and the local authority supports the school's staff and pupils effectively. A good example of this is the improvements that have been made to the outdoor area for the Foundation Phase.

Good links with the playgroup in a nearby village ensure that pupils settle quickly when they start at school. Beneficial co-operation between the school and the secondary school, and the comprehensive transition arrangements, prepare older pupils well for transferring to the next stage in their education.

The school works successfully with schools in the cluster to standardise and moderate pupils' work. As a result, work portfolios are useful for ensuring consistency in their assessments. The portfolio for geography, as a response to one of the recommendations from the last inspection, has ensured that provision is now robust.

Resource management: Good

There are enough experienced teaching and support staff to cover all aspects of the school's work. The contribution and support of the classroom assistants is one of the school's strengths. They offer valuable support to teachers and have a positive influence on improving pupils' attainment, particularly the language and numeracy skills of pupils with additional learning needs.

There is a good range of resources at the school, and they are managed well in order to ensure that pupils have full access to all aspects of the curriculum.

Arrangements for planning, preparation and assessment are appropriate.

The school operates effectively in professional learning networks and works closely with other schools to share good practice, for example to plan for the Digital Competence Framework. Detailed planning for ICT ensures that pupils' skills develop effectively.

The school has rigorous budgetary arrangements and expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully and ensure that financial resources are used effectively to support priorities for improvement. Use of the Pupil Deprivation Grant has a positive effect on the standards of the few pupils who are eligible for free school meals. A good example of this is the way in which these pupils' national test results in functional number skills have improved.

Considering standards and the provision that is offered, the school provides good value for money.

Appendix 1: Commentary on performance data

6612097 - Ysgol Rhiwlas

Number of pupils on roll	36
Pupils eligible for free school meals (FSM) - 3 year average	4.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	6	4	5	6
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	100.0	83.3
Benchmark quartile	1	1	1	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	6	4	5	6
Achieving outcome 5+ (%)	100.0	100.0	100.0	83.3
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	66.7	25.0	40.0	33.3
Benchmark quartile	1	3	2	3
Mathematical development (MDT)				
Number of pupils in cohort	6	4	5	6
Achieving outcome 5+ (%)	100.0	100.0	100.0	83.3
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	33.3	25.0	40.0	33.3
Benchmark quartile	1	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	6	4	5	6
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	100.0	100.0	80.0	100.0
Benchmark quartile	1	1	1	1

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

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

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

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

6612097 - Ysgol Rhiwlas

Number of pupils on roll	36
Pupils eligible for free school meals (FSM) - 3 year average	4.4
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	5	4	8	3
Achieving the core subject indicator (CSI) (%)	60.0	75.0	87.5	100.0
Benchmark quartile	4	4	4	1
English				
Number of pupils in cohort	5	4	8	3
Achieving level 4+ (%)	60.0	75.0	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	40.0	50.0	12.5	33.3
Benchmark quartile	1	1	4	4
Welsh first language				
Number of pupils in cohort	5	4	8	3
Achieving level 4+ (%)	60.0	75.0	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	40.0	50.0	25.0	33.3
Benchmark quartile	1	1	3	3
Mathematics				
Number of pupils in cohort	5	4	8	3
Achieving level 4+ (%)	60.0	75.0	87.5	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	20.0	50.0	25.0	33.3
Benchmark quartile	4	1	4	4
Science				
Number of pupils in cohort	5	4	8	3
Achieving level 4+ (%)	60.0	75.0	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving level 5+ (%)	20.0	50.0	50.0	100.0
Benchmark quartile	4	2	2	1

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is 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.	20		19 95%	1 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	20		20 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	20		17 85%	3 15%	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	20		20 100%	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.	20		20 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	20		20 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	20		20 100%	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.	20		20 100%	0 0%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	20		17 85%	3 15%	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.	20		20 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	20		17 85%	3 15%	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	20		20 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is the 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	8 73%	3 27%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	9 82%	2 18%	0 0%	0 0%	0	Mae fy mhentyn 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.	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.	10	6 60%	3 30%	1 10%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	11	6 55%	5 45%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	11	7 64%	3 27%	1 9%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	10	6 60%	4 40%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	10	4 40%	3 30%	2 20%	1 10%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	11	6 55%	5 45%	0 0%	0 0%	0	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.	10	8 80%	2 20%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	11	8 73%	2 18%	1 9%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	10	6 60%	2 20%	2 20%	0 0%	1	Mae fy mhentyn 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.	11	3 27%	8 73%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	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.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	10	6 60%	3 30%	0 0%	1 10%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	10	7 70%	3 30%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	10	4 40%	5 50%	1 10%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	11	7 64%	4 36%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	11	7 64%	3 27%	1 9%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Rhian Jones	Team Inspector
Owen Jenkins	Lay Inspector
Catrin James	Peer Inspector
Iwan Davies	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.