A report on

**Ysgol y Borth
Menai Bridge
Anglesey
LL59 5HS**

Date of inspection: October 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 08/12/2015

Context

Ysgol y Borth is situated in the town of Menai Bridge. It provides education for pupils between 3 and 11 years old. It serves the town and the villages of Llansadwrn and Rhoscefnhir. There are 227 pupils on roll, which includes 32 pupils of nursery age. There are nine classes at the school, seven of which are mixed-age classes.

The school admits pupils on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. About 20% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority or mixed backgrounds.

Welsh is used as a teaching medium in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English.

Ten per cent of pupils are eligible for free school meals. Twenty four per cent of pupils are on the school's additional learning needs register and very few pupils have a statement of special educational needs.

The school was last inspected in May 2010. The headteacher has been in post since September 2013, and the deputy headteacher since September 2015.

The individual school budget per pupil for Ysgol y Borth in 2015-2016 is £3,642. The maximum per pupil in primary schools in Anglesey is £6,763 and the minimum is £2,889. Ysgol y Borth is in 43rd position of the 47 primary schools in Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- Most pupils make sound progress in their learning
- Considering their linguistic background, pupils' Welsh language skills develop quickly and many of them are confidently bilingual by the end of key stage 2
- Pupils apply their reading and writing skills effectively across the curriculum.
- Most pupils behave very well and show positive attitudes to their work
- It provides rich learning experiences
- Most teaching is effective and assistants support learning effectively
- It has an inclusive and homely ethos, in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher provides strong leadership, which has already led to clear improvements
- Staff are supportive of the headteacher and co-operate as a team
- The school has an accurate understanding of its strengths and areas that it needs to improve
- The school development plan includes detailed strategies in order to address what needs to be achieved in relation to raising standards
- Governors hold the school to account for its performance effectively
- A valuable partnership exists with parents and the community

Recommendations

R1 Improve pupils' ability to apply their reasoning and enquiry skills, especially in science in key stage 2

R2 Continue to improve attendance

R3 Ensure that teachers provide a consistent challenge for more able pupils in the Foundation Phase

R4 Ensure that the best practices of assessment for learning are implemented consistently across the school

R5 Develop the leadership role of the senior management team to focus more on monitoring and quality assurance

What happens next?

The school will produce an action plan, which shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry to the school, most pupils have basic skills that are appropriate to their age, except in Welsh, which is new to many of them. Most pupils make sound progress in their learning and achieve well during their time at the school.

Across the school, most pupils listen well. Considering their linguistic background, most pupils' oral skills develop quickly. By the end of the Foundation Phase, most listen well to adults' instructions and other pupils' oral contributions. In key stage 2, most pupils' oral skills are developing well. They are able to talk about their work with increasing confidence in Welsh and English. By the end of the key stage, many pupils express themselves clearly and accurately, for example when discussing how to develop the school's website. Most of them attain a good standard of bilingualism and change easily from one language to the other when discussing their work.

Most pupils' reading skills are developing well across the school. By the end of the Foundation Phase, most pupils read fluently and meaningfully at a level that is appropriate to their age and ability. They use appropriate strategies when reading unfamiliar words. Most understand the context and sequence of stories and discuss the content intelligently. Most pupils in key stage 2 read increasingly accurately and confidently in Welsh and English. By the end of the key stage, most read fluently with good expression and understanding. They apply their reading skills in both languages well to support their work in a range of subjects, for example when gleaning information about children during the Second World War.

Across the school, most pupils' written skills are developing effectively. Many pupils in the Foundation Phase make sound progress in their writing skills in Welsh. By the end of the phase, many of them use their literacy skills successfully and vary sentences and punctuate their work consistently. Many write appropriately for their age across the areas of learning. However, only a few pupils write at length independently. In key stage 2, many pupils use their writing skills in Welsh and English for various purposes effectively. They write in an organised way and present ideas and information logically and effectively. They use paragraphs and punctuate accurately in both languages. Most pupils present their work neatly. They apply their writing skills effectively across the curriculum, for example when writing about the Welsh people's journey to Patagonia.

Across the school, most pupils are able to deal with a wide range of number activities successfully. Most nursery pupils are able to count, order and sort numbers up to 10 correctly. As they move through the Foundation Phase, most pupils identify shapes, understand the purpose of money and use time effectively and practically. By the end of the Foundation Phase, many pupils collect, analyse and scrutinise information in the form of a graph effectively. Many pupils use their understanding of mathematical concepts sensibly when analysing and solving problems. In key stage 2, most pupils have a sound understanding of number strategies. Many use their

numeracy skills successfully in relation to their work in other subjects, for example when comparing information about various mountains. They use co-ordinates accurately when studying various maps and make effective use of data, for example when comparing temperature and rainfall in various locations. However, pupils do not make enough progress across key stage 2 in their use of reasoning and problem-solving skills, especially when conducting investigations in science.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who are eligible for free school meals make sound progress in line with their ability. At times, pupils of higher ability in the Foundation Phase do not achieve as well as they could.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has mostly placed the school in the upper 50% in comparison with similar schools over the last four years. At the higher outcome, performance has declined and has placed the school in the lower 50% and the bottom 25% over the last two years.

At the end of key stage 2, pupils' performance at the expected level in English, Welsh, mathematics and science has varied and places the school mostly in the upper 50% or the lower 50% in comparison with similar schools. At the higher level, pupils' performance varies greatly and there is no overall pattern.

On the whole, girls do better than boys. However, assessments for key stage 2 over the last two years show that the gap has closed and, in 2015, boys achieved better than girls. There is no significant pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers.

Wellbeing: Adequate

Nearly all pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of eating and drinking healthily. Nearly all understand the need to keep fit and take advantage of the range of opportunities that are offered to do so, including the climbing and swimming clubs.

Pupils' personal and social skills, along with their life skills, are developing effectively. Most pupils show positive attitudes towards their work. Many are able to work diligently for extended periods, and display perseverance. However, pupils' skills of improving their own learning are only just beginning to develop.

Pupils' behaviour across the school is very good and they are courteous and welcoming towards visitors. Pupils are very caring towards each other and show respect for others in lessons and during play times. Pupils of all ages offer support and friendship to others regularly.

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 has a prominent place through various initiatives, for example when planning improvements to the external area. Members organise fund-raising activities for a number of charities and this has a positive effect on pupils' awareness of the needs of others.

The school's attendance rates are lower than those in similar schools. The school has been among the bottom 25% of similar schools over the last three years. Most pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school plans and provides a range of rich learning experiences, which gain the interest of most pupils. Planning is detailed and presents the principles of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education well. Outdoor provision for the Foundation Phase is stimulating. The school provides extra-curricular activities that meet pupils' needs effectively, including a climbing club in a nearby outdoor centre. The variety of educational visits, visitors to the school and extra-curricular experiences enrich pupils' experiences and support their learning well.

The school has responded appropriately to the requirements of the Literacy and Numeracy Framework. Teachers plan a beneficial range of opportunities that develop pupils' literacy skills across the curriculum effectively. Provision for thinking skills and information and communication technology (ICT) skills is good across the school. Teachers provide a good range of opportunities for pupils to develop their number skills. However, the provision does not offer enough regular opportunities for pupils to apply their reasoning and problem-solving skills across the curriculum.

The school provides valuable and varied experiences to develop and promote pupils' knowledge of their local culture and heritage. Teachers provide effective experiences to promote pupils' Welshness and to take pride in Welsh traditions.

The school offers beneficial experiences that promote pupils' awareness of sustainability issues such as their work in developing the gardens and recycling. Teachers provide appropriate opportunities to raise pupils' awareness of global citizenship suitably through charity activities and their work on Lesotho and Syria.

Teaching: Good

In most lessons, teachers lead effective and interesting learning sessions that motivate pupils to learn. All staff take advantage of every opportunity to enrich language in order to improve the quality of pupils' oral language. Teachers have sound subject knowledge and they link their lessons clearly to previous learning. In most lessons, in which teaching is most effective, teachers' presentations and instructions are clear, and the lessons' robust structure ensures that most pupils are able to respond successfully to their tasks. The pace of lessons is good and teachers question pupils effectively in a way that encourages them to give extended answers. In the few examples where teaching is less effective, over-direction limits pupils' ability to be independent learners. As a result, there is not always enough of a challenge to ensure that pupils of higher ability make full progress, especially in the Foundation Phase.

Teachers ensure that pupils are aware of learning intentions in lessons and they offer them valuable feedback during lessons. Pupils' work is marked regularly. Where marking is most effective, for example in language books, teachers' comments provide them with clear guidance on how to improve the work. However, the best practices of assessment for learning are not implemented consistently enough across the school.

The school has clear procedures for recording pupils' progress. Teachers use the results of assessments effectively to arrange additional support for specific pupils, which contributes 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 safe and caring community, which promotes pupils' wellbeing well. It has appropriate policies and arrangements to promote eating and drinking healthily. Periods of collective worship support pupils' spiritual and moral development successfully. This, along with effective procedures to promote good behaviour, has a very positive effect on pupils' behaviour, their spiritual development and the school's ethos. Recently, the school has adopted robust procedures to increase attendance, which has already begun to lead to improvement.

The close co-operation that exists between the school and specialist services ensures good quality support and guidance for pupils and parents. An example of this is the effective co-operation with the language therapist to ensure beneficial support when responding to specific pupils' speech needs.

Provision for pupils who have additional learning needs is effective. The school identifies these pupils' needs at a very early stage and provides purposeful support for them. Teachers use information that arises from observations and tests to track these pupils' progress skilfully, in order to ensure that they make good progress. Clear and attainable targets are identified in the individual education plans and parents and pupils are included in the process of producing and reviewing them.

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

Learning environment: Good

The school is an inclusive, friendly and familial community in which pupils are treated equally, with access to all the school's activities. Staff encourage co-operation, care and respect between adults and pupils and between pupils and each other successfully, and pay attention to the contributions and views of all individuals. This is reflected in the activities of the school council, which is obviously an important forum at the school. There are effective procedures to ensure that no pupils suffer because of disadvantage.

The staff have created a safe and attractive learning environment for play and learning. There are various stimulating outdoor areas, which encourage pupils to stay healthy and appreciate the environment around them. The buildings and

grounds are well-maintained to a high standard of cleanliness. There are a variety of displays in all parts of the school that celebrate pupils' work, including reports of visits, art work of a high standard and their written work. This supports the teaching well and adds to the school's homely and welcoming ethos. There is an extensive supply of resources to deliver lessons and activities across the curriculum. They are stored in an organised way, and are at hand to be used by all the school's staff and pupils.

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

Leadership: Good

The headteacher has a clear vision based on ensuring pupils' high standards and good wellbeing. He provides strong leadership and co-operates successfully with pupils, staff, governors and parents to create an effective school.

Recently, the headteacher has established a new senior management team. The members of the senior management team show a strong commitment to developing and promoting improvements by implementing a number of valuable strategies. However, this team's monitoring and quality assurance roles have not developed fully to date.

Teachers have detailed job descriptions that link well to their individual responsibilities. Effective performance management arrangements are in place, which set suitable targets for developing teachers' skills further. Staff meetings are held regularly and they focus clearly on the school's priorities for improvement. As a result, staff co-operate effectively as a team.

The school responds well to local and national priorities. The principles of the Foundation Phase have been established successfully. Teachers have updated the plans in order to respond more consistently to the requirements of the Literacy and Numeracy Framework. An example of this is the recent development to raise standards of extended writing.

The governing body supports the school well and fulfils its responsibilities thoroughly. Members of the body respond conscientiously to their strategic role by analysing data carefully and monitoring progress against priorities for improvement thoroughly. Their visits to the school give them a clear focus on various aspects, including a sound understanding of pupils' performance along with those aspects that need improvement. As a result, they hold the school to account for its performance effectively.

Improving quality: Good

The school has developed robust procedures for self-evaluation that use a wide range of direct evidence. They include analysing performance data, observing lessons, scrutinising books and seeking the opinion of parents and governors regularly. However, comments following lesson observations and scrutinising do not always focus clearly enough on the areas that need improvement. The pupil's voice is important and pupils have an opportunity to express an opinion through relevant

questionnaires. The information is used effectively to identify the school's strengths and the areas that need to be improved, for example the system for providing homework.

The self-evaluation report is comprehensive and gives a clear picture of the school's standards, provision and leadership. There is an obvious link between the priorities in the school development plan and the outcomes of the self-evaluation procedures. The plan includes detailed strategies to address what needs to be achieved in terms of raising standards. It identifies relevant and specific targets, and includes success criteria that focus purposefully on pupils' outcomes. It gives a clear outline of staff's responsibilities, funding requirements and methods of monitoring progress.

The headteacher has already put a number of valuable strategies and processes in place, which have led to clear improvements, for example raising the standard of extended writing and improving attendance.

Partnership working: Good

The school has established a number of robust partnerships that contribute well to improving pupils' standards and wellbeing effectively. A valuable partnership exists between the school and parents. The friends of the school association is very active and raises money regularly. The money is used efficiently to buy ICT resources and hardware that enrich learning.

There is a very successful partnership with the nursery school which is situated in the school. This ensures that pupils settle in quickly when they enter the Foundation Phase. Effective transition arrangements exist with the secondary school, which ensures progression and continuity in pupils' learning experiences as they move to the next stage in their education. The school also co-operates successfully with the secondary school and the other primary schools in the catchment area to standardise and moderate teachers' assessments jointly in order to ensure that assessments at the end of key stage 2 are robust.

The school co-operates effectively with local authority officers, for example to raise attendance levels.

There is a valuable partnership with the local community. Community activities enrich learning experiences effectively. An example of this is the work that the school is doing in partnership with 'Keep Wales Tidy'. There are valuable opportunities for pupils to take part in various services in the local church and chapels. These experiences promote pupils' sense of pride in their local area.

Resource management: Good

The school has an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Good use is made of their expertise. A skilful and enthusiastic team of teaching assistants provide very effective support and enable pupils to make good progress in their learning and wellbeing. They provide valuable support to teachers and have a positive influence on raising pupils' standards of work and attainment. The school responds fully to statutory requirements on teachers' workload and teachers use their non-contact time appropriately for planning, preparation and assessment.

There is a good range of resources at the school and they are managed well to ensure full access to all aspects of the curriculum. This is very evident in the use that is made of the outdoor area.

The school's performance management processes lead effectively to staff development in appropriate areas that are based on the school's priorities for improvement, along with staff's specific priorities for improvement.

The school works effectively with other schools in the area. This is beginning to have a positive effect on pupils' standards and attainment, for example standards of writing at the school.

The governors and the headteacher manage expenditure carefully. They ensure that expenditure is linked well to the school's objectives, targets and priorities. Appropriate use is made of the deprivation grant to target the performance of pupils who are eligible for free school meals.

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

Appendix 1: Commentary on performance data

6602175 - Ysgol Gynradd y Borth

Number of pupils on roll	201
Pupils eligible for free school meals (FSM) - 3 year average	15.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	26	20	30
Achieving the Foundation Phase indicator (FPI) (%)	92.3	95.0	90.0
Benchmark quartile	1	1	2
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	26	20	30
Achieving outcome 5+ (%)	92.3	95.0	93.3
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	42.3	45.0	23.3
Benchmark quartile	1	1	3
Mathematical development (MDT)			
Number of pupils in cohort	26	20	30
Achieving outcome 5+ (%)	92.3	95.0	93.3
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	53.8	50.0	26.7
Benchmark quartile	1	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	26	20	30
Achieving outcome 5+ (%)	92.3	100.0	93.3
Benchmark quartile	3	1	4
Achieving outcome 6+ (%)	61.5	75.0	36.7
Benchmark quartile	1	1	4

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.

6602175 - Ysgol Gynradd y Borth

Number of pupils on roll	201
Pupils eligible for free school meals (FSM) - 3 year average	15.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	31	24	30	29
Achieving the core subject indicator (CSI) (%)	83.9	95.8	90.0	89.7
Benchmark quartile	3	1	2	3
English				
Number of pupils in cohort	31	24	30	29
Achieving level 4+ (%)	96.8	95.8	90.0	93.1
Benchmark quartile	1	2	3	3
Achieving level 5+ (%)	48.4	41.7	30.0	24.1
Benchmark quartile	1	2	3	4
Welsh first language				
Number of pupils in cohort	31	24	30	29
Achieving level 4+ (%)	90.3	87.5	90.0	86.2
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	22.6	20.8	23.3	20.7
Benchmark quartile	3	3	3	4
Mathematics				
Number of pupils in cohort	31	24	30	29
Achieving level 4+ (%)	87.1	95.8	90.0	93.1
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	38.7	37.5	20.0	34.5
Benchmark quartile	2	2	4	3
Science				
Number of pupils in cohort	31	24	30	29
Achieving level 4+ (%)	93.5	95.8	96.7	93.1
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	48.4	58.3	26.7	27.6
Benchmark quartile	1	1	4	4

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses / Nifer o ymatebion		Agree / Cytuno	Disagree / Anghytuno		
I feel safe in my school.	90		90	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	90		89	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			99%	1%		
			92%	8%		
I know who to talk to if I am worried or upset.	90		85	5		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			94%	6%		
			97%	3%		
The school teaches me how to keep healthy	90		88	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	90		86	4		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
			96%	4%		
I am doing well at school	90		86	4		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	90		89	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	90		85	5		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			94%	6%		
			98%	2%		
My homework helps me to understand and improve my work in school.	90		84	6		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			93%	7%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	90		88	2		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			98%	2%		
			95%	5%		
Other children behave well and I can get my work done.	90		80	10		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			89%	11%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	89		84	5		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			94%	6%		
			84%	16%		

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	28	23 82%	5 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	28	23 82%	5 18%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	28	25 89%	3 11%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	27	20 74%	6 22%	1 4%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	25	18 72%	7 28%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	26	22 85%	4 15%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	28	23 82%	5 18%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	23	15 65%	8 35%	0 0%	0 0%	5	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	25	19 76%	5 20%	1 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	28	21 75%	5 18%	2 7%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	28	26 93%	2 7%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	22	15 68%	6 27%	0 0%	1 5%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	27	14 52%	10 37%	2 7%	1 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	28	18 64%	9 32%	1 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	12 46%	12 46%	1 4%	1 4%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	28	19 68%	9 32%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	8 53%	6 40%	1 7%	0 0%	11	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	26	14 54%	10 38%	2 8%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	28	19	9	0	0	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Rosemarie Wallace	Team Inspector
Meleri Cray	Lay Inspector
Hugh Rhys-Williams	Peer Inspector
Alan MacDonald	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.