



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

A report on

**Ysgol Gynradd Rhosneigr
Rhosneigr
Anglesey
LL64 5XA**

Date of inspection: November 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Gynradd Rhosneigr is in the village of Rhosneigr on the Isle of Anglesey. There are currently 42 pupils on roll. The school admits pupils on a part-time basis into the nursery class in the September following their third birthday. Nearly all pupils are taught through the medium of English with a very few taught through the medium of Welsh. The school identifies 16% of the pupils who speak Welsh fluently. Nearly all the pupils are of white ethnic background.

There are currently two full-time teachers and one part-time teacher at the school teaching in three mixed aged classes. Approximately 7% of pupils are eligible for free school meals, which is considerably lower than the average for Wales.

The school identifies about 19% of pupils as having additional learning needs, which is slightly lower than the average for Wales. Very few pupils have a statement of special educational needs.

The acting headteacher took up her post in September 2015 and the last inspection was in May 2010.

The individual school budget per pupil for Ysgol Gynradd Rhosneigr in 2015-2016 means that the budget is £4,845 per pupil. The maximum per pupil in the primary schools in the Isle of Anglesey is £6,763 and the minimum is £2,889. Ysgol Gynradd Rhosneigr is 15th out of the 47 primary schools in the Isle of Anglesey 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 current performance of the school is good because:

- Most pupils, including those with additional learning needs, make good progress as they move through the school
- Nearly all pupils are enthusiastic learners and have a very positive attitude to their work
- Teachers plan a wide range of stimulating and interesting learning experiences to develop pupils' skills, knowledge and understanding
- Teaching is consistently good
- The school is a pleasant and caring community, which places strong emphasis on the development of pupils' health and wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher provides a clear and purposeful vision, which she shares successfully with staff, governors, pupils and parents
- There is a developing culture of collaboration and teamwork among all staff and a willingness to take on new ideas and ways of working
- Improvement planning identifies appropriate priorities that have a specific focus on raising standards and improving provision
- The school works successfully with a range of strategic partnerships that have a positive impact on standards and pupils' wellbeing
- The school manages its resources well

Recommendations

R1 Further develop pupils' Welsh oral skills

R2 Improve attendance

R3 Improve the progressive development of numeracy skills across the curriculum

R4 Further develop the role of the governing body in holding the school to account

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all pupils who enter the reception class generally have good basic skills. Nearly all pupils across the school are keen and enthusiastic learners and most, including those with additional learning needs, make good progress as they move through the school. In their lessons, and when discussing their work, most pupils recall previous learning well and show a good knowledge and understanding of what they have learnt in work across the curriculum. By the end of key stage 2, most pupils have developed their thinking skills well; they acquire information appropriately and apply it successfully to new situations.

In the Foundation Phase, most pupils have good listening skills and listen well to each other in whole-class sessions and in pairs and group work. They use their speaking skills well to answer questions asked by adults and talk confidently about their learning experiences. By the end of Year 2, many pupils use a wide range of extended vocabulary. In key stage 2, most pupils speak confidently in a wide range of situations. They are keen to talk about their work and they express their opinions well. Many listen well to the ideas of their peers and sustain concentration for appropriate periods.

Most pupils in the Foundation Phase develop their reading skills well. They apply phonic knowledge effectively and develop a range of suitable strategies that enable them to enjoy reading and to develop positive attitudes as readers. By the end of key stage 2, most pupils read confidently with fluency and good comprehension. They enjoy books and reading.

Most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, they sequence short pieces of writing effectively to describe events and to write simple stories and reports. They develop good spelling skills and use punctuation accurately. By the end of key stage 2, most pupils use a suitable range of punctuation with increasing accuracy and write well using a range of sentence structures and interesting vocabulary. Many write confidently and accurately in a variety of forms. They consolidate and improve their writing skills well to produce extended pieces of writing across the curriculum, particularly in thematic work. Standards of handwriting and presentation of pupils' work vary across the school.

Many pupils in the Foundation Phase and key stage 2 make good progress in Welsh. By the end of Year 2, most pupils read and write simple sentences accurately. In key stage 2, most pupils' understanding of sentence patterns and vocabulary is developing well. Most pupils read Welsh books competently with an appropriate level of understanding according to their age and ability. Pupils across the school follow instructions confidently and answer questions when asked; however, they are reluctant to speak Welsh regularly with each other and with adults in and out of the classroom.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. They add and subtract tens and units correctly, double and halve numbers accurately, measure in centimetres and millimetres, recognise two and three-dimensional shapes and their properties and understand simple fractions well. They can present data in the form of a tally chart and block graph, and solve simple mathematical problems. In key stage 2, standards in mathematics lessons are good and most pupils achieve well. They use a wide range of mental calculation strategies to solve number and word problems of increasing difficulty confidently. They use their secure understanding of place value to add, subtract, multiply and divide numbers up to 1,000 accurately. Most have a sound understanding of the relationship between fractions, decimals and percentages. Most pupils use mathematical language correctly in a range of contexts. However, most pupils across the school do not use their numeracy skills consistently across the curriculum.

Over the last four years, pupil numbers in each year group at the end of the Foundation Phase and key stage 2 have been small. This can significantly affect the benchmark performance of the school when compared to similar schools and national percentages. Similarly, the numbers are too small to make reasonable comparisons between pupils who are eligible for free school meals and others.

Over the last four years, when compared with similar schools, pupils' performance at the expected outcome 5 and the higher outcome 6 at the end of the Foundation Phase has placed the school in the top 25% in language every year. For the very few pupils assessed in Welsh as a first language, in the last two years performance placed the school in the top 25% each year. Performance in mathematical development has fluctuated, moving the school between the top 25% and the bottom 25%.

Over the same period, no pupil achieved the higher outcome 6 in Welsh. In mathematical development, pupil performance at the higher outcome placed the school in the top 25% in three out of the four years.

In key stage 2, performance at the expected level 4 in English, mathematics and science has placed the school in the top 25% every year when compared with similar schools. For the very few pupils assessed in Welsh as a first language, the school's performance has placed it in the bottom 25%. The school has not assessed any pupils in Welsh in the last two years.

Over the same period, performance at the higher-than-expected level in English, mathematics and science placed the school in the top 25% and higher 50% in three of the last four years.

Wellbeing: Adequate

Nearly all pupils understand the importance of health eating, drinking and keeping fit. Nearly all pupils feel safe in school and know to whom to turn if they have any worries or concerns.

The standard of behaviour is good and nearly all pupils show respect for each other and for adults. Nearly all pupils are enthusiastic learners who co-operate well when

working in pairs or in groups. Most show positive attitudes and pride in their work and persevere with their tasks for extended periods. By the end of key stage 2, many pupils are beginning to have a better understanding of how well they are doing and what they need to do to improve their work.

Many pupils take full advantage of appropriate opportunities to voice an opinion and express concern. Members of the school council meet regularly and take their responsibilities seriously. They collect fellow pupils' opinions and comments and are proud of their efforts to improve play equipment and influence school meals. They raise money for different charities such as Children in Need successfully. The eco-committee is active in raising awareness of the importance of conserving energy and recycling waste.

Many pupils take an active role in a number of community activities and take pride in the opportunity to participate in village events. A good example of this is the school's involvement in the annual village Remembrance Service.

Most pupils arrive at school punctually. However, in three of the last four years, attendance levels have placed the school in the lower 50% or bottom 25% in comparison with similar schools.

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

The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education well. Teachers plan a wide range of stimulating and interesting learning experiences to develop pupils' skills, knowledge and understanding as they progress through the school.

The school generally responds appropriately to the requirements of the National Literacy and Numeracy Framework in its long-term plans. However, these plans allow more opportunities for pupils to develop their literacy skills than their numeracy skills across the curriculum. There is a relevant range of opportunities for pupils to develop their information and communication technology (ICT) skills in other subjects and learning areas.

The range of extra-curricular activities, including clubs such as the Urdd and visits to interesting places, extends and supports pupils' learning well. Regular homework, using 'learning logs', builds purposefully on what pupils are learning in class.

There is appropriate provision to develop pupils' Welsh language skills. Teachers use Welsh regularly in and out of the classroom but they do not encourage pupils enough to use their Welsh oral skills regularly in a wide variety of contexts. The school promotes pupils' understanding of Welsh culture very well and uses, for example, the work of a local artist as a basis for creative work of a very good standard.

The school promotes sustainable development and global citizenship positively across the curriculum. Pupils have regular opportunities to learn about other countries and cultures such as China, Africa and Australia. There is a well-established eco-committee, which supports pupils' understanding of the importance of recycling, saving energy and improving the environment.

Teaching: Good

The quality of teaching is consistently good across the school. All teachers have a thorough knowledge of the areas of learning and the subjects they teach. They plan their lessons well. Plans are detailed and imaginative and clearly identify learning objectives. Teachers share the learning objectives clearly with the pupils so that they have a good understanding of what they expect them to do during the session. Teachers use a wide range of teaching strategies well and present lessons in a lively and enthusiastic way. Through purposeful intervention and skilful questioning, teachers and support staff extend pupils' knowledge and understanding and develop their learning skills well. All adults are good role models for Welsh.

All staff provide pupils with clear and regular verbal feedback and intervene sensitively when necessary. Teachers mark pupils' work regularly and comment positively on their achievements. In the best practice, marking helps pupils to understand what they need to do to improve their work. Teachers are beginning to encourage pupils to evaluate their own work and that of others and, as a result, many pupils across the school are becoming clearer about their personal targets.

Teachers assess pupils' work regularly and record their progress in detail. They use the school's tracking system effectively to identify pupils' achievements and to plan for the next steps in their learning experiences.

Reports to parents are detailed and informative with good opportunities for both pupils and parents to respond. They meet statutory requirements.

Care, support and guidance: Good

The school is a welcoming, pleasant and caring community, which places a strong emphasis on developing pupils' health and wellbeing. It makes appropriate arrangements for promoting healthy eating and drinking and enables pupils to keep fit. Good examples include encouraging pupils to visit the daily fruit shop and to select healthy options at lunchtime.

Promoting pupils' spiritual, moral, social and cultural development successfully is an integral part of the school day and there are good opportunities for pupils to take on responsibility and to develop a clear understanding of living and working together in a community.

The school has effective links with a range of specialist services and outside agencies such as the education welfare service and school nurse. These links ensure good quality support and guidance to pupils and parents.

The school has effective arrangements for identifying and monitoring pupils with additional learning needs. It identifies pupils' needs at an early stage and puts appropriate intervention strategies in place. These enable pupils to make good progress over time. Individual education plans have clear targets that address the needs of pupils appropriately. Staff involve parents fully when reviewing their child's education plan.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Although the school has worked hard recently to highlight the importance of improving attendance through newsletters and sharing information, attendance rates remain low compared with those of similar schools.

Learning environment: Good

The school is a happy community, which treats pupils equally. There is a clear emphasis on recognising and celebrating diversity and creating an ethos where respect towards one another is a core value. All pupils have equal access to the curriculum and to extra-curricular activities.

The school's accommodation meets the needs of its pupils well. There is sufficient space within classrooms and around the school to deliver all aspects of the curriculum. There are resources of good quality for all areas that support teaching and learning effectively. Good examples of these are the well-equipped school library and resources to develop pupils' ICT skills. Staff have developed the outdoor learning areas appropriately in order to make effective use of the space that is available and to improve pupils' learning and play experiences.

Stimulating and attractive displays of teachers' work and pupils' achievements and successes in classrooms and around the school create an interesting learning environment and support learning effectively. They also encourage pupils to have pride in their work.

The standard of cleanliness is high and staff maintain the school building and grounds well. The school site is safe for pupils.

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

The newly appointed acting headteacher provides a clear and purposeful vision, which she has shared successfully with staff, governors, pupils and parents. In the short time since her appointment she has introduced a number of initiatives to raise standards, particularly in literacy, numeracy and assessment for learning.

A culture of collaboration and teamwork is developing well in the school and all members of staff are aware of their roles and responsibilities. They work well with one another and share a common understanding of the school's priorities for improvement. There is a clear willingness to take on new ideas and ways of working. This has already resulted in an improvement in pupils' ability to assess their own work and the work of others.

Governors support the school well. Their recent curricular responsibilities are beginning to give them a better understanding of data from national tests and assessments, the school's performance relative to that of other similar schools, the school's current strengths and shortcomings and its future priorities. However, governors' ability to challenge the school and hold it to account for its performance is at an early stage of development.

The school responds positively to local and national educational initiatives, particularly with regard to raising standards in literacy and numeracy and in implementing the Welsh Language Charter.

Improving quality: Good

The self-evaluation report is clear and identifies appropriate priorities well, which have a specific focus on raising standards and improving provision.

In compiling the self-evaluation report, the acting headteacher has established a purposeful approach to which all members of staff, governors, pupils and parents contribute usefully. The process uses performance data, book scrutiny and lesson observations effectively to identify strengths and areas for development.

There is a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan is comprehensive, identifies relevant and specific targets and includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff's responsibilities, funding requirements and methods for monitoring progress.

Partnership working: Good

The school works effectively with its partners in supporting pupils' learning and wellbeing. There are strong links with both parents and the local community, and the school benefits well from the substantial sums of money raised each year to improve resources and pay for educational visits.

There are good links with the pre-school nursery group that meets on the school site. Activities such as joint discos help pupils to transfer confidently to the nursery class. The school has a very successful partnership with the local secondary school. There are strong transition arrangements in place, which enable pupils to transfer smoothly to their next stage of learning.

The school co-operates closely with other local primary schools to plan jointly and exchange good practice. Standardisation and moderation of pupils' work have been a positive process, helping teachers to gain a better understanding of the standards expected at the end of key stage 2.

The school has good links with a range of community organisations such as the local churches. Members of different denominations visit the school regularly to participate in acts of collective worship. This makes a valuable contribution to pupils' spiritual and moral development. Other work, such as producing a mosaic at the local Boat Pool Outlook, helps to develop pupils' understanding and appreciation of a range of different activities that go on in their village.

Resource management: Good

The school has enough experienced teachers and learning support assistants to meet the needs of all pupils well. Learning support assistants offer valuable support to teachers and have a positive influence on improving pupils' attainment.

There are appropriate arrangements in place for managing teachers' performance. All teachers benefit from suitable training, which is organised on the basis of the school's needs and priorities. All teachers have appropriate planning, preparation and assessment arrangements.

The school is part of an effective learning community. This provides a good opportunity for teachers to share good practice and develop new ideas, which have a positive impact on pupils' standards and wellbeing. These include work associated with improving pupils' extended writing skills and developing a comprehensive transition programme for pupils when they move to the secondary school.

The headteacher and governors monitor and manage expenditure carefully. The school makes good use of the Pupil Deprivation Grant. This has resulted in improved support for pupils who are eligible for free school meals in order to develop their literacy and numeracy skills.

In view of the school's good provision and the standards that pupils achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

6602164 - Ysgol Gynradd Rhosneigr

Number of pupils on roll	56
Pupils eligible for free school meals (FSM) - 3 year average	10.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	6	9	7	6
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	85.7	83.3
Benchmark quartile	1	1	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	6	9	6	5
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	50.0	55.6	50.0	60.0
Benchmark quartile	1	1	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	6	9	7	6
Achieving outcome 5+ (%)	100.0	100.0	85.7	83.3
Benchmark quartile	1	1	4	4
Achieving outcome 6+ (%)	66.7	55.6	28.6	50.0
Benchmark quartile	1	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	6	9	7	6
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	50.0	44.4	71.4	66.7
Benchmark quartile	2	3	1	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.

6602164 - Ysgol Gynradd Rhosneigr

Number of pupils on roll	56
Pupils eligible for free school meals (FSM) - 3 year average	10.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	10	5	10	6
Achieving the core subject indicator (CSI) (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
English				
Number of pupils in cohort	10	5	10	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	50.0	*	*	*
Benchmark quartile	1	*	*	*
Welsh first language				
Number of pupils in cohort	10	5	*	*
Achieving level 4+ (%)	30.0	20.0	*	*
Benchmark quartile	4	4	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	10	5	10	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	50.0	*	*	*
Benchmark quartile	1	*	*	*
Science				
Number of pupils in cohort	10	5	10	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	70.0	*	*	*
Benchmark quartile	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 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.	26	25 96%	1 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	26	24 92%	2 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.	26	26 100%	0 0%	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	26	24 92%	2 8%	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.	26	23 88%	3 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	26	25 96%	1 4%	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.	26	26 100%	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.	26	25 96%	1 4%	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.	26	23 88%	3 12%	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.	26	25 96%	1 4%	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.	25	23 92%	2 8%	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	25	23 92%	2 8%	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 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.	16	11 69%	4 25%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	15	11 73%	3 20%	0 0%	1 7%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	16	11 69%	5 31%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	16	8 50%	8 50%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	16	10 62%	5 31%	1 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	15	10 67%	5 33%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	11 73%	4 27%	0 0%	0 0%	0	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.	14	8 57%	6 43%	0 0%	0 0%	2	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	15	9 60%	5 33%	1 7%	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.	16	7 44%	7 44%	1 6%	1 6%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	14	10 71%	3 21%	1 7%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	9 64%	5 36%	0 0%	0 0%	2	Mae fy mhentyn 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.	16	6 38%	9 56%	1 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	16	9 56%	7 44%	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.	16	6 38%	7 44%	3 19%	0 0%	0	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.	16	8 50%	8 50%	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.	12	5 42%	7 58%	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.	15	6 40%	6 40%	2 13%	1 7%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	14	8 57%	6 43%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Arolygydd Cofnodol
Hazel Hughes	Arolygydd Tîm
David Owen Jenkins	Arolygydd Lleyg
Melfyn Wyn Hopkins	Arolygydd Cymheiriaid
Lynsey Harper	Enwebai

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.