



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

**A report on**

**Ysgol Llanfihangel-y-Creuddyn  
Llanfihangel-y-Creuddyn  
Aberystwyth  
Ceredigion  
SY23 4LA**

**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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Gymunedol Llanfihangel-y-Creuddyn is situated in the village of Llanfihangel y Creuddyn and is maintained by Ceredigion local authority.

There are 29 pupils between 4 and 11 years old on roll in two mixed-age classes. Forty-one per cent (41%) of pupils come from Welsh-speaking homes. Approximately 17% of pupils are eligible for free school meals, which is slightly below the national average. The school has identified 27% of its pupils as having additional learning needs, including a very few who have a statement of special educational needs. Very few pupils come from ethnic minority or mixed backgrounds.

The headteacher has been in post since January 2003 and the school was last inspected in May 2011.

The individual school budget per pupil for Ysgol Gymunedol Llanfihangel-y-Creuddyn in 2016-2017 is £5,224. The maximum per pupil in primary schools in Ceredigion is £8,440 and the minimum is £3,123. Ysgol Gymunedol Llanfihangel-y-Creuddyn is in 11<sup>th</sup> place of the 47 primary schools in Ceredigion in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning during their time at the school
- Most pupils develop oral skills to a high standard and convey themselves clearly in writing in a range of forms across the curriculum
- Most pupils work independently and make choices for themselves successfully
- Nearly all pupils are exceptionally well-behaved in lessons and around the school
- Interesting and stimulating learning experiences motivate pupils to learn successfully
- Teachers develop pupils' Welshness in a natural and inclusive way, which nurtures respect towards the language and their local area
- The quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing
- Provision for pupils with additional learning needs is effective

### Prospects for improvement

The school's prospects for improvement are good because:

- Leaders provide robust and effective leadership, which has a clear focus on ensuring pupils' high standards and wellbeing
- Staff are aware of their roles and responsibilities and they fulfil them effectively
- Governors are very supportive of the school's work and undertake their responsibilities very effectively
- Governors have a secure knowledge of the school, which enables them to challenge the school and hold it to account for its performance effectively
- Self-evaluation processes are effective and ensure that leaders have an accurate understanding of the school's strengths and areas for improvement
- The school plans very effectively to realise the priorities that derive from the self-evaluation report
- A strong relationship between the school and the home ensures that parents play an active part in their children's education
- Effective co-operation between the school and specialist external agencies has a positive effect on pupils' standards, wellbeing and learning experiences

## **Recommendations**

- R1 Improve pupils' spelling skills in key stage 2
- R2 Ensure suitable opportunities to develop pupils' information and communication technology skills
- R3 Ensure regular opportunities for pupils to improve their work following feedback from teachers' marking

### **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

On entry to the school, the basic skills of a majority of pupils are in line with what is expected for their age. During their time at the school, nearly all pupils make good progress in their learning. They develop as confident learners and use their thinking skills successfully to solve problems in lessons. Pupils with additional learning needs make good progress against their targets.

Across the school, most pupils listen attentively and speak confidently about their work. In the Foundation Phase, most develop their oral skills very effectively and use an increasing range of vocabulary successfully in various situations. They are confident when discussing with peers and adults, and express their ideas clearly when taking part in different activities. In key stage 2, most pupils speak intelligently and respond sensibly in classroom discussions. They have a good range of vocabulary and use natural syntax when speaking.

Most pupils' reading skills across the school are developing well. The youngest pupils recognise letters and sounds at an early stage and begin to build words effectively. By the end of the Foundation Phase, most develop as skilful readers and show enjoyment and pleasure in reading. They read with accuracy and fluency, and many give attention to punctuation by varying their tone of voice and pace. Most discuss their books confidently and show a good understanding of events and their favourite characters. Pupils in key stage 2 develop their skills successfully and enjoy reading. They discuss their favourite authors maturely and provide reasons for their choices. Most read fluently and vary their tone of voice effectively in order to hold the reader's attention. They read intelligently and discuss the content and express an opinion skilfully.

Most pupils' writing skills are developing effectively. Many of the youngest pupils in the Foundation Phase write letters and words soon after starting at the school. By Year 2, nearly all pupils write for different purposes by using sensible sentences, spell familiar words correctly and punctuate in line with what is expected for their age and ability. Most begin to vary their sentences successfully to create effect and use an increasing range of vocabulary, including adjectives, to enrich work. In key stage 2, most pupils develop their writing skills across the curriculum successfully. They write effectively for different purposes and for different audiences. A good example of this is writing a script in history lessons to record the conversation between Grace Darling and her father. By the end of key stage 2, most write clearly and interestingly, and use interesting adjectives and similes to enrich pieces of work. They use paragraphs suitably and punctuate successfully, on the whole. However, a few pupils are uncertain at times when spelling unfamiliar words. Across the school, many pupils develop neat handwriting and show pride in the presentation of their work.

In the Foundation Phase, most pupils use and apply their numeracy skills well in a variety of situations. By the end of the phase, they solve simple number problems successfully, use money in an everyday situation, gather and record data in the form of a bar graph and use appropriate units of measurement; for example, they apply their number skills well to count the total cost of items and give change from five pounds. By the end of key stage 2, most pupils use a range of strategies successfully to solve more complex problems. They analyse data and solve fraction and percentage problems, in addition to measuring capacity and area appropriately. Most apply their numeracy skills effectively across a range of subjects. A good example of this is using their knowledge of time and measure to record the choir's journey to France in the form of a graph.

Most pupils' information and communication technology (ICT) skills are developing appropriately. In the Foundation Phase, many pupils use a suitable range of software and equipment appropriately in different areas of learning; for example, they use purposeful programs to write stories and draw pictures, make a graph and create a sequence of instructions to control a programmable toy. In key stage 2, pupils use suitable programs to convey information, for example to make a bonfire night poster and a presentation of the life of a leader during the Second World War. They begin to create graphs and organise data by using spreadsheets. However, most pupils' skills have not developed sufficiently to use this software effectively enough to support their work across the curriculum. Most pupils have a sound understanding of how to stay safe on the internet.

The number of pupils who are eligible for free school meals is very low; therefore, comparisons of their performance against the performance of other pupils are not reliable.

In general, there is no significant difference between the performance of boys and girls.

Over recent years, the school has often had a relatively small number of pupils in the year groups at the end of the Foundation Phase and key stage 2. As a result, data is not reliable and can have a significant effect on the school's benchmark performance in comparison with that of similar schools and national averages. The school's performance at the expected level at the end of the Foundation Phase and key stage 2 has placed the school in the top 25% consistently over the last four years, in comparison with similar schools.

Performance at the higher outcome in the Foundation Phase over the same period has usually placed the school in the top 25%. At the end of key stage 2, performance at the higher level is more varied.

### **Wellbeing: Good**

Nearly all pupils feel happy and safe at school and know whom to approach if they are worried about something. Their behaviour within lessons and around the school is particularly good, which contributes to creating an effective learning environment.

Nearly all pupils across the school work well together. They show an interest in what they are learning and persevere with tasks successfully. They have a good understanding of their targets and understand how well they are doing and how to improve their work. Nearly all pupils contribute effectively when planning the term's work jointly, and most work on tasks independently and make choices for themselves successfully. As a result, they feel that they are valued and this has a positive effect on the standards that they achieve.

Pupils' personal, social and life skills are developing successfully and most have a good awareness of how to stay safe. They are very caring towards each other and treat their peers and adults with respect. Nearly all pupils understand the need to take part in physical exercise and eat healthily.

Most pupils develop a good awareness of their role in the local community. They take advantage of valuable opportunities to perform in concerts and services, for example performing in a concert to celebrate the school's 175<sup>th</sup> birthday. Members of the school council are active and represent pupils' views successfully. They have a positive effect on important aspects of school life, for example contributing to the anti-bullying policy and finalising the school's rules.

Nearly all pupils arrive at school punctually and pupils' attendance has placed the school in the top 25% in comparison with similar schools in three of the last four years.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a broad and balanced range of learning experiences for all pupils, which enrich their education successfully. This ensures that it meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Rich and stimulating experiences are planned for the Foundation Phase in a variety of situations both inside and outside the classroom. This is built on successfully in key stage 2 by ensuring that pupils develop valuable independent learning skills. Educational visits and the good variety of extra-curricular opportunities enrich pupils' experiences successfully.

Long-term plans ensure that the Literacy and Numeracy Framework is planned and woven effectively into activities across the curriculum. Provision to develop pupils' oral skills is a strength. However, plans to develop ICT skills across the school have not been established firmly enough, and opportunities for pupils to use their skills in lessons are scarce.

The school develops pupils' Welshness in a natural and inclusive way that fosters respect towards the language and their local area. The Cwricwlwm Cymreig is woven appropriately into aspects of the curriculum. The school promotes Welsh culture and history effectively by providing a variety of activities that enrich pupils' learning experiences successfully; for example, pupils visit the National Library and local museums as part of their work on the area.



Provision to promote pupils' understanding of issues relating to sustainable development and global citizenship is effective. Through curricular activities and the eco council, pupils learn about important issues, such as saving energy, recycling and gardening. Pupils are given valuable opportunities to develop their literacy and numeracy skills, in addition to learning about the business world and sustainability, for example by working with a local architect's company to plan and construct a greenhouse from plastic bottles.

### **Teaching: Good**

Teachers plan interesting and stimulating experiences that motivate pupils' interest to learn successfully. They have good subject knowledge and use a variety of teaching strategies effectively to meet nearly all pupils' needs. They link their lessons effectively with previous learning and usually ensure that lessons have appropriate timing. All staff model language clearly and correctly, which contributes well to the accuracy of pupils' oracy. Teachers and assistants work together very effectively, and the robust relationship between staff and pupils creates a friendly and caring ethos. They question skilfully to extend pupils' understanding and develop their thinking skills effectively. As a result, the school continues to maintain good standards over a long period of time, and nearly all pupils make good progress in their learning.

Teachers make suitable use of assessment for learning strategies across the school. They mark pupils' work purposefully and identify what they have achieved well and what they need to do in order to improve. Pupils are given appropriate opportunities to act on this feedback by correcting pieces of work in the class, for example by correcting spelling and punctuation. However, there are few opportunities for pupils to extend their written work following this feedback. Pupils are given suitable opportunities to evaluate their own work and that of their peers, which has a positive effect on their understanding of the next steps in their learning.

The school has comprehensive and useful procedures for assessing, monitoring and recording pupils' progress correctly. Teachers use data well to track pupils' progress and to analyse the results of national tests in order to provide appropriate support for specific groups of pupils.

Parents receive valuable information about their children's progress, including comprehensive annual reports that include clear targets for improvement.

### **Care, support and guidance: Good**

The school is a caring community that promotes its pupils' moral, spiritual, cultural and social development effectively. The quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. This is reinforced effectively through co-operation with external agencies, including the police, who provide appropriate advice, such as how to stay safe on the internet.

Provision for personal and social education is of good quality and means that pupils develop a sound understanding of values such as honesty, fairness and treating others with respect. The success of this provision is clear in the way in which they

deal with each other around the school. The ethos of pupils in key stage 2 caring for the younger pupils is a strong feature. The school makes appropriate arrangements for promoting eating and drinking healthily.

Provision for pupils with additional learning needs is effective. Staff identify any additional learning needs at an early stage and ensure that support is appropriate. The school works with a number of specialist agencies to create relevant education plans that are shared and reviewed regularly with parents. Staff monitor pupils' progress regularly and effectively, and prepare informative reports for parents. These arrangements lead to purposeful interventions in order to meet pupils' specific needs successfully. As a result, most of these pupils make good progress against their targets.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Good**

The school is an inclusive, happy and friendly community in which pupils are treated equally. This is based on values that promote respect and care towards others successfully. The school provides equal access to the curriculum and to extra-curricular activities for all pupils.

Despite the old building, the school makes the most of its physical environment. The outdoor environment includes purposeful areas that have been developed successfully to support pupils' learning experiences, including the Foundation Phase. Effective use is made of the nearby field to support provision through sports activities and other aspects of the curriculum; for example, pupils and parents have built a greenhouse from recycled materials on the field as part of an eco project. There is a good supply of high quality resources that support pupils' learning successfully.

The building, the adjacent playground and the school are in good condition, and are safe and well-maintained. Displays highlight the school's activities, culture and ethos appropriately.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The experienced headteacher knows the school and its community very well. She provides robust and effective leadership for the school, which has a clear focus on ensuring high standards and pupils' wellbeing. She shares her vision with staff, pupils, parents and governors very successfully. As a result, her commitment to ensuring improvement has a positive effect on the quality of provision and pupils' standards over a long period of time. This is a clear strength at the school, and the strong ethos of teamwork contributes well to achieving the school's objectives.

All members of staff are aware of their roles and responsibilities and they achieve them successfully. Leaders and teachers contribute effectively to ensuring improvement by taking an active part in the procedures for monitoring provision and

pupils' outcomes. Staff meetings focus appropriately on priorities for improvement and standards. As a result, staff are aware of what they need to do in order to ensure improvement.

The school links the school's priorities and staff's professional development with performance management targets successfully. It responds well to local and national priorities. For example, use of the national Literacy and Numeracy Framework is developing effectively, and the school promotes pupils' wellbeing and fitness successfully.

The governing body plays a key part in ensuring a clear strategic direction for the school. Members are very supportive of the school's work and undertake their responsibilities very effectively. The chair visits the schools regularly to discuss provision and standards with the headteacher and a representative of the local authority. Governors participate in beneficial monitoring activities, including scrutinising books, discussions with staff and pupils, in addition to lesson observations. They have sound knowledge of the school's strengths and priorities for improvement. This enables them to challenge the school and hold it to account for its performance strongly.

### **Improving quality: Good**

The school's self-evaluation processes are robust and lead clearly to identifying specific areas for improvement in the school development plan. Leaders have an accurate understanding of the school's strengths and areas for improvement. Staff and governors contribute effectively to the self-evaluation process by monitoring lessons, scrutinising pupils' work and analysing data in detail. Teachers have worked successfully recently with two local schools to scrutinise books and observe each other's lessons. This strengthens their understanding of pupils' standards and supports the self-evaluation process effectively. Monitoring reports are analytical and evaluative, and identify strengths and areas for development appropriately. Good attention is given to the views of staff, parents, governors and pupils as part of the process. These procedures contribute well to the report, which offers a clear and accurate picture of the school.

There is a close link between the self-evaluation report and priorities in the school improvement plan. The plan focuses clearly on improving provision and raising standards. It includes a manageable number of priorities, measurable targets and appropriate budgets. The plan ensures that staff and governors play their part well by implementing the plan and monitoring progress effectively. Monitoring arrangements show that the school has made good progress against the priorities in the previous plan.

### **Partnership working: Good**

The school has successful partnerships that have a positive effect on pupils' standards and learning experiences. The strong relationship between the school and the home ensure that parents play an active part in their children's education; for example, the school holds curricular evenings in order to develop parents' understanding of reading strategies. Parents are given useful information about their children's progress and targets regularly. The parent and teacher association supports the school well by raising money and purchasing valuable resources; for

example, by contributing to the school's information and communication technology equipment, in addition to contributing to the travel costs of educational visits, they enrich pupils' learning well.

The effective relationship between the school and specialist external agencies supports staff in providing a range of valuable programmes that support pupils successfully. They work successfully with officers from the local authority, which supports the school effectively. The 'Ti a Fi' group for pre-school children meets one afternoon a week at the school. This ensures that children settle at the school quickly. The school has inclusive arrangements as pupils move from Year 2 to Year 3, and offer an information evening for parents. Transition arrangements with the two secondary schools are beneficial and ensure that pupils are ready to move forward to the next step in their education. Teachers standardise and moderate pupils' work effectively with schools in the cluster, in addition to two local schools, which contributes well to ensuring consistency in terms of the accuracy of teachers' assessments.

There is a robust partnership between the school and the local community, which enriches pupils' learning experiences successfully. A good example of this is the use of a local author to conduct creative writing workshops for all pupils.

### **Resource management: Good**

The school manages all resources effectively. The school has an appropriate level of qualified teachers and staff who work well together to deliver the curriculum and support pupils. Learning assistants use their expertise to support specific groups of pupils successfully, for example when working with the speech and language department to implement specific programmes. There are suitable arrangements for planning, preparation and assessment periods for teachers.

Thorough processes to manage all staff's performance lead to setting valuable targets that are linked to the school's improvement priorities and their professional development. This has a positive influence on the quality of teaching and learning. All staff benefit from training that derives from these performance management arrangements.

The school works effectively with two local schools to share experiences and good practice. Staff benefit by working within these professional learning communities, which contribute well to enriching the school's provision. A good example is the co-operation to develop extended writing across the curriculum within the partnership.

The school has rigorous budgetary arrangements and decisions on expenditure link well with priorities for improvement. The headteacher, the local authority's administrative officer and governors monitor and manage funding carefully.

The Pupil Deprivation Grant is used effectively to improve the literacy and numeracy skills of specific groups of pupils. They also work effectively with the local authority's music service to ensure instrument lessons for these pupils. As a result, these pupils make sound progress against their targets.

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

## Appendix 1: Commentary on performance data

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

### 6672309 - YSGOL GYMUNEDOL LLANFIHANGEL-Y-CREUDDYN

Number of pupils on roll	27
Pupils eligible for free school meals (FSM) - 3 year average	16.9
FSM band	3 (16%<FSM<=24%)

#### Key stage 2

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	5	8	3	6
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
<b>English</b>				
Number of pupils in cohort	5	8	3	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	60.0	37.5	100.0	50.0
Benchmark quartile	1	3	1	1
<b>Welsh first language</b>				
Number of pupils in cohort	5	8	3	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	40.0	25.0	100.0	33.3
Benchmark quartile	2	3	1	3
<b>Mathematics</b>				
Number of pupils in cohort	5	8	3	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	40.0	50.0	100.0	50.0
Benchmark quartile	3	1	1	1
<b>Science</b>				
Number of pupils in cohort	5	8	3	6
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	40.0	50.0	100.0	50.0
Benchmark quartile	3	2	1	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.	16	16 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	16	16 100%	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.	16	16 100%	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	16	16 100%	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.	16	16 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	16	16 100%	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.	16	16 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	16	16 100%	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.	16	16 100%	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.	16	16 100%	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.	16	16 100%	0 0%	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	16	16 100%	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.	18	15 83%	3 17%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	18	17 94%	1 6%	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.	18	17 94%	1 6%	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.	18	15 83%	3 17%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	18	15 83%	3 17%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	18	15 83%	3 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.	18	15 83%	3 17%	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.	18	12 67%	6 33%	0 0%	0 0%	0	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.	18	15 83%	3 17%	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.	18	15 83%	3 17%	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.	18	16 89%	2 11%	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'.	18	14 78%	4 22%	0 0%	0 0%	0	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.	18	16 89%	2 11%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	18	16 89%	2 11%	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.	18	12 67%	6 33%	0 0%	0 0%	0	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.	18	14 78%	4 22%	0 0%	0 0%	0	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.	15	14 93%	1 7%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	18	15 83%	3 17%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	18	16 89%	2 11%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Kevin Davies	Reporting Inspector
Jeffrey Davies	Lay Inspector
Olwen Corben	Peer Inspector
Mair Gwynne Carruthers	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.