



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

A report on

**Ysgol Gynradd Llandegfan
Llandegfan
Menai Bridge
Anglesey
LL59 4UW**

Date of inspection: December 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.

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Context

Ysgol Gynradd Llandegfan is situated in the village of Llandegfan, which is close to the town of Menai Bridge, on the Isle of Anglesey. It provides education for pupils aged between 4 and 11 years. It serves the village and the surrounding rural area. There are 143 pupils on roll. There are no nursery age pupils at the school. There are six classes at the school, two of which are mixed-age. An additional learning needs unit, namely Uned y Glannau, which serves the area, is also situated at the school.

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

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

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

The school was last inspected in September 2010. The headteacher has been in post since January 2014.

The individual school budget per pupil for Ysgol Llandegfan in 2015-2016 is £3,784. The maximum per pupil in primary schools on Anglesey is £6,763 and the minimum is £2,889. Ysgol Llandegfan is in 42nd position of the 47 primary schools on 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 current performance is good because:

- Most pupils make sound progress in their learning and achieve well
- Nearly all pupils attain a high standard of bilingualism and are able to change easily from one language to the other when discussing their work
- Pupils apply their literacy and numeracy skills effectively across the curriculum
- Nearly all pupils behave well and show positive attitudes towards their work
- It provides a wide and rich range of learning experiences for its pupils
- It has an inclusive and supportive ethos in which pupils feel safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher provides robust leadership and a clear strategic direction for the school
- The headteacher has a clear vision based on ensuring pupils' high standards and good wellbeing and has conveyed it successfully to staff, pupils, parents and governors
- Staff co-operate as a team and promote an inclusive ethos for all pupils
- The school has an accurate understanding of its strengths and areas that need to be improved
- The school development plan includes detailed strategies to address what needs to be achieved in relation to raising standards
- The governing body is well-informed and supportive, and it holds the school to account successfully on its performance
- There are beneficial partnerships with parents, the local community and other organisations, which have a positive effect on pupils' standards and wellbeing

Recommendations

- R1 Continue to improve attendance
- R2 Ensure that teachers provide a consistent challenge for pupils of higher ability
- R3 Ensure that the best assessment for learning practices are implemented consistently across the school
- R4 Ensure appropriate opportunities for members of the senior management team to familiarise themselves with and develop their leadership roles

What happens next?

The school will produce an action plan that 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 about half of them. Most pupils make sound progress in their learning and achieve well. They use their literacy and numeracy skills effectively and show interest and perseverance in the lessons.

Most pupils' oral skills develop effectively across the Foundation Phase. The oral skills of pupils from non-Welsh speaking homes develop very quickly. By the end of the Foundation Phase, most pupils are able to communicate clearly and confidently in Welsh, using a variety of vocabulary that is appropriate to their age. In key stage 2, most pupils respond eagerly to teachers' questioning and are keen to contribute to discussions. Most of them are able to express an opinion in a mature manner about a range of topics and listen attentively to the contributions of others, and consider their views. By the end of key stage 2, most pupils' oral skills in English are developing well. They communicate clearly and effectively and use a wide vocabulary when expressing an opinion and talking about their work in class. Nearly all pupils attain a high standard of bilingualism and are able to change easily from one language to the other when discussing their work.

Most pupils' reading skills are developing well across the school. Most pupils' standards of reading in the Foundation Phase are appropriate to their age and ability. Most of them read increasingly fluently and at a suitable pace. They have a sound knowledge of the content of their books and are able to express an opinion confidently about their favourite part or character. Many pupils are aware of the various strategies that can be used to help them to read unfamiliar words. In key stage 2, most pupils read increasingly correctly and confidently in Welsh. They apply their reading skills well to support their work in a range of subjects. By the end of key stage 2, most pupils read meaningfully in Welsh and English. They express an opinion about books and describe the main characters and the sequence of events within the stories meaningfully. They use various reading strategies skilfully to find information to support their work across the curriculum, for example when gleaning information on the effect that drowning the Tryweryn Valley had on Wales.

Most pupils' writing skills in the Foundation Phase are developing well. Many of them are able to write at length by the end of the Foundation Phase and use correct patterns and good vocabulary, for example when arranging a recipe for porridge or writing a newspaper report on the story of Jonah and the Whale. Many pupils develop clear handwriting and present their work neatly. Their spelling and punctuation skills are appropriate for their age. In key stage 2, most pupils use their writing skills in a range of contexts across the curriculum. They write in an organised way and present ideas and information logically and effectively. Most pupils' work shows good standards in terms of language accuracy in Welsh and English. The quality of the best pupils' extended writing work is high, for example when they write a monologue about children's experiences during the Second World War.

Most pupils' number skills are developing well across the Foundation Phase. Most of them work at a level that is appropriate to their age and ability. By the end of the Foundation Phase, many of them use a range of number skills effectively and confidently in other areas, for example to solve Farmer Del's problems. Most pupils are able to use their measuring skills to weigh ingredients to make porridge. They collect data and apply it effectively, for example when discussing their favourite breakfast. In key stage 2, most pupils have a good understanding of numeracy strategies. They apply their skills skilfully and develop appropriate strategies with good accuracy, for example when solving problems involving their study of places in France during the Battle of the Somme. They collect information and results in a systematic way and present their conclusions accurately in the form of tables and graphs, for example when recording information about the number of walkers who climbed Snowdon during the year or when creating a line graph to compare rainfall in Wales and Patagonia.

Nearly all pupils who have additional learning needs, including the pupils at Uned y Glannau, make good progress in relation to the targets in their individual education plan. At times, pupils of higher ability do not achieve as well as they could.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy and mathematical development at the expected outcome has declined, moving the school from the top 25% to the lower 50% in comparison with similar schools. At the higher outcome, pupils' performance in literacy has mostly placed the school in the upper 50% over the same period. Pupils' performance in mathematical development has declined, moving the school from the top 25% and placing it in the lower 50% over the last two years.

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

There is no significant pattern of difference between the performance of boys and girls at the expected outcomes/levels. In general, girls do better than boys at the higher outcomes/levels. There is no significant pattern of difference over time between the achievements 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 health and fitness and eating and drinking healthily. They also achieve well in their personal and social development.

Nearly all pupils' behaviour is 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. Nearly all pupils show positive attitudes towards their work. They work diligently for extended periods. However, pupils' skills of improving their own learning are only just beginning to develop.

The pupil's voice receives good attention. Members of the school council and the eco council are enthusiastic groups of pupils and feel that they are appreciated. They are active at the school, for example when arranging a survey of the situation at play times and offering ideas on how to improve provision. Members organise fundraising activities in aid of a number of charities and this has a positive effect on their awareness of the needs of others. Pupils contribute extensively in the community and take a prominent part in local social events.

Pupils' attendance rates have declined over the last three years. The school has been among the lower 50% and the bottom 25% of similar schools over the last two years. Nearly all pupils arrive at school punctually.

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

The school provides a wide and balanced curriculum that meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education well. Teachers plan in detail to provide a rich range of interesting learning experiences that gain the most pupils' interest. Interesting experiences are provided to promote learning in the Foundation Phase in a variety of situations inside and outside the classroom. The school provides a wide range of extra-curricular activities, including a hockey and cricket club, which contribute well to developing pupils' wellbeing and fitness. Local visits, for example to Caernarfon Castle and trips further afield to Cardiff, enrich experiences and support learning successfully.

The school has responded purposefully to the requirements of the Literacy and Numeracy Framework. Teachers plan skilfully to ensure regular opportunities for pupils to develop and apply their literacy, numeracy and information and communication technology (ICT) skills effectively across the curriculum. The school uses a variety of numeracy and literacy intervention programmes effectively in order to target groups of pupils.

Provision for developing Welsh is effective. The school's commitment to the Anglesey Language Charter promotes pupils' use of Welsh successfully. Teachers provide a rich range of valuable experiences to promote pupils' awareness of the culture and traditions of Wales, for example by studying legends from the Mabinogi and the work of local artists such as Kyffin Williams.

Experiences for promoting sustainable development are good. The school provides valuable experiences to promote pupils' awareness of how to live in a sustainable way, such as establishing an energy saving team and raising money to install solar panels. Teachers also provide appropriate opportunities to raise pupils' awareness of global citizenship by studying the lives of people in other countries such as Poland.

Teaching: Good

Teachers have good subject knowledge and they lead effective and interesting learning sessions that motivate pupils to learn. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral

skills. In most classes, where teaching is at its best, teachers link their lessons clearly to previous learning and use a range of methods skilfully. They explain new concepts clearly, ensure a good pace to the sessions and question pupils effectively in a way that encourages them to give extended answers. In the few examples where teaching is less effective, the pace of lessons is slow and there is not always enough of a challenge to ensure that pupils of higher ability make full progress.

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

The school has comprehensive procedures for recording pupils' progress. Teachers use the results of assessments effectively to arrange additional support for specific pupils, which contribute to improving standards, for example boys' reading. Parents receive good information about their children's progress and annual reports meet requirements.

Care, support and guidance: Good

The school is a caring, inclusive and supportive community that promotes pupils' health and wellbeing well. It has appropriate policies and arrangements to promote eating and drinking healthily. Collective worship periods contribute successfully to pupils' spiritual and moral development. The school promotes good behaviour successfully and this has a positive effect on pupils' social development. Recently, robust procedures have been adopted to improve attendance, which has already resulted in improvement. It promotes pupils' cultural development effectively.

Effective use is made of the support of external specialist services, including educational welfare, social and medical services and the police. The school meets pupils' needs well by targeting the assistance of expertise and support purposefully. A good example of this is the police's regular visits to promote pupils' awareness of keeping safe. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school has detailed arrangements for identifying pupils' additional learning needs at an early stage and for ensuring that they are included across all the school's activities. Targets in pupils' individual plans are clear and measurable and provide guidance for teachers on various strategies for arranging appropriate support. Parents and pupils are included appropriately in the process of producing and reviewing them.

Uned y Glannau offers specialist support of a high standard to meet the needs of those pupils that attend it. Work is targeted carefully for them and pupils' progress is recorded and evaluated regularly.

Learning environment: Good

The school is a happy community, with a homely and inclusive ethos. All pupils have full access to the curriculum. Clear policies and procedures ensure equal opportunities for all and promote equality and an understanding of diversity and fairness successfully. The school encourages co-operation, care and respect between adults and children and between children and each other successfully. As a result, pupils take pride in the happy and supportive community that exists.

The design of the building is unusual, and there is more than one working level in the majority of classrooms. As a result, there is no wheelchair access to all parts of the building. The building provides sufficient room, and purposeful use is made of all parts of it and of the outdoor resources, to meet the needs of the Foundation Phase. Staff have created a safe and attractive environment and there are stimulating and purposeful displays in all parts of the school. Effective advantage is taken of the school's extensive grounds to provide outdoor education areas, play sports, celebrate the diversity of the world of nature and grow vegetables. The grounds and building are maintained in a polished condition with a high standard of cleanliness.

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

The headteacher provides robust leadership and a clear strategic direction for the school. He has a clear vision, based on ensuring high standards and good wellbeing for pupils. This vision has been conveyed successfully to staff, pupils, parents and governors. All members of staff understand their roles and responsibilities well and are prepared to share the workload. Staff meetings, which focus on the school's priorities, give them an opportunity to develop effective methods and strategies for improving teaching. This contributes to creating an atmosphere in which everyone co-operates as a team and promotes an inclusive ethos for all pupils. Recently, the school has begun to restructure the senior management team. However, it is too early to see the effect of this on the pupils' standards of work and the school's procedures.

There are appropriate arrangements for managing staff performance, based on the school's priorities for improvement, which lead to beneficial opportunities to promote and develop further pupils' standards and the quality of teaching.

The governing body supports the school conscientiously and members have good knowledge of its strengths and the areas that need to be improved. They take an active part in evaluating the school's work and deciding on priorities for improvement. They understand the significance of data and results and visits from individual members of the body to the school offer continuous information to them about provision and pupils' outcomes. This enables them to hold the school to account successfully about its performance.

The school responds well to local and national priorities, such as developing literacy and numeracy strategies, and when developing pupils' extended writing specifically. The school responds purposefully to the Anglesey Language Charter. This has a positive effect on pupils' use of Welsh outside the classroom.

Improving quality: Good

The school has robust self-evaluation procedures, which are based on a wide range of direct information. These include lesson observations, scrutinising books, conducting learning walks and a detailed analysis of performance data. The school considers pupils' views well. However, there is no structure for collecting parents' views. The self-evaluation procedure ensures that all staff have an accurate understanding of the school's strengths and their role in developing the areas that it needs to improve.

The school's self-evaluation document is comprehensive and shows that leaders have a good understanding of its current situation. Opinions and analyses are detailed and there is an obvious link between the main priorities in the school development plan and the outcomes of the self-evaluation procedures. This includes responding to the previous development plan and other specific targets.

The school development plan is an active document that includes detailed strategies for addressing what needs to be achieved in relation to raising standards. The plan refers specifically to relevant and measurable targets, funding and a specific timetable, along with staff responsibilities.

Appropriate priority is given to national priorities such as the Literacy and Numeracy Framework within the school development plan. The school's actions in improvement plans are having a positive effect on pupils' standards across the school, and specifically, for example, on raising boys' standard of reading.

Partnership working: Good

The school has a number of beneficial partnerships that expand and enrich pupils' experiences, and contribute well to raising their standards and wellbeing.

The school has established a beneficial partnership with parents. The parents, through the Friends Association, ensure a financial fund to purchase new resources such as ICT equipment and expanding opportunities for playing on the playground. This contributes extensively to improving pupils' standards and wellbeing.

There is an effective partnership between the school and the local community, including local churches and chapels. As a result, there are good opportunities for pupils to hold services and concerts in public. Partnerships to promote Welsh culture, such as local eisteddfodau and Urdd activities, enable pupils to practise their communication and social skills well in a Welsh environment.

Close partnerships with a number of local authority agencies and the health authority have a positive effect on the development of pupils' wellbeing and attainment. The arrangements for admitting new pupils from the nursery school have been established firmly. Similarly, transition arrangements with the local secondary schools also ensure a smooth transfer for older pupils. There are effective arrangements to support transition between Uned y Glannau and the local schools that some pupils attend in the afternoon.

There are effective partnerships between schools in the catchment area in order to ensure consistency when standardising and moderating pupils' work and to provide wide opportunities to develop aspects of the provision in individual schools. A notable example in this school is the way in which it seeks to develop the mathematics skills of higher ability pupils. Another example is the energy project, which has been established jointly with nearby schools and local industry, and which provides valuable opportunities for pupils to expand their understanding of the importance of science and engineering.

Resource management: Good

The school has an appropriate number of staff to meet pupils' needs and the requirements of the curriculum. Effective use is made of staff expertise, for example by using the expertise of assistants to support specific pupils. Assistants make a valuable contribution towards encouraging pupils to improve standards of attainment and wellbeing.

Teachers use their planning, preparation and assessment time effectively. This contributes well to the quality of provision.

The school pays due attention to staff's continuous professional development and processes for managing teachers' performance support this appropriately. Leaders make efficient use of the School Effectiveness Grant to ensure beneficial training, which has a positive effect on pupils' standards and provision. In addition, school to school links contribute well to expanding staff's knowledge and understanding of current teaching methods.

The headteacher and governors monitor and manage expenditure carefully. They ensure that expenditure is linked intelligently to the school's priorities. The number of pupils who are eligible to receive the Pupil Deprivation Grant is too small to be able to report fairly on its effectiveness.

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

Appendix 1: Commentary on performance data

6602174 - Ysgol Gynradd Llandegfan

Number of pupils on roll	141
Pupils eligible for free school meals (FSM) - 3 year average	5.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	14	20	22	18
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	90.9	88.9
Benchmark quartile	1	1	3	3
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	14	20	22	18
Achieving outcome 5+ (%)	100.0	100.0	90.9	94.4
Benchmark quartile	1	1	3	3
Achieving outcome 6+ (%)	64.3	50.0	45.5	38.9
Benchmark quartile	1	1	2	3
Mathematical development (MDT)				
Number of pupils in cohort	14	20	22	18
Achieving outcome 5+ (%)	100.0	100.0	90.9	94.4
Benchmark quartile	1	1	3	3
Achieving outcome 6+ (%)	64.3	40.0	36.4	38.9
Benchmark quartile	1	2	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	20	22	18
Achieving outcome 5+ (%)	100.0	100.0	95.5	100.0
Benchmark quartile	1	1	4	1
Achieving outcome 6+ (%)	64.3	65.0	63.6	55.6
Benchmark quartile	2	2	3	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.

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

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.	70	70 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	70	70 100%	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.	70	69 99%	1 1%	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	70	70 100%	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.	70	66 94%	4 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	69	69 100%	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.	70	70 100%	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.	70	69 99%	1 1%	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.	70	65 93%	5 7%	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.	70	68 97%	2 3%	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.	66	60 91%	6 9%	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	69	66 96%	3 4%	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 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.	36	18 50%	16 44%	2 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	36	25 69%	11 31%	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.	36	23 64%	12 33%	1 3%	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.	35	18 51%	13 37%	4 11%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	35	13 37%	22 63%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	34	12 35%	19 56%	3 9%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	36	14 39%	22 61%	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.	32	8 25%	18 56%	4 12%	2 6%	4	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.	33	17 52%	15 45%	1 3%	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.	34	20 59%	14 41%	0 0%	0 0%	2	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.	36	22 61%	14 39%	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'.	27	9 33%	17 63%	1 4%	0 0%	8	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.	35	8 23%	22 63%	4 11%	1 3%	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.	36	22 61%	8 22%	6 17%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	29	9 31%	16 55%	4 14%	0 0%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	33	14 42%	19 58%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	22	10 45%	9 41%	3 14%	0 0%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	36	16 44%	18 50%	2 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	32	17 53%	13 41%	2 6%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
William Glyn Griffiths	Team Inspector
Jeremy George Turner	Lay Inspector
Manon Eluned Jones	Peer Inspector
Aled Williams	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.