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

A report on

**Ysgol Gynradd Rhos Helyg
(Llangeitho Campus and Rhos y Wlad Campus)
c/o Rhos y Wlad Campus
Bronant
Aberystwyth
Ceredigion
SY23 4TQ**

Date of inspection: December 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.

Context

Ysgol Rhos Helyg is situated on two sites in the villages of Llangeitho and Bronant, near Tregaron, in Ceredigion local authority. There are 57 pupils on roll, aged between four and eleven years.

All pupils are from white British origin, and Welsh is the first language of about 60% of them. About 8% of pupils are eligible for free school meals, which is lower than national and local averages.

The school identifies that 54% of pupils have additional learning needs. This is much higher than the national averages and corresponds to the county policy of identifying pupils who have additional needs. There are no pupils who have a statement of special educational needs or any pupils being looked after by the local authority.

The school has not been inspected previously. The headteacher has been in post since the school was established in January 2013.

The individual school budget per pupil for Ysgol Rhos Helyg in 2015-2016 is £4,940. The maximum per pupil in primary schools in Ceredigion is £7,464 and the minimum is £3,069. Ysgol Rhos Helyg is in 14th position of the 47 primary schools in Ceredigion in terms of its 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 positive progress and achievement from their starting points
- There is effective provision of a range of relevant and interesting learning experiences
- The quality of teaching is consistently good and supports successful learning
- Provision for looking after, supporting and leading pupils is efficient and diligent
- Purposeful use is made of assistants, which is a strength at the school
- The school is a safe and caring community, that appreciates each pupil equally
- The learning environment, indoors and outdoors, is used creatively to improve pupils' outcomes

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, staff who have responsibilities and governors give a clear direction to the school's work.
- The leadership's reliable history of managing improvements over time is effective
- Self-evaluation is detailed, accurate and powerful and has led to beneficial improvements over time
- Staff take an active part in professional development and training, which has a positive effect on pupils' learning
- There are very beneficial partnerships with parents, the local community and other organisations, which develops the school's development robustly
- The governing body challenges, supports and holds the school to account sensibly
- Managers use funding efficiently

Recommendations

R1 Improve pupils' attendance

R2 Ensure that lesson planning creates appropriate opportunities to challenge pupils according to their abilities

R3 Ensure that introductions to lessons stimulate all groups of learners

R4 Refine the process of responding to pupils' work to ensure consistency across the school

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

The majority of pupils enter the school with skills that are lower than expected for their age. During their time at the school, most pupils make good progress.

In the Foundation Phase and in key stage 2, most pupils speak confidently and listen attentively. Throughout the Foundation Phase, many pupils listen proficiently and respond enthusiastically to their teachers and other pupils when discussing their work in pairs, groups and as a whole class. In key stage 2, most pupils speak sensibly to adults and other pupils, and use a wide range of vocabulary. A few use mature vocabulary to elaborate on their discussions eloquently. Most pupils listen attentively to group discussions and contribute sensibly to decisions. They contribute to discussions effectively and offer provocative views, for example about the deaths in south Wales coal mines in the eighteenth century.

Nearly all pupils' reading skills are developing well according to their abilities. By the end of the Foundation Phase, they are able to read with increasing fluency. They discuss and read books correctly, sensibly and with good expression. They express relevant opinions on the content of stories and predict in detail what various characters are likely to do in a story. Nearly all enjoy retelling stories, including their own stories. They act out events and recall details accurately.

In key stage 2, most pupils read to a standard that is at least appropriate to their age and ability. They respond to linguistic challenges enthusiastically and identify and use challenging questioning, such as rhetorical questions, successfully. A few readers across the key stage read very well. Most of them answer questions sensibly about the various types of texts that they read, including facts about coal mines, fictional adventure stories and biographies of famous politicians. They understand the purpose of factual books and share their views successfully during discussions; for example, they research scientific matters and experiments, such as the conditions that are needed for vegetables and flowers to grow.

In the Foundation Phase and key stage 2, many pupils write purposefully. Most pupils in the Foundation Phase write letters and poetry, and create posters about bonfire night effectively. This shows a good understanding of the sequence of events and the skill of telling imaginative stories. They retell stories correctly in their own writing styles, electronically and on paper. They use story maps to structure their factual writing sensibly across the curriculum, for example when identifying relevant facts on specific subjects such as the life of characters such as Owain Glyndŵr.

In key stage 2, many pupils write in a variety of suitable forms in Welsh and English. For example, they explain the effect of forces on how things move, how to make organic compost, and write pieces of adventurous fiction. Across the school, many pupils extend their writing in interesting ways, and create booklets about elections and investigate challenging concepts such as what is Welshness. They apply their

literacy skills well in all areas of the curriculum. Many pupils' spelling and punctuation are correct and in line with their age and ability. Overall, the quality of handwriting and presentation of work is neat, which adds to the quality of pupils' work.

By the end of the Foundation Phase, most pupils are able to count, order and sort numbers up to 50 accurately. They identify 2D shapes appropriately and many understand clearly the properties of 3D shapes when building a castle. Many pupils measure and use time well when undertaking challenges on various distances travelled and how much time it takes to do so. The majority bond whole numbers up to 50 successfully. Many pupils apply mathematical concepts confidently to analyse and solve problems in all areas of learning, such as using compass directions and creating a mosaic with two-dimensional shapes.

Most pupils in key stage 2 use mathematical language correctly in a range of contexts. Older pupils use percentages of sums accurately and explain clearly how they arrived at their answers. Most pupils have a sound understanding of how to present a range of data and analyse it to provide sensible explanations and conclusions. They choose their own methods of recording numerical data sensibly and explain their reasons thoroughly.

Over the years, there have been very few pupils in year groups at the end of the Foundation Phase and key stage 2. As a result, this can affect the school's performance in comparison with the benchmarks of similar schools and national averages.

In the Foundation Phase over the last three years, the school's performance at the expected outcome has placed it in the lower 50% or the bottom 25% in comparison with similar schools in literacy and communication in Welsh and mathematical development. The school's performance at the higher outcome has varied, moving it between the bottom 25% and the top 25%. Over the same period, results at the end of key stage 2 at the expected level and the higher level in all core subjects have varied considerably in comparison with those in similar schools.

Wellbeing: Adequate

Nearly all pupils are aware of the importance of health and fitness and achieve well in terms of personal, social and cultural development. They feel safe at school and know they can stay healthy by eating sensibly and taking physical exercise by taking part in regular sports activities.

Pupils behave well and nearly all are courteous and respond respectfully to adults and their peers. They understand that they have rights as individuals and this is apparent across the school, through the work of the school council and very strong links with the local community. Most pupils show a positive commitment to their community.

Most pupils enjoy their lessons. They are knowledgeable when discussing the need to care for the environment and the diverse world in which they live. Members of the school council and the eco committee take an active part in school life and make sensible decisions, for example when seeking to develop the play areas and environmental areas.

Nearly all pupils arrive punctually for lessons. The overall attendance level since the school was established in 2013 has placed the school in the bottom 25% or the lower 50% of similar schools in the two years for which data is available. Recently, pupils' attendance has improved as a result of strategies that are used by the school. Pupils' attendance rate this year is about 97%, which is a significant improvement. Although there have been improvements, since it was established, the school's performance has been lower than the average.

Key Question 2: How good is provision?	**Good**

Learning experiences: Good

The school provides a wide range of good quality learning experiences for pupils, which enrich and improve their education. Teachers plan a wide and balanced curriculum, with a positive emphasis on developing pupils' literacy and numeracy skills. However, lesson planning does not create appropriate opportunities to challenge pupils in line with their abilities regularly enough.

Nearly all pupils have many opportunities to use their numeracy and information and communication technology (ICT) skills. The school provides a wide range of ICT programs on tablets and laptops in order to set data and create graphs in the Foundation Phase. The additional support for pupils who have additional learning needs in literacy and numeracy enables them to make good progress from their starting points. This is a strength at the school. Co-ordination of the provision and the use of assistants is very effective.

Provision for developing pupils' Welsh is good and all staff use Welsh in a consistently challenging way with pupils. There are systematic and effective opportunities for pupils to learn about their area, and the history and culture of Wales, such as the story of the preacher Daniel Rowland from Llangeitho, 'beirdd y Mynydd Bach' (poets of the small mountain) and the highwayman, Twm Siôn Cati. Pupils visit well-known landmarks in the catchment area to enrich their learning experiences further.

The school promotes sustainable development and global citizenship positively across the curriculum. One of the school's strengths is the strong links with schools in Europe. Opportunities are given for older pupils to visit a partner school in the south of France, which helps to create informed global citizens. The eco committee undertakes effective improvements over time in the areas of recycling, waste collection and saving energy.

There is a range of worthwhile extra-curricular activities, including drama, athletics and gardening clubs. The school provides positive experiences for pupils to grow their own vegetables and keep chickens. They cook and sell the produce, which promotes enterprise and gives them a good understanding of sustainable ways of living and eating healthily.

Teaching: Good

Teachers and assistants work diligently to ensure that pupils are motivated and that they apply themselves fully to their learning activities. Adults create an atmosphere of purposeful working within classrooms and outdoors. They respond with interest to pupils' answers and give them effective encouragement. Assistants enrich the experiences of individuals and groups consistently well through sensible and caring intervention. This is a strength at the school.

Staff manage behaviour well by setting clear expectations. Teachers plan lessons well on the whole and focus on individuals' progress. However, at times, introductions to lessons are too long and do not stimulate all groups of learners successfully.

Nearly all adults share learning objectives effectively with pupils. They use a wide range of resources thoughtfully. They have sound subject knowledge and question skilfully to target improvements in pupils' literacy and numeracy skills.

Teachers use assessment purposefully to target pupils' needs effectively. They follow pupils' progress in detail and track it by using efficient whole-school systems. They identify appropriate targets that were agreed with pupils for improvement effectively.

Teachers provide regular opportunities for pupils to assess their own work and that of their peers. This has a purposeful effect on their understanding of how to improve their work, for example through redrafting written work and reconsidering the successes and difficulties of mathematical strategies. However, at times, inconsistencies in responding to pupils' work somewhat hinders their awareness of the next stages in their learning.

Reports to parents are informative and meet statutory requirements. They identify pupils' attainments against the literacy and numeracy framework, report on pupils' personal progress and identify clear targets for improvement effectively.

Care, support and guidance: Good

The school provides a welcoming, safe and caring environment. Support and guidance ensure that pupils feel safe at the school and know what to do if they are worried. The school has appropriate arrangements for encouraging and promoting eating and drinking healthily and taking regular physical exercise.

The personal and social education programme, and collective worship sessions, contribute well to pupils' spiritual, moral, social and cultural development. The quality of support and care for pupils is robust. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school co-operates effectively with a wide range of specialist agencies such as the police, the fire service and the educational psychologist, and this contributes effectively to pupils' health and wellbeing.

There are efficient systems at the school to identify pupils who need additional support with their work and their social development. This enables pupils to have full access to the curriculum and to make good progress in their learning. Staff co-ordinate provision effectively for all pupils on both sites. There is a purposeful link with external agencies, which ensure successful inclusion in the curriculum and all the school's activities.

Individual education plans target individuals' needs purposefully and they are reviewed regularly. The school includes parents and carers in the process in order to create a constructive link between school and home. The school uses learning assistants very effectively. They support teaching and promote valuable intervention programmes. As a result, the literacy and numeracy skills of specific pupils improve consistently in line with their abilities.

Learning environment: Good

The school is a lively community with a warm, family atmosphere. The positive ethos encourages all pupils to treat other people fairly and to show respect to all. This permeates all aspects of school life and is a strength.

The school provides an environment in which pupils feel comfortable. The site and building are safe and there are robust systems in place to monitor visitors to the school. There are effective arrangements to support health and wellbeing, in addition to encouraging all pupils to take part in school activities and activities in the wider community.

The school environment is clean and well-organised. Resources are accessible to all pupils. The school makes efficient use of the physical environment and the school buildings on both sites are used creatively. For example, adventure areas encourage pupils to be daring and co-operate and the nature areas stimulate pupils to enquire about and investigate the natural world.

Outdoor play and learning resources enrich pupils' learning effectively by using entertaining and exciting activities. Displays across the school reflect and celebrate pupils' work successfully.

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

Leadership: Good

The headteacher's leadership is robust and she has a clear vision for developing the school. The headteacher and staff have put a number of robust strategies in place and these systems have succeeded in creating an ethos of co-operating as a team among staff at both sites. Leaders have put effective processes in place to raise the school's standards of attendance and to raise pupils' attainment levels. Staff monitor these processes successfully in order to ensure continuous improvement.

All members of staff have up-to-date job descriptions and they are aware of their roles and responsibilities, which ensures consistent provision across the school. This purposeful provision improves pupils' achievements over time. All staff fulfil their

roles and responsibilities efficiently and support the headteacher and her vision for the future. Staff meetings focus regularly on analysing the school's performance data, and set measurable targets for improvement in order to raise pupils' standards. Staff review progress towards achieving the priorities in the development plan successfully in order to ensure that the school moves forward with continuous improvements.

Leaders pay good attention to national priorities. The school implements the requirements of the Literacy and Numeracy Framework sensibly and this has a positive effect on pupils' standards. The principles of the Foundation Phase are in place and are implemented effectively, especially in the outdoor area.

Governors are very supportive and challenge the leadership purposefully. The governing body receives comprehensive reports about the school's performance which equips them to implement consistent improvements. A number of governors visit the school regularly to improve their understanding of the daily work, such as monitoring teaching and ensuring consistency in provision. Their understanding of the school's performance data is sound, which enables them to set an effective strategic direction.

Improving quality: Good

The headteacher and governors have established robust arrangements to monitor standards of teaching and learning across the school. This is done by observing lessons and scrutinising pupils' books, which drives improvement. Monitoring reports are detailed and analytical, and identify strengths and areas for development clearly. The outcomes of the monitoring process are discussed and evaluated with individuals, in staff meetings and with governors. They feed effectively into the school's self-evaluation arrangements successfully.

The school's self-evaluation structure is diligent and thorough and based on a wide range of evidence, including attainment data, outcomes of monitoring processes, responses to pupils' questionnaires, and the views of governors and parents. Leaders use the information to set priorities for improvement effectively.

The self-evaluation report gives a clear picture of the effect of provision and leadership on pupils' standards and wellbeing. By being evaluative, it provides an accurate assessment of the school's strengths and areas to be developed. As a result, leaders know the school well. The school development plan focuses clearly on raising standards and identifies in detail which aspects are to be achieved each term.

Partnership working: Good

The school works effectively with a range of partners. Successful partnerships with specialist agencies and the local authority have a positive effect on pupils' wellbeing and attainment, by targeting individuals who have needs with effective intervention sessions.

Pupils' contribution towards community activities, along with the extensive number of visitors to the school, enriches learning experiences successfully. Pupils take part in the Eisteddfod and nearby shows and contribute regularly to services in local places of worship. This develops pupils' beneficial understanding of the importance of the local community. Very strong links with parents add to pupils' understanding of their locality, improve their awareness of charity work and support the school's work outdoors.

Successful co-operation with the local authority's welfare officers has led to improving the provision for a cohort of pupils with additional needs, as well as raising the school's recent attendance rate considerably. Effective links with the nursery group, which is based on the school site, contribute purposefully to ensuring that pupils settle in quickly in the Foundation Phase. The school has successful partnerships with the local secondary schools. Arrangements for transition visits, in addition to an effective programme of transition work, ensure a smooth transfer.

The school co-operates successfully with schools in the cluster and the secondary school as part of the local authority's arrangements for standardising and moderating pupils' work. These processes help teachers to understand better the expected standards at the end of key stages.

Resource management: Good

The school is staffed efficiently to teach the curriculum effectively. Teaching staff and support staff co-operate robustly as a team. This is a strength at the school. Teachers make appropriate use of their time for planning, preparation and assessment, which includes travelling from one site to the other in order to provide co-ordinated teaching programmes.

Thorough performance management arrangements contribute to improvements in teaching and learning. They offer opportunities to promote the professional development of staff and assistants through a comprehensive training programme. The headteacher and staff are part of a number of learning networks, which provide a wide range of opportunities for schools to co-operate and for staff to develop their professional skills and knowledge. These have had a positive effect on standards of extended writing, numeracy and thinking skills across the curriculum.

Leaders manage the school's financial resources carefully and ensure that they are linked to the development plan. The budget is monitored suitably by the governors and headteacher in order to prioritise comprehensive provision. Effective use is made of the deprivation grant to target pupils who have needs purposefully through sensible staffing, which has a positive effect on specific pupils' standards of literacy and numeracy.

Considering pupils' achievement, effective provision and robust leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll   70
Pupils eligible for free school meals (FSM) - 3 year average   8.1
FSM band   2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	*	11	8	9
Achieving the Foundation Phase indicator (FPI) (%)	*	81.8	87.5	77.8
Benchmark quartile	*	4	3	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	*	11	8	9
Achieving outcome 5+ (%)	*	81.8	87.5	77.8
Benchmark quartile	*	4	3	4
Achieving outcome 6+ (%)	*	45.5	37.5	22.2
Benchmark quartile	*	2	2	4
Mathematical development (MDT)				
Number of pupils in cohort	*	11	8	9
Achieving outcome 5+ (%)	*	90.9	87.5	88.9
Benchmark quartile	*	3	4	4
Achieving outcome 6+ (%)	*	45.5	50.0	22.2
Benchmark quartile	*	1	1	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	11	8	9
Achieving outcome 5+ (%)	*	100.0	100.0	100.0
Benchmark quartile	*	1	1	1
Achieving outcome 6+ (%)	*	54.5	37.5	44.4
Benchmark quartile	*	3	4	4

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6672372 - RHOS HELYG

Number of pupils on roll	70
Pupils eligible for free school meals (FSM) - 3 year average	8.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	*	16	15	14
Achieving the core subject indicator (CSI) (%)	*	100.0	86.7	92.9
Benchmark quartile	*	1	4	3
English				
Number of pupils in cohort	*	16	15	14
Achieving level 4+ (%)	*	100.0	86.7	85.7
Benchmark quartile	*	1	4	4
Achieving level 5+ (%)	*	37.5	60.0	50.0
Benchmark quartile	*	3	1	2
Welsh first language				
Number of pupils in cohort	*	16	15	14
Achieving level 4+ (%)	*	87.5	86.7	92.9
Benchmark quartile	*	3	3	3
Achieving level 5+ (%)	*	37.5	46.7	50.0
Benchmark quartile	*	2	2	1
Mathematics				
Number of pupils in cohort	*	16	15	14
Achieving level 4+ (%)	*	100.0	86.7	100.0
Benchmark quartile	*	1	4	1
Achieving level 5+ (%)	*	31.3	40.0	42.9
Benchmark quartile	*	4	3	3
Science				
Number of pupils in cohort	*	16	15	14
Achieving level 4+ (%)	*	100.0	86.7	100.0
Benchmark quartile	*	1	4	1
Achieving level 5+ (%)	*	37.5	46.7	*
Benchmark quartile	*	3	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 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.	25		25	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	25		23	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
			92%	8%		
I know who to talk to if I am worried or upset.	25		24	1		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	25		25	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.	25		25	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	25		24	1		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	25		25	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.	25		25	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	25		19	6		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			76%	24%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	25		25	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	25		19	6		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			76%	24%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	25		17	8		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			68%	32%		
			84%	16%		

Responses to parent questionnaires

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

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
Overall I am satisfied with the school.	25	19 / 76%	6 / 24%	0 / 0%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	25	20 / 80%	5 / 20%	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.	25	23 / 92%	2 / 8%	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	15 / 60%	10 / 40%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	23	11 / 48%	12 / 52%	0 / 0%	0 / 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	24	18 / 75%	6 / 25%	0 / 0%	0 / 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	17 / 68%	8 / 32%	0 / 0%	0 / 0%	0	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.	23	14 / 61%	7 / 30%	1 / 4%	1 / 4%	2	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.	24	18 / 75%	5 / 21%	1 / 4%	0 / 0%	1	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.	25	20 / 80%	4 / 16%	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.	25	23 / 92%	2 / 8%	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	18 / 75%	6 / 25%	0 / 0%	0 / 0%	1	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.	25	17 / 68%	7 / 28%	1 / 4%	0 / 0%	0	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	21 84%	4 16%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	24	14 58%	10 42%	0 0%	0 0%	1	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.	25	16 64%	9 36%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	13 65%	7 35%	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.	25	17 68%	7 28%	1 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	25	18 72%	7 28%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Nicholas Jones	Reporting Inspector
Buddug Mai Bates	Team Inspector
David Owen Jenkins	Lay Inspector
Paul Thomas	Peer Inspector
Hazel Morgan	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.