



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

A report on

**Ysgol Ysbyty Ifan
Ysbyty Ifan
Betws y Coed
Conwy
LL24 0NY**

Date of inspection: June 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.

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Context

Ysgol Gynradd Ysbyty Ifan is situated near Betws y Coed in Conwy. It serves the village itself and the surrounding rural area. It is a voluntary controlled Church in Wales school. Welsh is the school's main language. There are 19 pupils between three and eleven years old on roll, including four nursery-age children. Pupil numbers have decreased gradually since the last inspection. The school has two mixed-age classes.

No pupils are eligible for free school meals. This is significantly lower than the national percentage (19%). Approximately 90% of pupils speak Welsh at home. There are no pupils from ethnic minority backgrounds. The school has identified approximately 25% of pupils as having additional learning needs. Very few have a statement of special educational needs.

The acting headteacher began in post in April 2015. He is also the headteacher of Ysgol Llanddoged. The head of the site, who has managerial responsibilities for Ysgol Ysbyty Ifan, began in post in September 2016. Ysgol Ysbyty Ifan was last inspected in February 2012.

The individual school budget per pupil for Ysgol Gynradd Ysbyty Ifan in 2016-2017 is £7,663. The maximum per pupil in primary schools in Conwy is £14,063 and the minimum is £3,225. Ysgol Gynradd Ysbyty Ifan is in 6th 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 performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Nearly all pupils have sound oral Welsh skills and choose to use the language to socialise during play time, as well as in their lessons
- Pupils apply their literacy skills effectively across the curriculum
- Nearly all pupils are very well-behaved and show positive attitudes towards their work
- Teachers provide a rich range of interesting learning experiences for pupils, with a clear emphasis on ensuring that they have a good awareness of the history and culture of the local area
- 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 and purposeful vision and has conveyed that vision successfully to staff, parents and governors
- Staff work together effectively as a team and work successfully with other schools
- The governing body is knowledgeable and supportive, and holds the school to account for its performance effectively
- The school has a wide range of suitable self-evaluation activities that ensure that leaders have an accurate understanding of its strengths and areas for improvement
- There are successful partnerships with parents, the local community and other organisations, which promote pupils' Welshness and social skills successfully

Recommendations

- R1 Continue to raise standards of oral English in key stage 2
- R2 Ensure that numeracy and ICT skills are planned purposefully across the curriculum
- R3 Ensure that best practice in assessment for learning is implemented consistently
- R4 Ensure appropriate opportunities for leaders to develop their leadership roles further
- R5 Refine monitoring activities to evaluate the effect of the school's provision on pupils' standards more rigorously

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

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

Across the school, nearly all pupils develop as confident oral communicators and use an increasing range of vocabulary and correct syntax. Most have natural and rich Welsh language. They show pride in the language and choose to use it to socialise during playtime, as well as in lessons. However, at the top of the school, only a minority of pupils communicate confidently in English when discussing their work.

All pupils in the Foundation Phase make good progress when learning to read. They enjoy leading aloud fluently, with good expression and intonation. They discuss the content of their books and characters confidently. In key stage 2, nearly all pupils read correctly and confidently. They discuss what they have read intelligently. They use their reading skills effectively to support their work in other subjects, for example when gathering evidence of the Titanic disaster. By the end of key stage 2, pupils apply their English reading skills appropriately, for example when discussing the content of a factual book.

In the Foundation Phase, most pupils make sound progress in their Welsh writing skills. By the end of the phase, most write independent pieces on a variety of topics, and vary their sentences and punctuate their work consistently, for example when writing about Cledwyn y Cawr (Cledwyn the Giant). By the end of key stage 2, nearly all pupils write interesting extended pieces in a variety of registers for different purposes across the curriculum, for example when writing about Easter. They show a good awareness of punctuation, paragraphing and the basics of language. Many pupils write appropriately in English for different purposes, for example when writing an argument for and against fox hunting. However, the handwriting and presentation of work of a majority of pupils are not always neat.

By the end of the Foundation Phase, most pupils show a secure grasp of number facts and use this knowledge skilfully to solve problems. Many use a range of number and measuring skills confidently, for example when buying different foods in the Italian cafe or measuring different parts of the body. They gather information and apply it effectively, for example when creating a graph of the eye colours of children in the class. Most pupils in key stage 2 have a sound understanding of number strategies. By Year 6, most use a wide range of methods confidently to solve problems, for example when calculating the cost of travelling to the Urdd Eisteddfod, or discovering the cost of building a new fence on the farm. They interrogate databases, for example when recording the temperature over a period of time. However, only a few more able pupils complete challenging tasks at levels that are higher than expected, and pupils' use of numeracy in other subjects across the curriculum is limited.

Most pupils develop their information and communication technology (ICT) skills appropriately in areas of learning and across the curriculum. They use ICT packages to create good presentations of their work, for example when pupils in Year 2 combine pictures and text to create a booklet about farm animals. They input information into a simple database when recording the favourite fruit of children in the class. Most pupils in key stage 2 use word processing programs confidently, for example when presenting their work following a visit to the seaside in Harlech. They have a sound knowledge of e-safety and use the internet safely and effectively to search for facts, for example when presenting information about birds that can be seen on a farm in Cwm Idwal. 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 length of a shadow over time. However, very few develop a good understanding of how to handle data or create spreadsheets to model real life situations.

Over recent years, there have been relatively small pupil numbers (10 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 and higher outcomes has varied in comparison with that in similar schools, 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 Welsh, English, mathematics and science has varied in comparison with that in similar schools. At the higher level, pupils' performance has varied, but has tended to place the school in the upper 50% of similar schools, except in English.

As pupils numbers are so small, comparisons of the performance of boys and girls are unreliable.

Wellbeing: Good

Nearly all pupils enjoy the school's life and work. Most understand the importance of eating and drinking healthily and have a good awareness of the effect that this has on the body. Pupils feel completely safe at school and are happy to discuss problems with members of staff, and are confident that they are listened to.

Nearly all pupils are very well-behaved and are polite and welcoming towards visitors. They achieve well in their personal and social development. Pupils are very caring towards each other and treat others with respect in lessons and during playtime. Nearly all pupils show positive attitudes towards their work, concentrate well in lessons and work diligently for extended periods of time. However, pupils' skills in improving their own learning are only just beginning to develop, and pupils' ability to lead their own learning is inconsistent.

The pupil's voice is important and is given a prominent place through various initiatives, for example when the school council organises fundraising activities for a number of charities. This has a positive effect on their understanding of other

people's needs. Pupils contribute extensively in the community and play a leading part in local social events by conducting concerts and competing in Eisteddfodau. They contribute extensively to Nant Conwy's local newspaper, 'Yr Odyn', which develops and enriches their literacy skills well, in addition to developing a sense of pride in their community.

Pupils' attendance rates have placed the school among the upper 50% of similar schools in three of the last four years. Nearly all pupils arrive at school punctually.

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

The school provides a variety of rich and stimulating learning experiences, which maintain pupils' interest effectively. Teachers plan the curriculum thematically and purposefully in order to ensure that learning experiences meet the needs of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Interesting experiences are provided to promote learning in the Foundation Phase, and the outdoor provision is stimulating and imaginative. A range of visits are provided to places of interest in the local area, for example Tŷ Mawr Wybrnant. This enriches pupils' experiences effectively.

The school has adapted the planning procedure recently in order to ensure better consistency when delivering the principles of the Literacy and Numeracy Framework. Pupils are given valuable opportunities to develop their extended writing skills across a range of subjects and, as a result, they make good progress. However, planning to develop all pupils' numeracy and ICT skills across the curriculum has not been developed in full.

Provision to develop the Welsh language and Welsh dimension is one of the school's strengths. The consistent and effective emphasis on ensuring that pupils' oral language is of a high quality is a strong feature, and this is reflected in the classrooms and on the playground. Teachers provide a rich range of valuable experiences, including educational visits, use of the local area and of Welsh painters and artists in order to promote pupils' awareness of local history and traditions and Welsh culture. This contributes successfully towards a sense of pride among pupils towards their language, their country and their culture.

The school provides interesting experiences to develop pupils' understanding of sustainability. A good example of this is the 'Hydro' project, which provides interesting and stimulating experiences to expand pupils' knowledge of saving energy. As a result, most pupils have a sound awareness of caring for the environment. Provision to promote pupils' understanding of global citizenship is effective; for example, by studying foreign countries and their way of life, and the importance of Fair Trade, pupils' understanding of other cultures is developing well.

Teaching: Good

Teachers have good subject knowledge and lead effective and interesting learning sessions that motivate pupils to learn. There is a very effective working relationship

between adults and pupils, which fosters a successful learning environment. Teachers link their lessons clearly with previous learning and use a range of methods skilfully. They explain new concepts clearly and ensure that sessions have a good pace. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral skills. They question pupils effectively in a way that encourages them to give extended answers. Assistants contribute effectively to the quality of teaching, and offer good support according to pupils' needs in order for them to complete their tasks successfully.

Teachers ensure that pupils are aware of lessons' learning aims and provide them with valuable feedback in a timely fashion. Pupils' work is marked regularly, and teachers' comments usually offer guidance on how to improve their work. However, best practice in assessment for learning is not implemented consistently enough across the school. Opportunities that are given to pupils in key stage 2 to reflect on their own work and that of their peers are inconsistent.

The school has clear procedures for recording pupils' progress. Teachers use assessment results effectively to arrange additional support for specific pupils, which contributes well to improving standards, for example the English oral and reading skills of pupils in key stage 2.

Parents receive good information about their children's progress, and annual reports meet requirements.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing successfully. There are appropriate arrangements for promoting eating and drinking healthily. The advantages of living healthily and promoting pupils' physical health are promoted effectively across the curriculum. Teachers provide valuable opportunities for pupils to reflect and develop their spiritual, moral, social and cultural attitudes. Stimulating collective worship periods create a Christian ethos and contribute very effectively to this aspect. This means that pupils develop a sound understanding of values such as honesty, fairness and respect towards others. There are successful procedures for promoting positive behaviour and regular attendance. Pupils are given an opportunity to play an active part in the local community and to foster caring attitudes towards each other and others through charitable and cultural activities. This can be seen clearly in the way in which they treat each other.

The school works effectively with a range of external agencies, such as a psychologist, speech, language and occupational therapists, and the behaviour support service. This ensures valuable support for all pupils. A police officer visits the school regularly to encourage pupils to stay safe, for example on the internet. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is effective. Teachers identify pupils' additional learning needs at an early stage and provide them with purposeful support. Teachers track the progress of these pupils skilfully to ensure that they make good progress. Clear and achievable targets are identified in individual education plans, and parents and pupils are included in the process of producing and reviewing them.

Learning environment: Good

The school is an inclusive and homely community in which pupils feel happy and safe. The school's policies promote equality and equal access to provision effectively. The school encourages respect, care and tolerance between adults and pupils, and between pupils, successfully and gives attention to each individual's contribution and views.

The school grounds and the building are kept clean and tidy, and provide a safe environment for pupils. Teachers use the school's resources and grounds effectively to encourage pupils to stay healthy and appreciate their surrounding environment. Good use is made of the village hall and playing field, in addition to a nearby school's resources, to broaden pupils' experiences effectively. Purposeful use is made of the stimulating outdoor area to promote the principles of the Foundation Phase; for example, the 'Italian cafe' and 'jungle' broaden pupils' learning experiences effectively. A variety of tasteful displays of activities and pupils' work on the classroom walls celebrate their achievements and add to the school's homely and welcoming ethos.

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

The headteacher has shared a clear and purposeful vision for developing the school with staff, pupils, governors and parents. The vision is based on creating a robust pastoral ethos that promotes pupils' high standards, wellbeing and happiness and strong involvement in the Welsh community of which the school is a part. He is supported well by the head of the site.

The headteacher has implemented a number of robust strategies and has succeeded in creating an ethos of working as a team among the staff. All members of staff have a relevant job description and they undertake their roles conscientiously. The headteacher has restructured leadership responsibilities recently. This has already led to ensuring better consistency in the monitoring and observation system. However, it is too early to measure the full effect of this on the standards of pupils' work and the school's procedures.

Performance management arrangements provide effective opportunities to promote staff's professional development. A good example of this is the way in which teachers are given opportunities to visit other schools to observe good practice. The school meets many national priorities successfully. One of the school's strengths is the strong focus on providing a variety of stimulating experiences to develop the Welsh language and Welsh dimension. As a result, pupils show appreciation of Welsh culture and speak polished Welsh around the school. Work on developing the Literacy and Numeracy Framework is developing suitably.

Members of the governing body are knowledgeable and supportive, and they undertake their strategic duties conscientiously; for example, they have ensured better provision and a reliable internet connection for the school. They have a sound understanding of standards and how the school is performing in comparison with

similar schools. They use a wide range of information in order to identify strengths and areas for improvement; for example, they visit the school regularly to conduct learning walks, scrutinise pupils' work and discuss priorities with members of staff. As a result, they have a valuable awareness of the school's strengths and areas for improvement. They use this information successfully to challenge the school and to develop their role as critical friends well.

Improving quality: Good

The headteacher has established a wide range of suitable self-evaluation activities, which ensure that leaders have an accurate understanding of the school's strengths and areas for improvement. This includes appropriate arrangements to monitor the standard of teaching and learning by observing lessons and scrutinising pupils' work. One of the strengths of the process is the close co-operation between literacy and numeracy leaders and members of the governing body when scrutinising pupils' work. This enables governors to contribute effectively to the self-evaluation process and identifying strengths and areas for improvement in provision. However, monitoring activities do not evaluate rigorously enough the effect of the school's provision on the standards that pupils achieve or the progress that they make. The school seeks the views of parents and pupils effectively. This has led to changing travel arrangements at the request of the parents' association, and expanding the extra-curricular provision for sports at the request of pupils

The self-evaluation document is based on a wide range of evidence, including a detailed analysis of performance data. Although rather descriptive in places, the report identifies the school's strengths well and, in general, identifies areas for improvement suitably.

There is an appropriate link between the self-evaluation report and the school development plan. The plan focuses clearly on improving provision and raising standards. It includes a reasonable number of targets for improvement, in addition to responsibilities, costs and appropriate success criteria. The headteacher and governors review the targets thoroughly and regularly. However, success criteria are not always quantitative enough to measure progress specifically enough.

Partnership working: Good

The school has a number of valuable strategic partnerships, which make an effective contribution to raising pupils' standards and wellbeing.

The school works very successfully with parents. The headteacher's focus on promoting an open and co-operative culture succeeds in ensuring strong commitment and support from parents. Teachers provide information to parents regularly about different aspects of the school's work, and give them valuable opportunities to discuss their children's progress. This enables them to support their children's learning successfully. The parents' association is active and raises significant amounts of money each year to help the school purchase additional resources for the benefit of pupils. A good example of this is the recent investment in ICT equipment.

The school works effectively with local schools in order to enrich pupils' experiences, for example when ensuring opportunities for pupils to work together on specific aspects of the curriculum, such as the opportunity for key stage 2 pupils to join pupils from a local school to develop their English literacy skills. The partnership also enables Foundation Phase pupils to use and take advantage of the hall there to promote their physical development. There is very successful co-operation between teachers at Ysgol Ysbyty Ifan and Ysgol Llanddodged to share teachers' expertise. This has a positive effect on the quality of planning for improvement.

There are valuable links with the playgroup that meets at the school. This ensures good use of resources and ensures that new pupils settle quickly on entry to the school. Teachers work effectively with local schools and the secondary school to standardise and moderate pupils' work. This has had a positive effect on the school's procedures in order to ensure consistency when levelling pupils' attainment at the end of key stages. Transition arrangements with the secondary school are robust and help pupils to settle quickly when moving to the secondary school.

The school makes effective use of specialist agencies and the local authority's various support services in order to improve the quality of provision for pupils and families who need them.

There are numerous links with the local community and this has an extensive influence on pupils' learning experiences. A particular feature is the innovative co-operation with the National Trust and Menter Iaith Conwy on the Hydro project that will generate electricity for the school. As a result, pupils have a very good awareness of renewable energy. The school works successfully with the community council, for example to plant apple trees in the village. A number of volunteers come from the area to contribute to different activities, for example by training groups of pupils to take part in concerts and to compete successfully in Eisteddfodau. This leads to pupils' appreciation and pride in their community.

Resource management: Good

The school manages its resources effectively to support and improve learning. There is an appropriate number of qualified teachers and assistants who work well together to deliver an interesting curriculum. The headteacher has deployed staff effectively as a result of considering their strengths. They receive regular support through robust professional development arrangements that influence the quality of teaching and pupils' achievement successfully.

The school works effectively with other schools to share experiences and good practice. Close co-operation also ensures valuable opportunities for pupils to work with pupils of the same age, in addition to playing together in sports competitions. Arrangements for planning, preparation and assessment time meet statutory requirements, and staff use the time effectively to plan purposefully.

The school has a good range of resources and they are used effectively to support learning. The Foundation Phase benefits greatly from the stimulating outdoor environment. The school has succeeded in establishing a safe, attractive site that broadens pupils' experiences well.

The headteacher, with the support of governors and guidance from the local authority, monitors and manages the budget carefully, and ensures that there is a close link with the priorities in the school development plan.

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

Appendix 1: Commentary on performance data

6623032 - Ysgol Ysbyty Ifan

Number of pupils on roll	23
Pupils eligible for free school meals (FSM) - 3 year average	0.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	2	6	2	6
Achieving the Foundation Phase indicator (FPI) (%)	100.0	66.7	100.0	66.7
Benchmark quartile	1	4	1	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	2	6	2	6
Achieving outcome 5+ (%)	100.0	66.7	100.0	83.3
Benchmark quartile	1	4	1	4
Achieving outcome 6+ (%)	100.0	33.3	0.0	50.0
Benchmark quartile	1	3	4	1
Mathematical development (MDT)				
Number of pupils in cohort	2	6	2	6
Achieving outcome 5+ (%)	100.0	66.7	100.0	66.7
Benchmark quartile	1	4	1	4
Achieving outcome 6+ (%)	50.0	16.7	0.0	16.7
Benchmark quartile	1	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	2	6	2	6
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	100.0	66.7	100.0	66.7
Benchmark quartile	1	2	1	3

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>

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.	12		12 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	12		12 100%	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.	12		12 100%	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	12		12 100%	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.	12		12 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	12		12 100%	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.	12		12 100%	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.	12		12 100%	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.	12		12 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	12		12 100%	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.	12		11 92%	1 8%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	12		11 92%	1 8%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is 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 Daim yn gwybod	
Overall I am satisfied with the school.	12	8 67%	3 25%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	12	12 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn 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.	12	11 92%	1 8%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	12	7 58%	4 33%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	11	7 64%	3 27%	1 9%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	11	6 55%	4 36%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	12	9 75%	2 17%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	12	8 67%	3 25%	1 8%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	12	12 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	12	9 75%	3 25%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	12	8 67%	3 25%	1 8%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	8 67%	3 25%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	12	7 58%	3 25%	2 17%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	12	9 75%	3 25%	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.	12	8 67%	4 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.	12	9 75%	2 17%	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.	12	7 58%	4 33%	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.	12	9 75%	3 25%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	12	7 58%	4 33%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Edward Goronwy Morris	Reporting Inspector
Mrs Meleri Cray	Lay Inspector
Miss Llinos Jones	Peer Inspector
Mr Gwynn Griffith (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

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.