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

A report on

**Ysgol Llanfair Talhaiarn
Llanfair Talhaiarn
Abergele
Conwy
LL22 8SD**

Date of inspection: January 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: 17/03/2017

Context

Ysgol Gynradd Talhaiarn is situated in the village of Llanfair Talhaiarn near Abergele, Conwy. The school is naturally bilingual and serves the village and the surrounding rural area.

It is an English-medium school, in the main, and extensive use is made of the Welsh language. Both languages are used to communicate with pupils and in the school's administration.

There are 44 pupils between 3 and 11 years old on roll, including six nursery age pupils. The school has three mixed-age classes. Approximately 20% of pupils come from Welsh-speaking homes. Very few pupils are from ethnic minority backgrounds.

Approximately 19% of pupils are eligible for free school meals. Twenty-eight per cent (28%) of pupils are on the school's additional learning needs register. There are no pupils with a statement of special educational needs.

The headteacher was appointed in September 2016. The school was last inspected in February 2009.

The individual school budget per pupil for Ysgol Gynradd Talhaiarn in 2016-2017 is £4,782. The maximum per pupil in primary schools in Conwy is £14,063 and the minimum is £3,225. Ysgol Gynradd Talhaiarn is in 16th place of the 55 primary schools in Conwy in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Most pupils achieve a high level of bilingualism and, by Year 6, change freely from one language to the other when discussing their work
- Most pupils apply their literacy and numeracy skills effectively across the curriculum
- Pupils' behaviour is one of the school's strengths, and most show good levels of motivation, interest and pride in their work
- Teachers provide a rich range of interesting learning experiences that engage most pupils' interest effectively
- There is a good working relationship between staff and pupils in all classes, which creates an inclusive and homely ethos in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision based on ensuring high standards and good wellbeing for pupils
- The headteacher has conveyed the vision successfully to staff, parents and governors
- Responsibilities are defined clearly and there is an ethos of co-operation between staff
- The governing body is knowledgeable, challenges the school and holds it to account effectively for its performance
- There are robust self-evaluation procedures that ensure an accurate understanding of the school's strengths and areas for improvement
- The school development plan includes detailed strategies to address what needs to be achieved in relation to raising standards
- There are successful partnerships with parents, the local community and other organisations

Recommendations

R1 Ensure that pupils in key stage 2 produce extended pieces of writing across the curriculum more often

R2 Strengthen provision to develop pupils' information and communication technology (ICT) skills across the curriculum

R3 Ensure that best practice in assessment for learning is implemented consistently

R4 Ensure appropriate opportunities for members of staff to familiarise themselves with their leadership roles and develop them further

R5 Create opportunities for teachers to exchange good practice beyond the school

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils enter the school with literacy and numeracy skills that are similar to those expected of pupils their age. During their time at the school, most pupils, including those with additional learning needs, make sound progress and achieve well.

The oral English skills of most pupils in the Foundation Phase are developing effectively. They listen attentively and, by the end of the phase, speak confidently about their work and experiences. Most pupils in key stage 2 communicate clearly and confidently in class discussions. By Year 6, most discuss aspects of their work intelligently and use appropriate vocabulary, for example when comparing man-made and physical features of areas in Wales and Italy.

Most pupils in the Foundation Phase make good progress in developing their English reading skills. Pupils in the early years of the phase have a good understanding of the relationship between letters and sounds, and they use it well to read unfamiliar words. By Year 2, most read fluently and discuss the content of text meaningfully. Most pupils in key stage 2 read correctly and confidently and their understanding of what they are reading is sound. They apply their reading skills well to support their work in a range of subjects. By Year 6, most express an opinion about books and describe the main characters and sequence of events within stories meaningfully. They use different reading strategies skilfully to find information to support their work across the curriculum, for example when studying the events that led to the Second World War.

Most pupils in the Foundation Phase make sound progress in their English writing skills. By Year 2, they write effectively for different purposes across the curriculum, for example when writing about a visit to a local surgery. More able pupils use a rich range of words and phrases in order to persuade, for example when trying to attract visitors to Brazil. By the end of key stage 2, most pupils vary their sentences and use an increasing range of relevant vocabulary effectively. Most choose interesting vocabulary and spell, punctuate and paragraph correctly. They apply a variety of sources to gather information, for example when creating an argument for or against keeping animals in a zoo. Most write good quality extended pieces, for example when writing an imaginary newspaper article following a burglary. However, they do not create extended pieces that are appropriate for their ability across the curriculum often enough. Most pupils' work is presented neatly.

Most pupils in the Foundation Phase show a sound grasp of number facts that are appropriate for their age, and use information effectively to solve number problems in their activities. By Year 2, many use a range of measuring skills correctly, for example when measuring objects in the classroom. Most use money confidently when paying for items in a shop. They analyse and present information effectively, for example when using a grid reference to arrange the Little Red Riding Hood's journey through the forest to her grandmother's house. Most pupils in key stage 2

have a sound grasp of an appropriate range of number skills. By Year 6, they use a wide range of methods to calculate mentally and on paper confidently. They apply numeracy skills effectively when solving problems, for example when weighing food rations in order to see exactly how much a child would get during the Second World War.

Most pupils develop their ICT skills appropriately in areas of learning and across the curriculum. They use ICT packages to make good presentations of their work, for example when Year 2 pupils combine pictures with text to re-tell a story about an unusual elephant. Most pupils in key stage 2 use word processing programs confidently, for example when presenting their work on Fair Trade. They have sound knowledge of e-safety and use the internet safely and effectively to search for information, for example when creating a fact file on different animals. Many pupils in key stage 2 gain a competent understanding of how to feed a database to create graphs and charts, for example when comparing the temperature over a period of time. However, very few develop a good understanding of how to handle data or create spreadsheets to model real life situations.

The oral Welsh of pupils in the Foundation Phase is developing well, and learners from non-Welsh speaking homes learn the language quickly. By Year 2, most pupils respond well in the class and contribute answers in Welsh enthusiastically. Many read an appropriate range of Welsh books and write an increasing range of simple sentences independently, and a majority of common words are spelled correctly. By the end of key stage 2, most pupils have made significant progress in their proficiency to use the language in different curricular contexts. They communicate clearly and confidently in Welsh and join in with class discussions enthusiastically. Many conduct an extended conversation confidently in various situations. By Year 6, most reach a good standard of bilingualism and change freely from one language to the other when discussing their work. Many read correctly and meaningfully, and write to a good standard by using correct language patterns and interesting adjectives, for example when writing a portrayal of their school friends. The best write to a high standard across a range of subjects, for example when recording an investigation in science.

Over recent years, there has been a relatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy and mathematical development at the expected outcome and the higher outcome has varied and there is no overall pattern.

At the end of key stage 2, over a period of four years, pupils' performance at the expected level in English, Welsh, mathematics and science has varied in comparison with that of similar schools and there is no overall pattern. At the higher level, there has been an upward trend over the same period. This has usually placed the school in the top 25% in comparison with similar schools in the last two years.

Because pupil numbers are so small, comparisons between the performance of boys and girls, and pupils who are eligible for free school meals are not reliable.

Wellbeing: Good

Pupils enjoy the school's life and work and feel safe there. They are confident that staff would deal effectively with any threats to their health and safety. Most pupils are aware of the importance of eating healthily, drinking water and the need to exercise.

One of the school's strengths is nearly all pupils' good behaviour. They are courteous and welcoming towards visitors and are very caring of each other during lessons and at playtime. Nearly all pupils' social and life skills are good. Most show positive attitudes towards their work. They work diligently for extended periods of time and show perseverance. However, pupils' skills in improving their own learning are only just beginning to develop.

Members of the school council are an enthusiastic group of pupils. They feel that they are appreciated. They are active in the school and the pupil's voice is given a prominent place through various initiatives, for example when planning improvements to the outdoor area. Members arrange fundraising activities for a number of charities and this has a positive effect on pupils' awareness of other people's needs.

Most pupils' attendance is good and they arrive punctually at the beginning of the day. Over the last four years, the school's average attendance has usually placed it in the upper 50% in comparison with similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a rich range of interesting learning experiences that meet most pupils' needs successfully. Teachers plan the curriculum purposefully in order to ensure that learning experiences meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. The school has a beneficial range of extra-curricular activities and many pupils participate in them.

The school ensures that the Literacy and Numeracy Framework is planned and woven effectively into schemes of work. As a result, teachers provide valuable opportunities from activities that develop pupils' literacy and numeracy skills across the curriculum in both key stages successfully. However, planning to develop pupils' ICT skills is not rigorous enough.   As a result, provision does not provide regular opportunities for pupils to develop their data-handling and modelling skills in ICT across the curriculum.

Provision to develop the Welsh language and the Welsh dimension in a variety of contexts is rich and central to all of the school's life and work. Fostering bilingualism among all pupils is ones of the school's strengths. This has a positive effect on the standards of pupils' Welsh. The school provides various opportunities for pupils to learn about the history and culture of the area and Wales. A good example of this is the work of pupils in key stage 2 about Welsh myths.

Educational for sustainable development and global citizenship is delivered well through the curriculum and through the activity of the school council and the eco council. The school provides a range of valuable experiences which ensure that pupils have a valuable awareness of sustainability issues through their work in the garden. There are valuable opportunities to raise pupils' awareness of global citizenship through their class work on Fair Trade and supporting a number of different charities, for example by raising money to protect rare animals in Borneo and to buy chickens for the residents of a village in Africa.

Teaching: Good

Teaching is consistently effective across the school. All teachers have high expectations and they succeed in fostering and maintaining a good working relationship between themselves and pupils, which creates a supportive learning environment in lessons. They lead effective and interesting learning sessions which motivate pupils to learn. They have sound subject knowledge and link their lessons clearly to previous learning. They use a range of methods skilfully to ensure that they deliver a sequence of learning activities that elicit most pupils' enthusiasm and maintain their interest. They ask probing questions and offer purposeful opportunities for pupils to work in pairs and small groups. All staff take advantage of every opportunity to enrich pupils' Welsh language, which contributes successfully to their oracy skills.

Teachers ensure that pupils are aware of learning aims and they discuss the quality of their work sensitively and constructively during lessons. Pupils' work is marked regularly. Where marking is most effective, for example in language books, teachers' comments offer them clear guidance on how to improve their work. However, best practice in assessment for learning is not implemented consistently enough. Recent procedures are in place to provide opportunities for pupils to evaluate their own work and that of their peers, but they have not yet become embedded in full.

The school has clear procedures for recording pupils' progress. Teachers use assessment results effectively to arrange additional support for specific pupils, which contribute to improving outcomes. Parents receive good information about their children's progress and annual reports meet statutory requirements.

Care, support and guidance: Good

The school is a happy and caring community in which pupils are nurtured to be aware of the importance of caring for each other. They treat others with respect, particularly those who are less fortunate than themselves. There are appropriate arrangements for promoting eating and drinking healthily. The school provides a variety of opportunities for pupils to keep fit through the curriculum and extra-curricular activities. Collective worship periods contribute effectively to promoting pupils' spiritual, moral, social and cultural development. Pupils' social and cultural development are developed further through a variety of activities in the community. A good example of this is the close co-operation with the local church to develop a nature trail.

The school has strong and supportive links with a number of specialist services and external agencies, such as speech therapists, educational psychologists and the local police. Staff work successfully with these agencies in order to ensure support and guidance for pupils and parents, and to support pupils' wellbeing well.

Provision for pupils with additional learning needs is effective. There are rigorous arrangements to identify and support pupils with additional learning needs, and the co-ordinator provides valuable guidance for teachers. This ensures that pupils receive support and full access to the curriculum. Clear and achievable targets are identified in individual education plans. Parents and pupils are included in the process of producing and reviewing them. As a result, most of these pupils make sound progress against their targets.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

The school is an inclusive and welcoming community in which pupils feel happy and safe. It is a friendly community with a clear emphasis on care and respect. The school's policies promote equality and equal access to provision effectively. The school encourages co-operation, care and tolerance between adults and children, and among children successfully, and respects each individual's contribution and views. Displays in the classrooms and across the school reflect and celebrate pupils' work effectively.

The school is on a pleasant site and offers a suitable and safe learning environment for pupils. The site offers plenty of space and is kept clean and tidy. Teachers use the school's resources and grounds effectively to encourage pupils to stay healthy and appreciate the environment around them; for example, the obstacle course and new playing field promote pupils' fitness effectively. Outdoor provision ensures beneficial opportunities for pupils in the Foundation Phase. Use of the vegetable garden and nature area support the school's work on respecting the environment successfully.

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

Leadership: Good

The headteacher provides a clear vision that is based on ensuring high standards and good wellbeing for pupils. He provides robust leadership and works effectively with pupils, staff, governors and parents to create a successful school. The school is an orderly and caring community and it has clear structures and policies that contribute successfully towards realising the objectives. Leaders have recently restructured the school's staff and new members of staff are beginning to familiarise themselves with their leadership roles appropriately. This has already led to ensuring better consistency in the planning system. However, it is too early to measure the effect of this on pupils' work and the school's procedures in full.

Staff responsibilities are defined clearly and there is an ethos of teamwork. They have a strong commitment to developing and promoting improvements by working together positively to achieve objectives in relation to the school's strategic plans. Effective performance management arrangements are linked to the school's priorities and identify clearly aspects for development through staff's professional development. As a result, staff are aware of what they need to do in order to ensure improvement, for example in expanding provision for ICT.

The school responds well to local and national priorities, for example in fostering bilingual skills among all pupils. As a result, pupils' use of Welsh in lessons and on the playground is one of the school's strengths.

The governing body supports the school well and members have a sound understanding of pupils' standards and achievements, and of priorities for improvement. They are prepared to evaluate the effectiveness of the school's provision when visiting to monitor teaching and pupils' progress, for example when evaluating the efficiency of use of specific funding to improve the standards of literacy of groups of pupils. As a result, they challenge the school and hold it to account for its performance effectively.

Improving quality: Good

The school has robust self-evaluation procedures that ensure that leaders and staff have an accurate understanding of strengths and areas for improvement. Leaders use a wide range of direct evidence skilfully. These include detailed data analysis, lesson observations and scrutinising books. Detailed consideration is given to the views of staff, pupils, parents, governors and advisors' reports as part of the self-evaluation process. All staff and governors understand their roles and responsibilities and consider the effect of priorities for improvement on provision and standards intelligently. This has led to ensuring better consistency in the quality of teaching and recording pupils' progress.

Since being appointed, the headteacher has evaluated a number of aspects and, with the support of staff and governors, has confirmed what the school's strengths are and the issues that require attention in the future, and has identified additional priorities, for example the need to develop assessment practice and ICT provision.

There is a clear link between the findings of monitoring processes and priorities in the school development plan. The plan is an active document and includes detailed strategies to address what needs to be achieved in terms of raising standards. It identifies staff responsibilities, financial requirements and methods for monitoring progress. Leaders evaluate progress against priorities regularly. This has a positive effect on improving provision; for example, work on developing writing skills has led to an improvement in the quality of pupils' writing for different purposes in both languages.

Partnership working: Good

The school has a range of valuable partnerships with parents, the local community and other organisations, which extend pupils' learning experiences successfully.

There is a valuable partnership between the school and parents. Parents appreciate the regular communication, which enables them to understand better how to support their children. Parents support the school well and through their work as reading volunteers, which contributes significantly towards pupils' progress. A good example of this is parents' commitment to establishing the school playing field and ensuring a resource that contributes well to pupils' fitness and wellbeing.

There is an active partnership with the local community. Co-operation with the nearby church to create a nature trail around the church grounds promotes pupils' sense of being members of their community and their pride in their local area. The effect of volunteers' contributions, for example in art activities, has led to recognition of pupils' work in the Urdd Eisteddfod. The school works well with a number of local businesses and agencies, which has a positive effect on pupils' work. A good example of this is the partnership with a local supermarket to promote pupils' understanding of healthy foods and comparing local food with diets in foreign countries.

The school works successfully with a range of strategic partnerships, including local authority officers and challenge advisers. These partnerships have a positive effect on developing pupils' wellbeing and attainment. A good example of this is the improvement in standards of literacy and numeracy across the school.

Successful co-operation with the playgroup ensures that pupils settle well in the nursery class. A positive relationship with the local secondary school ensures that transition arrangements are effective to ensure that pupils transfer smoothly. Teachers work purposefully with schools in the cluster and the secondary school to standardise and moderate pupils' work. This ensures consistency and validity of assessments at the end of key stage 2.

Resource management: Good

There are enough teaching staff and support staff to cover all aspects of the school's work. Leaders identify staff's strengths and expertise successfully and allocate responsibilities well. Assistants support staff and pupils well and contribute effectively to improving the standards of specific groups of pupils.

Staff use the school's resources well and ensure that pupils have full access to all aspects of the curriculum. Good use is made of members of the community to enrich pupils' learning experiences, for example by listening to reading and offering music and art activities that have led to success in the Urdd Eisteddfod.

Arrangements for teachers' planning, preparation and assessment time are planned well, and this has led to better consistency in the quality of teaching. The school's performance management processes lead effectively to staff development, for example in improving pupils' writing skills.

The school is a supportive learning community and teachers work well together to share good practice within the school. This has led to an improvement in the system for measuring pupils' progress. However, there are few opportunities for teachers to exchange good practice beyond the school.

The headteacher and governors monitor and manage expenditure carefully. The school uses specific grants, such as the Pupil Deprivation Grant, effectively to improve the literacy and numeracy skills of specific groups of pupils.

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

Appendix 1: Commentary on performance data

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Number of pupils on roll	54
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	8	11	9	4
Achieving the Foundation Phase indicator (FPI) (%)	87.5	81.8	44.4	75.0
Benchmark quartile	2	3	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	5	3	7	3
Achieving outcome 5+ (%)	80.0	100.0	57.1	100.0
Benchmark quartile	4	1	4	1
Achieving outcome 6+ (%)	0.0	0.0	28.6	33.3
Benchmark quartile	4	4	3	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	3	8	2	1
Achieving outcome 5+ (%)	100.0	75.0	0.0	0.0
Benchmark quartile	1	4	4	4
Achieving outcome 6+ (%)	33.3	12.5	0.0	0.0
Benchmark quartile	2	4	4	4
Mathematical development (MDT)				
Number of pupils in cohort	8	11	9	4
Achieving outcome 5+ (%)	87.5	100.0	66.7	100.0
Benchmark quartile	3	1	4	1
Achieving outcome 6+ (%)	37.5	18.2	55.6	25.0
Benchmark quartile	1	4	1	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	8	11	9	4
Achieving outcome 5+ (%)	87.5	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	37.5	72.7	100.0	100.0
Benchmark quartile	3	1	1	1

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

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

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

6622104 - Ysgol Talhaiarn

Number of pupils on roll	54
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	4	11	4	5
Achieving the core subject indicator (CSI) (%)	0.0	100.0	75.0	100.0
Benchmark quartile	4	1	4	1
English				
Number of pupils in cohort	4	11	4	5
Achieving level 4+ (%)	25.0	100.0	75.0	80.0
Benchmark quartile	4	1	4	4
Achieving level 5+ (%)	0.0	36.4	50.0	80.0
Benchmark quartile	4	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	2
Achieving level 4+ (%)	*	*	*	100.0
Benchmark quartile	*	*	*	1
Achieving level 5+ (%)	*	*	*	50.0
Benchmark quartile	*	*	*	1
Mathematics				
Number of pupils in cohort	4	11	4	5
Achieving level 4+ (%)	0.0	100.0	75.0	100.0
Benchmark quartile	4	1	4	1
Achieving level 5+ (%)	0.0	45.5	75.0	60.0
Benchmark quartile	4	1	1	1
Science				
Number of pupils in cohort	4	11	4	5
Achieving level 4+ (%)	25.0	100.0	75.0	100.0
Benchmark quartile	4	1	4	1
Achieving level 5+ (%)	0.0	36.4	25.0	60.0
Benchmark quartile	4	3	4	1

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	33	33 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	33	33 100%	0 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	33	33 100%	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	33	33 100%	0 0%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%		
There are lots of chances at school for me to get regular exercise.	33	33 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	33	33 100%	0 0%		Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%		
The teachers and other adults in the school help me to learn and make progress.	33	33 100%	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.	33	33 100%	0 0%		Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%		
My homework helps me to understand and improve my work in school.	33	33 100%	0 0%		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.	33	33 100%	0 0%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%		
Other children behave well and I can get my work done.	33	31 94%	2 6%		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	33	33 100%	0 0%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%		

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod		
Overall I am satisfied with the school.	41		35 85%	6 15%	0 0%	0 0%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
			63%	34%	3%	1%			
My child likes this school.	41		35 85%	6 15%	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.	41		34 83%	7 17%	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.	40		31 78%	8 20%	1 2%	0 0%	1		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			62%	35%	3%	1%			
Pupils behave well in school.	40		18 45%	21 52%	1 2%	0 0%	1		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			47%	48%	4%	1%			
Teaching is good.	41		34 83%	7 17%	0 0%	0 0%	0		Mae'r addysgu yn dda.
			61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	41		32 78%	9 22%	0 0%	0 0%	0		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		21 57%	15 41%	1 3%	0 0%	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.	41		31 76%	10 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.	41		27 66%	14 34%	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.	41		31 76%	10 24%	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'.	38		25 66%	13 34%	0 0%	0 0%	1		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.	41	24 59%	14 34%	3 7%	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.	41	33 80%	8 20%	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.	39	27 69%	11 28%	1 3%	0 0%	2		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.	40	26 65%	14 35%	0 0%	0 0%	1		Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%			
My child is well prepared for moving on to the next school or college or work.	36	24 67%	11 31%	0 0%	1 3%	5		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.	40	25 62%	14 35%	1 2%	0 0%	1		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%			
The school is well run.	41	31 76%	10 24%	0 0%	0 0%	0		Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%			

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Glyn Griffiths	Team Inspector
Margaret Watkins	Lay Inspector
Manon Gwynedd	Peer Inspector
Geraint Evans	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.