A report on

Ysgol Clydau
Tegryn
Llanfyrnach
Pembrokeshire
SA35 0BE

Date of inspection: June 2016

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.

Context

Ysgol Clydau is a community primary school that serves the villages of Tegryn, Bwlchygroes, Llwyndrain, Llanfyrnach and Cilrhedyn in north Pembrokeshire. Welsh is the main medium of teaching and English is introduced formally at the beginning of key stage 2.

There are 69 full-time pupils on roll, including eight nursery-age pupils. Pupils are taught in three mixed-age classes. Approximately half of the pupils come from homes in which Welsh is the main language. Very few pupils come from ethnic backgrounds and approximately 15% are eligible for free school meals, which is lower than the national average.

Currently, approximately 19% of pupils are on the additional learning needs register, and very few have a statement of special educational needs.

The headteacher was appointed to the post permanently in September 2015 following a period of temporary leadership for the previous three years. The school was last inspected in March 2009.

The individual school budget per pupil for Ysgol Clydau in 2015-2016 is £4,415. The maximum per pupil in primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Ysgol Clydau is in 13th place of the 61 primary schools in Pembrokeshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils recall their previous learning well and build on their knowledge in order to develop new skills
- Most pupils, by the end of key stage 2, are able to glean information from a book by using their higher order reading skills effectively
- Many pupils at the top of the school estimate skilfully, reason their responses maturely and use mathematical vocabulary naturally
- The majority of pupils have good levels of motivation and are very eager to complete their activities
- Staff provide a wide range of extra-curricular clubs that enrich pupils' learning well

However:

- Pupils have a tendency to overuse English vocabulary when holding discussions with adults and peers
- Pupils are not given regular enough opportunities to apply their literacy, numeracy and information and communication technology (ICT) skills across the curriculum
- Teachers do not always challenge more able pupils successfully enough

Prospects for improvement

The school's prospects for improvement is adequate because:

- The headteacher has a clear vision that is based on raising standards and ensuring pupils' wellbeing
- The headteacher has succeeded in creating an ethos of effective teamwork among the staff, which stimulates a happy and active environment
- The principles of the Foundation Phase are implemented robustly
- Members of the governing body act appropriately
- There are suitable arrangements to monitor the standards of teaching and learning through lesson observations and scrutinising pupils' books
- The self-evaluation document is evaluative and identifies strengths and a number of appropriate areas for development in the school's current improvement plan

However:

- The self-evaluation process has not identified the shortcomings in the school's curricular plans at an early enough stage
- Leaders are too dependent on monitoring reports from local authority and consortium officers to support the evaluation procedures

Recommendations

R1 Improve the standard of the pupils' spoken Welsh

R2 Ensure opportunities to develop pupils' skills across the curriculum

R3 Ensure that the requirements of the Literacy and Numeracy Framework have been embedded fully in the school's plans, and that they are implemented appropriately

R4 Ensure that the teaching challenges more able pupils across the school

R5 Strengthen the leadership to operate more strategically

R6 Ensure that self-evaluation procedures are effective and lead to improvement

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Many pupils start school with an ability that corresponds to what is expected for their age and they make appropriate progress in their learning. Most pupils across the school recall previous learning well and build on their knowledge in order to develop new skills.

The standards of many pupils' oral skills in the Foundation Phase are developing appropriately. They communicate confidently and use a range of suitable vocabulary when speaking informally. However, there is a tendency to overuse English vocabulary when holding conversations with adults and peers. Many pupils show a fondness of reading and develop skills that enable them to build and link words and sentences independently. By the end of the Foundation Phase, many pupils write independently fairly correctly for different purposes across the areas of learning. For example, they write a fable, a review of their favourite book, and instructions on how to make pancakes effectively. However, more able pupils are not confident in using the negative form of verbs or in using a capital letter at the beginning of a sentence.

By the end of key stage 2, many pupils conduct suitable conversations in Welsh. However, the tendency to slip English words into their conversation continues, and that has an effect on the accuracy of their spoken and written language. Most pupils read meaningfully and vary their tone of voice suitably to create effect. They are able to find information in books by using high order reading skills effectively. Many are able to name and discuss the work of different authors, and show a preference for some more than others. Across key stage 2, pupils develop writing skills appropriately in a range of forms, for example a portrayal of Rhiwallon, and a description of their favourite place. By the end of key stage 2, many pupils write at length to an appropriate standard and use paragraphs to present their work methodically. A few more able pupils use a range of interesting sentences with a Welsh nuance in their written pieces.

Most pupils in key stage 2 develop their oral skills with increasing confidence in English. They are able to read to a standard which at least corresponds to their age, and vary their tone of voice appropriately in order to convey meaning. By the end of key stage 2, most are able to write at length successfully in a range of contexts. However, they do not use these skills regularly enough in areas across the curriculum.

By the end of the Foundation Phase, most pupils use simple number strategies correctly in their work. The majority are able to produce a simple bar graph with guidance and draw relevant information from it. Many pupils use a correct standardised unit to measure and solve numerical problems effectively. An example of this is the work to solve the problem about the number of eggs that are laid by birds. However, more able pupils do not make enough progress in their mathematical work.

In key stage 2, many pupils have a sound understanding of number strategies and, by the end of the stage, most pupils are confident when using a wide range of them to solve numerical problems. Many pupils estimate skilfully, reason their responses maturely and use a mathematical vocabulary naturally.

Although most pupils' linguistic and mathematical skills are sound, they do not apply them consistently enough in other areas across the curriculum.

Most pupils with additional learning needs make good progress against their targets.

Often, over recent years, there has been a relatively small number of pupils (ten or fewer) in the year groups at the end of the Foundation Phase and key stage 2. As a result, trends in the school's benchmark performance in comparison with that of other schools and in comparison with national averages are not reliable.

Over the last four years, pupils' performance at the expected level at the end of the Foundation Phase has tended to place the school in the top 25% in comparison with similar schools in all areas of learning. However, in 2015, pupils' performance in language had fallen, moving the school to the bottom 25%.

At the end of key stage 2, pupils' performance at the expected level has varied in all core subjects over a period of four years, with performance in Welsh placing the school in the lower 50% consistently in comparison with similar schools. Performance at the higher levels has been consistently lower than the median over the same period.

There is no notable difference between the performance of boys and girls at the expected levels or the higher levels in mathematics. However, girls perform consistently higher than boys in Welsh and English over a period at the higher levels.

Only a small number of pupils are eligible for free school meals, and therefore it is unreliable to compare their performance with that of pupils who are not eligible for free school meals.

Wellbeing: Good

Most pupils have a good awareness of the need to foster healthy personal routines, including fitness. Nearly all pupils feel that the school encourages them to live healthily and teaches them about the importance of staying healthy. They feel safe and happy and know to whom to turn for support and advice when needed. Many pupils have a sound understanding of the importance of internet safety, and act on this successfully.

Most pupils have good levels of motivation and are very eager to complete their activities. Many pupils co-operate effectively and standards of behaviour in the classrooms and around the school are generally good.

The school's attendance levels are very good, and most pupils arrive at school punctually. Over the last three years, attendance levels have placed the school in the upper 50% or top 25% in comparison with similar schools.

Members of the school council are innovative and act effectively within the school's activities and the wider community. For example, they arrange fundraising activities for various charities. As a result, they have a sound awareness of the needs of others who are less fortunate than themselves. Members of the school council share information about the school's activities with the governing body regularly.

Pupils have an active role in the community's decisions. They have contributed valuable ideas towards creating a new community park.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Teachers plan experiences that engage pupils' interest appropriately and respond to the principles of the Foundation Phase and the requirements of the National Curriculum and agreed syllabus for religious education. Where planning is most effective, there is an emphasis on delivering a practical curriculum that engenders enthusiasm among pupils. The school is in the process of adapting its schemes of work in order to respond to the requirements of the Literacy and Numeracy Framework. However, the current plans are not clear enough and do not show enough progression and continuity in the skills. As a result, pupils are not given consistent opportunities to apply their literacy, numeracy or information and communication technology (ICT) skills appropriately across the curriculum.

The school provides a wide range of extra-curricular clubs that enrich pupils' learning well, particularly for living healthily and keeping fit, for example a cooking club, a football club and a netball club.

Provision for learning about the Welsh dimension is robust. By studying local history and the life and work of famous Welsh people such as T Llew Jones and 'Merched Beca' (the Daughters of Rebecca), pupils' understanding of Welsh history and culture is developing well. A range of extra-curricular visits and activities enrich learning experiences effectively, for example a visit to Henllys Castle when studying the Celts.

The school promotes the recycling process effectively and specific pupils take responsibility for recycling. The school offers suitable opportunities for pupils to develop their understanding of global citizenship through theme work on the Euro 2016 football tournament, for example.

Teaching: Adequate

On the whole, teachers have an effective working relationship with pupils. Within the classroom, pupils are supported effectively by the assistants.

In the few lessons where the teaching is most effective, there are interesting presentations by teachers that engage pupils' interest well. Teachers question skilfully and enable pupils to expand on their responses and explain them successfully. Teachers prepare activities appropriately to respond to the specific needs of the majority of pupils. Where teaching is less effective, tasks do not always challenge more able pupils successfully. Over-direction in many of these lessons limits pupils' ability to become independent learners and to take an active part in their own learning.

Assessment for learning strategies are in place and are beginning to have a robust effect on standards of literacy. However, their use is inconsistent across the school. Teachers mark pupils' work regularly. In general, the comments that are offered are concise and constructive. However, they do not always give pupils clear enough guidance on what they need to do to improve their work.

The school uses an appropriate range of data sources and national tests to track each pupil's development. However, the school does not use the information that arises from this effectively enough to track the progress of specific groups of pupils.

Annual reports to parents meet statutory requirements and include purposeful information about their children's progress.

Care, support and guidance: Good

The school is a friendly and caring community. It makes appropriate arrangements to promote eating and drinking healthily through a variety of internal and extra-curricular activities.

Periods of collective worship support pupils' spiritual and moral development well. The school celebrates pupils' successes regularly by displaying awards and giving praise in assemblies. They also encourage high attendance by rewarding pupils with certificates and medals. As a result, the school's attendance is consistently good. It promotes pupils' social development effectively through various activities such as planning the village park jointly, and their cultural development through visits with the Llangrannog camp and their work on the Celts.

The school has effective links with a range of specialist services and outside agencies, such as the educational psychologist and the school nurse. These links ensure good quality support and guidance for pupils and staff, as necessary.

The school has effective arrangements for pupils with additional learning needs. Teachers use appropriate methods to identify pupils' needs and prepare individual education plans for them, as necessary. Pupils, teachers and support staff work together effectively on these plans. Individual plans are specific and targets are measurable. Plans are reviewed regularly in consultation with parents and pupils. This ensures that most pupils make good progress against their targets.

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

Learning environment: Good

The school is a happy and welcoming community in which adults and pupils treat each other with care and respect. Policies and procedures promote equality and equal access to provision, and pupils are treated equally in all of the school's activities.

Staff and pupils make effective use of the school building and grounds to enrich learning. The field and play equipment offer plenty of space and variety for pupils to

play. The community centre, which is located on the school grounds, is used occasionally for physical education activities. This has a positive effect on pupils' health and wellbeing. The outdoor areas have been developed successfully, particularly in the Foundation Phase where creative and purposeful resources support learning effectively. The building and playground are well-maintained.

The classrooms and walls around the school are attractive and orderly and include a variety of good quality displays. There is an appropriate balance of displays that support learning, along with those that celebrate pupils' successes and work.

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

Leadership: Adequate

The headteacher has a clear vision that is based on raising standards and ensuring pupils' wellbeing. It has been shared with staff, pupils, parents and governors successfully. This caring leadership ensures that pupils' wellbeing is central to all of the school's work. The headteacher has succeeded in creating an ethos of effective teamwork among the staff which stimulates a happy and industrious atmosphere. The school's leaders have implemented a number of robust strategies in order to raise standards and improve provision. A good example of this is the effective way in which the Foundation Phase operates.

Staff's job descriptions are up-to-date and identify their roles and responsibilities clearly. The staffing structure allows all teachers to take responsibility for specific aspects of the school's work. Subject co-ordinators take an active role in monitoring processes. Although they have an awareness of the school's strengths and areas for improvement, they do not have a robust enough overview of standards across the school in order to lead improvements in important areas such as literacy and numeracy.

The school responds appropriately to a number of local and national priorities. The principles of the Foundation Phase have been implemented robustly, and the school gives due attention to activities to address pupil deprivation. However, the school has been too slow to incorporate the requirements of the Literacy and Numeracy Framework in its schemes of work.

Members of the governing body are supportive of the school's work and fulfil their duties appropriately. They have a sound awareness of the school's strengths and areas for improvement. Their understanding of how the school is performing in comparison with the schools in the family and similar schools is good. This enables them to challenge the school about its performance and monitor the procedures that are in place. As a result, their role in the school's strategic processes is developing well. By playing an active part in the processes for monitoring teaching and learning, they have input in the process of producing the self-evaluation report, and in setting plans for improvement.

Improving quality: Adequate

The school has suitable arrangements to monitor standards of teaching and learning through lesson observations and scrutinising pupils' books. In general, reports that derive from the monitoring process are rather descriptive, and they are not always

analytical enough. They do not focus clearly enough on standards and pupils' outcomes, and the process has not identified the shortcomings in the school's curricular plans. Leaders are too dependent on monitoring reports from local authority and consortium officers to support these procedures effectively.

However, on the whole, the headteacher and senior leaders have an appropriate picture of the school's strengths and areas for improvement. The self-evaluation report is based on an appropriate range of evidence, including attainment data, outcomes of monitoring processes, responses to pupil questionnaires and parents' views. In general, it is an evaluative document and identifies strengths and a number of appropriate aspects to be included as priorities in the school improvement plan.

There is a fairly close link between the outcomes of the self-evaluation report and the priorities in the school improvement plan. The plan focuses clearly on improving provision and raising standards. It includes appropriate strategies for action, along with suitable success criteria and monitoring arrangements. However, targets and activities are not always specific enough. As a result, it is not easy for leaders to review progress effectively enough.

Partnership working: Good

The school has a wide range of partnerships that enrich pupils' learning experiences successfully. These have a significant effect on provision and pupils' outcomes. The partnership with parents is one of the school's strengths. The Parent Teacher Association is active and contributes significantly to buying resources. Recently, it has contributed towards buying electronic tablets in order for pupils to have regular access to educational software.

The school makes suitable use of the local authority's education support service. For example, staff and pupils' understanding of communication through sign language has led to ensuring complete inclusion.

The school plays an active part in village life. For example, pupils have played a key role in developing the play area in the centre of the village in partnership with the Community Council. Pupils contribute effectively to community activities by conducting thanksgiving services in four local chapels in turn. This develops pupils' understanding of the importance of belonging to a community and acting as a community. The school and community work together to arrange Welsh lessons for learners, which are beginning to have an effect on parents' ability to support their children's development.

The school works effectively with schools in the catchment area. The learning triads have led to raising standards of extended writing in language work, and also to improving understanding of the continuous provision in the Foundation Phase. The school moderates pupils' work well and has led the cluster on this work in specific areas such as mathematics and the Foundation Phase. The schools meet to scrutinise work and agree on levels. This has improved teachers' understanding of level requirements and improved their awareness of what is happening across schools. There are effective transition arrangements with three secondary schools that prepare older pupils well for the next step in their education.

Resource management: Adequate

The school has a high level of staff, and assistants are used effectively to support individuals and groups of learners. Leaders have taken specific steps recently to restructure the school's staffing in order to respond more appropriately to pupil numbers. Teachers' expertise is used successfully to enrich aspects of the curriculum, such as mathematics, literacy and music.

Processes for managing the performance of all staff are effective and lead to setting appropriate targets that are linked to the school's priorities for improvement and individuals' professional development. A good example of this is the continuous training that assistants receive to enable them to support pupils with specific needs. The school has purposeful procedures to provide planning, preparation and assessment time for teachers.

The school works successfully within professional learning communities for numeracy with schools in the Preseli cluster to develop the numeracy problem-solving skills of pupils in key stage 2. This has led to an improvement in most pupils' numeracy work.

Leaders co-operate effectively with the local authority's finance officer to manage funding. Expenditure decisions link suitably with priorities for improvement. The governing body monitors the budget regularly and keeps detailed records of expenditure.

Suitable use is made of the Pupil Deprivation Grant to develop pupils' wellbeing by supporting individuals and specific groups of pupils. Expenditure is monitored carefully by the school's leaders. As a result, these pupils make good progress against their targets.

Considering pupils' outcomes over a period of time, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6682385 - Ysgol Clydau

Number of pupils on roll   53
Pupils eligible for free school meals (FSM) - 3 year average   7.5
FSM band   1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	12	5	*	12
Achieving the Foundation Phase indicator (FPI) (%)	66.7	100.0	*	83.3
Benchmark quartile	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	12	5	*	12
Achieving outcome 5+ (%)	66.7	100.0	*	83.3
Benchmark quartile	4	1	*	4
Achieving outcome 6+ (%)	8.3	40.0	*	8.3
Benchmark quartile	4	2	*	4
Mathematical development (MDT)				
Number of pupils in cohort	12	5	*	12
Achieving outcome 5+ (%)	83.3	100.0	*	100.0
Benchmark quartile	4	1	*	1
Achieving outcome 6+ (%)	8.3	40.0	*	25.0
Benchmark quartile	4	2	*	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	5	*	12
Achieving outcome 5+ (%)	83.3	100.0	*	100.0
Benchmark quartile	4	1	*	1
Achieving outcome 6+ (%)	8.3	80.0	*	33.3
Benchmark quartile	4	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.

6682385 - Ysgol Clydau

Number of pupils on roll   53
Pupils eligible for free school meals (FSM) - 3 year average   7.5
FSM band   1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	13	7	10	*
Achieving the core subject indicator (CSI) (%)	92.3	100.0	90.0	*
Benchmark quartile	2	1	3	*
English				
Number of pupils in cohort	13	7	10	*
Achieving level 4+ (%)	100.0	100.0	90.0	*
Benchmark quartile	1	1	4	*
Achieving level 5+ (%)	38.5	*	*	*
Benchmark quartile	3	*	*	*
Welsh first language				
Number of pupils in cohort	13	7	10	*
Achieving level 4+ (%)	84.6	85.7	90.0	*
Benchmark quartile	3	3	3	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	13	7	10	*
Achieving level 4+ (%)	92.3	100.0	90.0	*
Benchmark quartile	3	1	3	*
Achieving level 5+ (%)	*	*	50.0	*
Benchmark quartile	*	*	2	*
Science				
Number of pupils in cohort	13	7	10	*
Achieving level 4+ (%)	100.0	100.0	100.0	*
Benchmark quartile	1	1	1	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	37		35 95%	2 5%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	37		26 70%	11 30%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	37		35 95%	2 5%		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	37		34 92%	3 8%		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.	37		35 95%	2 5%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	37		30 81%	7 19%		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.	37		36 97%	1 3%		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.	37		34 92%	3 8%		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.	37		29 78%	8 22%		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.	37		37 100%	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.	37		13 35%	24 65%		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	37		17 46%	20 54%		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	17	14 82%	3 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	17 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	16 94%	1 6%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	17	12 71%	5 29%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	17	8 47%	9 53%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	16	12 75%	4 25%	0 0%	0 0%	1	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%	43%	6%	2%		
Staff treat all children fairly and with respect.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	17	13 76%	3 18%	0 0%	1 6%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	17	12 71%	5 29%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	11 79%	3 21%	0 0%	0 0%	3	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.	17	13 76%	4 24%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	17	15 88%	2 12%	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.	15	12 80%	3 20%	0 0%	0 0%	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.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	9 64%	5 36%	0 0%	0 0%	3	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.	17	17 100%	0 0%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	17	15 88%	2 12%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Gwenda Easton	Reporting Inspector
Anwen Griffith	Team Inspector
Michaela Leyshon	Lay Inspector
Bethan Madoc-Jones	Peer Inspector
Sion Jones	Headteacher

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.