A report on

**Ysgol Llanbedr
Llanbedr
Ruthin
Denbighshire
LL15 1SU**

Date of inspection: February 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 11/04/2017

Context

Ysgol Llanbedr Church in Wales Primary School is in the village of Llanbedr Dyffryn Clwyd near Ruthin in Denbighshire. There are currently 45 pupils at the school, including nine part-time pupils who attend the nursery provision. There are two mixed-age classes. Around 9% of pupils are eligible for free school meals. This is much lower than the national average of 20%. The school identifies 21% of pupils as having additional learning needs. This figure is slightly lower than the national average of 25%. All pupils are of white British ethnicity and nearly all speak English as their main language. A very few pupils speak Welsh as a first language at home.

In 2013, the Denbighshire local authority carried out a review of primary provision in the Ruthin area and proposed the closure of Ysgol Llanbedr. The Welsh Government rejected this proposal in January 2015. In February 2015, the local authority announced a second proposal to close Ysgol Llanbedr. At the time of the inspection, the outcome of this proposal is pending.

There have been seven different headteachers since the school's last inspection in June 2009. In January 2016, the diocese asked the headteacher of another Church in Wales school in Denbighshire to be the acting headteacher of Ysgol Llanbedr. The schools have worked collaboratively since this time but have not established a formal federation. The school retains its own governing body. The headteacher shares her time equally between the two school sites. There is an assistant headteacher who provides leadership at the school when the acting headteacher is off site.

The individual school budget per pupil for Ysgol Llanbedr Church in Wales Primary School in 2016-2017 means that the budget is £6,473 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,267 and the minimum is £3,066. Ysgol Llanbedr Church in Wales Primary School is second out of the 46 primary schools in Denbighshire 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 make good progress and achieve well as they move through the school
- Standards of literacy and mathematics are good
- Nearly all pupils behave very well in lessons and around the school
- Nearly all pupils are keen to learn and to succeed in lessons
- Learning experience engage pupils and meet their needs well
- There is a strong emphasis on developing pupils' creative skills
- Most teaching is good
- Provision for pupils with additional learning needs is effective
- The school places a high priority on the wellbeing of all pupils
- The school is a friendly and inclusive learning community

Prospects for improvement

The school's prospectus for improvement are good because:

- School leaders have a clear vision for continuous improvement
- The acting headteacher provides strong leadership
- The governing body is highly influential in setting the strategic direction for the school
- Staff work well together to create a supportive whole school ethos
- The school implements national and local priorities successfully
- Processes for planning for improvement are effective and bring about positive change, for example in raising standards in reading and mathematics
- A wide range of effective partnerships benefit all pupils
- Collaborative work with a partner school has a positive impact on the school's work
- Resource management is effective

Recommendations

R1 Raise standards in Welsh

R2 Strengthen the role of pupil voice groups

R3 Improve provision for numeracy across the curriculum

R4 Ensure that monitoring activities focus robustly on evaluating pupils' standards

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils enter the school with skills that are equal to or slightly above average for their age. Most make good progress as they move through the school. Pupils with additional learning needs make good progress in relation to their individual learning targets.

The speaking and listening skills of most pupils are strong. In the Foundation Phase, they use these skills effectively, for example when discussing how to write a persuasive letter. In key stage 2, most pupils listen attentively and respond well to questions. For example, they explain in detail the strategies they use to solve mathematical problems.

In the Foundation Phase, most pupils read well. Year 2 pupils use their knowledge of phonics and strategies such as re-reading to decipher unknown words and establish meaning. More able use punctuation effectively to read with expression. However, pupils do not have a secure enough understanding of how to use non-fiction books. By Year 6, most pupils read fluently with expression and understanding. They use contextual clues successfully to work out the meaning of difficult words. Most pupils in key stage 2 use their reading skills well to access other areas of learning. Most pupils write well. In the Foundation Phase, they write for a good range of purposes, for example to re-tell traditional tales or to write an information booklet for 'Eric the Alien'. They spell words with increasing accuracy. In key stage 2, most pupils have a secure understanding of the features and purposes of different types of writing. For example, they write informal letters and diary entries well. Many pupils show good levels of stamina for writing and produce interesting extended pieces of work. They present their written work neatly. Most pupils, of all ages, generally use their writing skills at an appropriate level in their topic work. However, pupils do not always use punctuation well enough in their written work in literacy and or in topic lessons.

Standards in mathematics are good. Nearly all Year 2 pupils read, write and order numbers to 100 accurately. They double and halve two-digit numbers successfully. Most pupils have secure understanding of basic fractions such as a half and a quarter. They collect and present data appropriately in tally charts and graphs. In key stage 2, most pupils have strong number skills and use a range of strategies well. For example, they use the grid method successfully to multiply large numbers. They make steady progress in developing their understanding of equivalent fractions as percentages and decimals. Most pupils use their mathematical skills well to solve word problems. However, in both key stages, pupils do not regularly use their number skills at a similar standard in their work across the curriculum.

Most pupils make worthwhile progress in using their information and communication technology (ICT) skills. In the Foundation Phase, many pupils create graphs using suitable software packages and use tablet devices to take photographs successfully. In key stage 2, most pupils use the features of software well, for example to

incorporate text and images in presentations. They control digital images successfully by writing codes. They make effective use of a learning platform, for example to share their work with pupils from another local school. Across the school, most pupils know how to stay safe when using the internet. However, pupils' skills in working with databases are at an early stage of development.

Standards in Welsh across the school are adequate. Many pupils have positive attitudes to learning Welsh. In the Foundation Phase, they pronounce basic words and phrases appropriately, for example when responding to questions or instructions from adults. They write suitably to produce short pieces of information about themselves. In key stage 2, many pupils use a limited range of vocabulary and sentence patterns when speaking. They read enthusiastically but only a minority show a good understanding of what they have read. Very few pupils use Welsh independently outside of Welsh lessons.

The small number of pupils at the end of both key stages means that it is difficult to identify trends in pupil performance or to draw valid conclusions about the school's performance in comparison with other similar schools. However, the available data shows that pupils generally do well in teacher assessments at the end of the Foundation Phase in both literacy and mathematical development. In two of the last four years, there have been no pupils in Year 6.

Small numbers make comparison of the performance of pupils eligible for free school meals against that of other pupils invalid.

Wellbeing: Good

Nearly all pupils feel safe in school and know where to turn if they are worried or upset. They understand the importance of a healthy diet and of taking regular exercise. Many pupils develop a wide range of interests during their time at school. This helps them to develop good levels of self-esteem, for example through learning a musical instrument or singing in the choir.

Nearly all pupils behave very well in lessons and around the school. They show high levels of care and consideration for each other and collaborate well when working in groups. They are polite and respectful when interacting with adults. Nearly all pupils are keen to learn and to succeed in lessons. They sustain high levels of interest in most tasks. Many pupils are developing a useful range of strategies to help them reflect on their work and to identify how to improve it.

Older pupils are keen to take on additional responsibilities. For example, they give valuable support when helping pupils in the Foundation Phase improve their reading skills. Across the school, pupils contribute valuable ideas about what they would like to learn in topics. The school council and the eco-committee work enthusiastically to raise money for charity and to recycle waste materials. Overall, these groups enable pupils to contribute appropriately to decisions about school life. However, they do not work with sufficient independence and rely too heavily on adult support. Generally, rates of pupil attendance in recent years have been below the median when compared to those in similar schools. However, this is largely due to very low pupil numbers. Rates of pupil attendance are improving steadily. The most recent data places the school in the top 25% when compared with similar schools. Nearly all pupils are punctual at the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that meets all statutory requirements. Teachers plan a good range of learning experiences in topics, such as 'Earth Matters' and the 'Second World War'. These experiences engage nearly all pupils in learning and meet their developmental needs successfully.

Teachers have recently adapted their planning to develop pupils' skills more progressively. Provision for pupils to use their literacy and ICT skills across the curriculum is effective. Arrangements to develop specific reading skills in guided reading sessions are successful. A broad and carefully planned range of opportunities supports most pupils to learn how to write for different purposes and audiences effectively. Teachers ensure that ICT activities link well to other areas of learning. For example, they challenge pupils to create presentations when learning about volcanoes and to prepare written work to share with peers in another local school. There are limited opportunities for pupils to work with databases. Teachers and support staff provide worthwhile intervention programmes for pupils who require support to improve their basic skills in literacy and numeracy. However, there are too few planned opportunities for pupils to use their numeracy skills across the curriculum at an appropriately challenging level.

A diverse range of extra-curricular clubs and educational visits enrich pupils' learning experiences successfully. For example, the computer club, 'drumming and strumming' and the book club contribute well to developing pupils' skills. The school places a high priority on developing pupils' creativity and cultural awareness. Pupils have frequent opportunities to sing, to play musical instruments, to attend concerts and drama and art workshops. This is a strength at the school.

Work with local artists, poets and musicians as well as visits to places such as the Llangollen international eisteddfod and residential trips to Urdd centres are beneficial. They provide valuable opportunities for pupils to learn about their locality and the history and culture of Wales. Planning for the development of pupils' Welsh as a second language is appropriate. It supports pupils to make adequate progress in developing their speaking, reading and writing skills.

The school promotes sustainable development appropriately, for example by composting school waste and growing vegetables. The curriculum provides pupils with suitable opportunities to learn about different cultures and the world around them, for example by comparing their lives with those of children in Lesotho and by writing to children in Germany.

Teaching: Good

Most teaching is effective and supports pupils to make good progress in their learning. There are positive and respectful working relationships between staff and pupils. All staff manage pupils' behaviour well. Teachers plan activities that capture and sustain pupils' interests well. Most lessons progress at a lively pace and meet the needs of the wide variety of ages and abilities in each class. Teachers generally

provide a good balance of adult directed and child led activities. However, in a few instances adults provide too much direction during focused activities and Welsh language lessons. This limits pupils' ability to use their independent learning skills effectively.

Most teachers have clear expectations of what pupils will learn during lessons. They explain tasks clearly. This helps pupils to understand how to succeed in their work. Teachers and teaching assistants provide constructive verbal feedback to pupils during lessons. They regularly ask suitable questions to extend learning and intervene at appropriate times to support those in need of help. Teachers mark pupils' work conscientiously and praise what pupils do well. However, written comments do not always identify clearly enough what pupils should do to improve the quality of their work. Pupils receive beneficial opportunities to assess their own work and that of their peers. Useful target books help pupils to monitor their progress against improvement goals.

Teachers monitor pupil progress carefully. There are suitable arrangements to ensure that teachers make accurate end of key stage assessments of pupils' standards. Parents receive valuable information about their child's progress through regular parents' meetings and detailed annual reports.

Care, support and guidance: Good

The school places a high priority on the wellbeing of all its pupils. There are appropriate arrangements to promote healthy eating and drinking. Pupils benefit from regular opportunities to exercise in lessons and extra-curricular clubs.

Teachers and staff promote pupils' moral development well, through fostering values such as honesty, fairness and principles that help pupils to distinguish right from wrong. There is good provision to encourage pupils' social and cultural development, with opportunities for pupils to contribute to their local community, such as through charity walks and visits to local country parks. Regular collective worship and religious education lessons provide worthwhile opportunities for pupils to develop their spiritual awareness and to reflect on their own and others' beliefs.

Teachers and staff make good use of professional support and guidance from specialist services to promote pupils' wellbeing and their personal and social development. For example, close co-operation with the welfare, health and voluntary services assists staff in supporting pupils' individual needs well. The local police and health professionals support the school's personal and social education programme well, particularly in relation to personal safety.

Provision for pupils with additional learning needs is effective. Teachers and support staff know their pupils and their needs well. They deliver intervention programmes successfully. There are suitable individual education plans in place for pupils. Generally, teachers link pupils' classroom tasks with the targets in their individual education plans appropriately. These arrangements allow most pupils to make good progress in relation to their ability and agreed targets. The school communicates well with parents, who participate fully in the review of their child's progress.

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

Learning environment: Good

The school is a friendly and inclusive learning community. It places considerable importance on promoting a sense of belonging and developing positive values amongst staff and pupils. For example, regular acts of collective worship raise pupils' awareness of the importance of friendship, fairness and tolerance well. The school ensures that all pupils have equal access to all aspects of its provision.

Teachers make effective use of the school buildings and grounds. For example, the creative use of the Foundation Phase area ensures that pupils have a broad range of learning experiences in all aspects of the curriculum. Staff use small rooms well for creative activities such as music lessons. Plenty of good quality resources, such as reading materials and tablet devices, support teaching and learning successfully. Displays, particularly in the Foundation Phase, celebrate pupils' progress and achievement well.

The outdoor environment is attractive and staff use the outdoor spaces well to enhance pupils' learning experiences. The school site is secure and well maintained.

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

Leadership: Good

In a relatively short time, since establishing collaborative working arrangements with another local church school, leaders have provided strong strategic leadership for the school. They have worked closely with governors, staff and parents to establish a successful vision for continuous improvement.

Staff work well together to create a supportive whole school ethos based on good teamwork. The clear staffing structure provides a suitable distribution of leadership responsibilities. Staff undertake their leadership roles conscientiously and this has been effective in, for example, developing the outdoor learning environment for pupils and raising the standard of reading.

There are regular, well-organised meetings that include a strong focus on school improvement. These include useful opportunities for staff to share their learning following professional development activities. The school implements national and local priorities effectively, for example the literacy and numeracy framework and targeted support for more able pupils.

The governing body is highly influential in setting the strategic direction for the school. Governors have taken a lead role in establishing the current successful leadership arrangements. A joint committee with the governing body of the collaborating school is particularly effective in supporting joint school improvement. Governors have a highly developed understanding of the work of the school and the standards that pupils achieve. They use their knowledge well to provide appropriate support and challenge for the school leaders. For example, they challenge leaders in relation to rates of pupil attendance. This has supported recent improvements in this aspect of the school's work.

Improving quality: Good

The school has established and effective procedures for planning for improvement. All staff and governors participate in useful self-review discussions. The school seeks the views of all parents and pupils through regular questionnaires and uses the information provided to implement improvements. Most recently this has led to the development of homework provision and providing parents with termly curriculum plans. As part of the self-review process, leaders make effective use of the detailed analysis of school data, the results of national tests and the monitoring of pupil progress. The process also includes a range of suitable activities, such as monitoring of lessons and the scrutiny of pupils' work. However, monitoring does not focus sufficiently on the standards that pupils achieve or the progress that they make, for example during observations of lessons.

The self-evaluation report provides a concise overview of the school's work and identifies accurately the main areas for improvement. There are clear links between areas highlighted for improvement in the report and priorities in the school improvement plan. All staff have aspects of school improvement on which to lead and play a full role in bringing about improvements. Leaders rigorously monitor progress in addressing the priorities each half term and evaluations show that the school is successful in achieving improvements. Recent work on school priorities has raised standards in reading and improved performance in mathematics, particularly for those pupils who are more able.

Partnership working: Good

The school collaborates well with a wide range of partners and they make a strong contribution to improving pupils' standards and wellbeing. Close joint working with another local church school has very beneficial impact on improving leadership and provision. For example, the schools share learning resources and staff work together well to plan, manage, and quality assure provision. They pool their funding to secure better efficiency when purchasing services and resources and use these savings to extend pupils learning opportunities, for instance through curriculum visits. Pupils are beginning to benefit from this collaboration, which provides greater interaction with peers of their same age group to compete in sporting and performing events. They have worthwhile opportunities to develop their ICT skills through uploading their work to a common platform. This enables pupils to give and receive useful feedback on their work from their peers in the collaborating school.

The partnership with parents is a strong feature of the school. Parents are very supportive and appreciate the regular information they receive through weekly newsletters and regular updates to the school's social media sites. The active parent-teacher association makes a significant contribution to help the school extend the resources available for pupils.

Pupils take part regularly in concerts, eisteddfodau and activities for the elderly in the community and local churches. These experiences reinforce their understanding of the importance of contributing positively to their local community. The school makes effective use of volunteers who listen to pupils read. They contribute effectively to developing pupils' self-confidence and interest in books.

There is a strong partnership with the on-site pre-school group, 'Munchkins'. Pupils benefit from joining the school for activities such as assembly, story time and transition days. This helps them settle into the school quickly. There are close links with the local secondary school, which help prepare pupils well for the next stage of their education. The school works well with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work. This has improved teachers' understanding of the standards expected at the end of the Foundation Phase and key stage 2.

Resource management: Good

There are sufficient, well-qualified teaching and support staff to ensure the successful delivery of the curriculum. Leaders deploy staff carefully to make best use of their experience and expertise. This has a positive impact, for example, on the provision for music and support for pupils in the Foundation Phase.

All staff have access to relevant professional development. Many attend courses that support them in successfully developing their leadership roles. Arrangements for the observations of lessons in other classes by teachers provide valuable opportunities to share good practice. All staff are involved fully in the effective process of performance management. The setting of performance management targets supports school improvement and personal development effectively. For instance, the process has contributed well to the development of the Foundation Phase outdoor learning area.

The headteacher and governors monitor spending rigorously and have a clear, long-term financial plan for the school. Close working with the collaborating school is highly effective in improving financial and resource efficiencies. For example, a shared secretary across the two sites is highly beneficial. Leaders allocate appropriate funding to support priorities for improvement. The school makes good use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals. In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6633044 - Ysgol Llanbedr

Number of pupils on roll   35
Pupils eligible for free school meals (FSM) - 3 year average   9.1
FSM band   2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	6	4	7	3
Achieving the Foundation Phase indicator (FPI) (%)	83.3	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	6	4	7	3
Achieving outcome 5+ (%)	83.3	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	33.3	25.0	57.1	100.0
Benchmark quartile	3	4	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	4	7	3
Achieving outcome 5+ (%)	83.3	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	16.7	25.0	57.1	100.0
Benchmark quartile	4	4	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	6	4	7	3
Achieving outcome 5+ (%)	83.3	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	66.7	50.0	100.0	100.0
Benchmark quartile	2	3	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.

There are very small cohorts in many of the years of key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

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

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	15		15	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	15		15	0		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			100%	0%		
			92%	8%		
I know who to talk to if I am worried or upset.	15		15	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	15		15	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.	15		15	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	15		15	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	15		15	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.	15		15	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.	15		14	1		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			93%	7%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	15		15	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.	15		14	1		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			93%	7%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	15		15	0		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			100%	0%		
			84%	16%		

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses 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.	37	33 89%	4 11%	0 0%	0 0%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	37	33 89%	4 11%	0 0%	0 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	37	35 95%	2 5%	0 0%	0 0%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	37	31 84%	6 16%	0 0%	0 0%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	37	32 86%	5 14%	0 0%	0 0%	0		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	37	29 78%	7 19%	0 0%	0 0%	1		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	37	31 84%	5 14%	0 0%	0 0%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	37	27 73%	6 16%	0 0%	1 3%	3		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	37	28 76%	9 24%	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.	37	35 95%	2 5%	0 0%	0 0%	0		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%			
My child is safe at school.	37	34 92%	3 8%	0 0%	0 0%	0		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	37	27 73%	8 22%	0 0%	0 0%	2		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%			

	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 am kept well informed about my child's progress.	37	25 68%	11 30%	1 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	37	28 76%	9 24%	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.	37	19 51%	17 46%	0 0%	0 0%	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.	37	29 78%	7 19%	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.	37	20 54%	6 16%	0 0%	0 0%	11	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.	37	35 95%	2 5%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	37	33 89%	4 11%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mr Richard Lloyd	Reporting Inspector
Mrs Linda Williams	Team Inspector
Mr Kenneth Dackevych	Lay Inspector
Mr Tony Bate	Peer Inspector
Ms Suzanne Van Loock (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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