



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Bro Plenydd
Y Ffôr
Pwllheli
Gwynedd
LL53 6UP**

Date of inspection: February 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 Bro Plenydd is situated in the rural village of Y Ffôr, near Pwllheli, Gwynedd. There are three mixed-age classes in the school and Welsh is the main language medium.

Pupils come from the village or the surrounding rural area. There are 80 pupils on roll at present, including 14 part-time nursery pupils. A little over half of the pupils come from Welsh-speaking homes.

Three point eight per cent (3.8%) of pupils are eligible for free school meals. Very few pupils are from an ethnic minority background. Pupils are admitted from across the full ability range, and the school has designated 19% of its pupils as having additional learning needs.

The headteacher has been in post since 1995 and the school was last inspected in February 2009.

The individual school budget per pupil for Ysgol Bro Plenydd in 2014-2015 is £4,123. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Bro Plenydd is in 40th position of the 95 primary schools in Gwynedd in terms of school budget per pupil.

Summary

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

Current performance

Ysgol Bro Plenydd's performance is good because:

- Most pupils make consistent progress that is appropriate to their age and ability
- Most pupils' speaking and listening skills are good
- Nearly all are confidently bilingual by the end of key stage 2
- Pupils across the school behave well, and are enthusiastic and keen to learn
- The quality of teaching is effective across the school
- There is appropriate provision to promote wellbeing and an inclusive, welcoming ethos, in which pupils feel happy and safe.

Prospects for improvement

The school's prospects for improvement are good because:

- All members of staff are clear about their roles and work as a team
- The headteacher provides clear guidance, which has a beneficial influence on pupils' standards and wellbeing
- The school knows its own performance well
- The governing body challenges it effectively
- Challenging and appropriate priorities and targets are in place to improve standards
- The school provides good value for money

Recommendations

- R1 Reduce the gap between the performance of boys and girls at the higher levels in key stage 2
- R2 Provide regular opportunities for pupils to develop their numeracy skills effectively across all areas of learning
- R3 Share best teaching practices across the school
- R4 Continue to improve pupils' attendance rates

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
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Standards: Good

On entry to the school, most pupils have basic skills that are appropriate to their age. Most of them make good progress in their learning during their time at the school.

Nearly all pupils use the Welsh language naturally and correctly across the school. Most pupils in the Foundation Phase make good progress in their language, literacy and communication skills. They are confident when talking about their work and use a wide range of vocabulary when speaking. They read to a standard that is appropriate to their age and ability. Most pupils in the Foundation Phase develop their writing skills effectively. By the end of the Foundation Phase, most write independently and are beginning to vary sentences and punctuate correctly.

Most pupils in key stage 2 are able to conduct conversations in a mature manner in Welsh and English. They use polished and natural vocabulary when talking about their work and about other matters that are of interest to them. Most pupils are able to read meaningfully and with fluency and clear expression in both languages. Many of them are able to use their advanced reading skills effectively in order to glean information. By the end of key stage 2, most pupils are able to write at length to a high standard in both languages for a range of purposes across the curriculum. They have an increasing grasp of accuracy and punctuation and they organise their work effectively into paragraphs and use extended vocabulary to convey ideas successfully, for example writing a conversation based on the Mimosa's journey to Patagonia and an arts programme script for the radio.

Most pupils' listening skills across the school are very good. They listen carefully, understand the main points of a presentation and ask for an explanation if necessary. By the end of key stage 2, nearly all pupils attain a high standard of bilingualism and are able to translanguage effectively.

Most pupils in the Foundation Phase and key stage 2 make good use of their numeracy skills across the curriculum. In the Foundation Phase, most pupils are able to handle simple graphs, use co-ordinates and measure the length and width of objects in order to solve problems effectively. By the end of key stage 2, pupils are able to discuss data confidently and use their skills effectively to solve everyday problems, for example designing a dominoes box. They also produce graphs that are appropriate to various purposes across the curriculum.

Pupils who have additional learning needs make good progress and pupils of higher ability achieve well. There is no significant pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers. In general, girls' performance is better than that of boys over time.

Over recent years, there was often a comparatively small number of pupils in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's benchmark performance in comparison with that of similar schools.

At the end of the Foundation Phase, over a period of three years, the school's performance at the expected outcome (outcome 5) has varied, moving it between the lower 50% and the bottom 25% of similar schools for literacy development. The school has been consistently in the bottom 25% of similar schools for mathematical development. In 2014, the school's performance places it in the lower 50% of similar schools for literacy and in the bottom 25% for mathematical development.

In general, over the last three years, performance at the higher outcome (outcome 6) has varied, moving the school between the upper 50% and the bottom 25% for mathematical development, and between the lower 50% and the bottom 25% for literacy development.

In key stage 2, the school's performance at the expected level 4 has varied, moving it between the top 25% and the bottom 25% of similar schools over the last four years for all core subjects. In 2014, performance places the school in the top 25% for English, Welsh and science, and in the bottom 25% for mathematics.

Overall, over the last four years, the school's performance in Welsh and mathematics at the higher level has placed it between the upper 50% and the top 25% of similar schools. The school's performance in English and science has varied, moving it between the lower 50% and the top 25%. In 2014, the school's performance at the higher level (level 5) in Welsh and science places it in the upper 50%. Performance in mathematics places the school within the top 25% and its performance in English among the lower 50%.

Wellbeing: Adequate

Nearly all pupils feel safe at the school and know that they can turn to any member of staff for help. They are aware of the importance of eating healthily, drinking water and taking regular physical exercise. Many pupils take advantage of the opportunities that are available to them in order to add to their fitness and physical skills, for example the walking club and the football and netball clubs.

The school's attendance for 2014 is 95.3%. Although it shows progress from year to year, in comparison with similar schools, the school has been in the bottom 25% over the last five years. Punctuality is good.

Nearly all pupils' behaviour is very good and they show respect and care for each other and for adults. They show high levels of motivation, interest and pride in their work and are very aware of the importance of wellbeing, health and safety.

Nearly all pupils have a prominent voice in the school's decisions through the work of the school council and eco committee. They are active in developing the school garden and use the produce to cook healthy foods. The school council is active and has a positive effect on the school's environmental aspects, and its activities and resources. Members feel that the school listens to them and appreciates them. Pupils are aware of the need to recycle and to save energy.

Nearly all pupils take part in activities such as concerts, assemblies and eisteddfodau in the village and the community beyond. Across the age-range, they nearly all take advantage of these opportunities and develop their confidence and take part within the community.

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

The school provides a wide range of interesting experiences that gain the interest and curiosity of nearly all its pupils. The curriculum is balanced and responds to the requirements of the Foundation Phase, the National Curriculum and religious education well.

Teachers plan effectively and ensure that they build on previous learning. Appropriate attention is paid to most of the requirements of the Literacy and Numeracy Framework in their schemes of work. Provision for developing pupils' oral skills is a strength across the school. A prominent place is given in the planning to developing pupils' reading and writing skills and thinking skills. However, planning to apply all the numeracy skills has not yet been developed completely across the school.

Provision for developing the Welsh language and the Welsh dimension is rich and central to all the school's work. Pupils' experiences are enriched effectively by educational visits and a good range of interesting practical activities, for example a visit to Bardsey Island to study migratory birds.

Provision for sustainable development and global citizenship is good. Through the activities of the 'Grŵp Gwyrdd' (Green Group), pupils learn about saving energy, recycling and gardening. Pupils' awareness of global citizenship is developed effectively through links with countries such as Afghanistan and by raising money for various foreign charities.

Teaching: Good

The quality of teaching is effective across the school. There is a strong working relationship between adults and pupils in each class. Effective use is made of a variety of teaching methods, which ensure that pupils of all abilities achieve well and develop independent learning skills effectively. Teachers question probingly and refer to what pupils already know, in order to extend their understanding and raise their standards. In a few cases, there is overuse of worksheets and too much guidance from the teacher.

Across the school, teachers have a sound understanding of the curriculum and they take advantage of opportunities to develop pupils' skills effectively. All staff model polished language well and this contributes considerably to strengthening pupils' oral language. Support staff play an effective role in all classes.

Assessment for learning strategies have been embedded well in each classroom. Pupils' written work is marked regularly and teachers' constructive comments provide constructive feedback for pupils. A clear indication is given of what pupils have achieved well and what they need to do in order to improve. Pupils respond regularly to comments in order to improve their work and contribute effectively to the process of setting and identifying their learning targets.

The school has thorough procedures for assessing, monitoring and recording pupils' progress. Teachers make effective use of standard tests and progress monitoring data. As a result, staff have good knowledge about prioritising appropriate support for pupils, including the few who underachieve, and improving provision for them.

Parents receive valuable information about their children's progress and annual reports respond fully to the statutory requirements.

Care, support and guidance: Good

The school provides a variety of valuable opportunities, which enrich pupils' spiritual, moral, social and cultural development. Nearly all pupils understand the importance of values such as honesty and respect in order to work successfully as a community.

The importance of keeping fit is emphasised effectively throughout the curriculum and the wide range of extra-curricular activities. The school has effective arrangements for promoting healthy eating and drinking.

The school co-operates effectively with specialist agencies, ensuring that pupils receive beneficial support. It has co-operated well with the welfare officer over recent years to improve pupils' attendance.

Provision for pupils with additional learning needs is good.

The school uses a variety of effective methods to identify pupils' needs at an early stage and to ensure the necessary support for them. Pupils who have additional learning needs have full access to the curriculum and there are individual education plans for them, which are reviewed regularly in consultation with parents. The school makes good use of procedures to track progress in order to ensure that intervention programmes are effective for pupils who have additional learning needs.

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

Learning environment: Good

Ysgol Bro Plenydd is a close and caring community in which everyone is respected. It has a homely and welcoming ethos in which pupils and teachers show respect and care for each other. Pupils have numerous opportunities to contribute to school life by developing a responsible and mature attitude. Appropriate policies and procedures ensure equal access to provision and promote social equality and diversity effectively.

The building provides relevant facilities for the number of pupils and the school makes good use of them. There are colourful and informative displays of pupils' work across the school, which celebrate their efforts successfully. The variety of resources inside and outside the building are used well in order to enrich learning and teaching.

The buildings and grounds are well maintained and they provide a stimulating environment for play and learning.

Question 3: How good are leadership and management?
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Good

Leadership: Good

The school is led well by a headteacher, who has high expectations and a clear vision of how to raise standards. She conveys the vision successfully to staff, pupils, parents and governors. She is supported by enthusiastic teachers and assistants, who understand their responsibilities well. As a result, the school is prepared to adopt new resources and strategies in order to maintain standards and to improve priorities such as numeracy and literacy.

Staff meetings focus clearly on priorities for improvement and ensure that all members of staff understand their role in the process. This means that they are all aware of the challenges that face them and co-operate well in order to ensure improvement.

The school responds well to national priorities, for example delivering the philosophy of the Foundation Phase, implementing assessment for learning strategies, and delivering the Literacy and Numeracy Framework.

Members of the governing body are supportive of the school's work and are aware of their responsibilities. They respond well to their active role and monitor progress against data and priorities well. They benefit from regular visits to the school, which give them a very sound understanding of its performance and those areas that need further improvement. They are developing their role as critical friends well.

Improving quality: Good

The school has established an effective system for self-evaluation, which has been embedded over time in its normal activities. The comments and views of staff, parents, governors and pupils are a key part of the process. A wide range of direct evidence is effective, including analysing data, observing lessons and scrutinising pupils' work in order to identify the school's strengths and areas to be developed.

The self-evaluation report is an honest and accurate document, which shows that leaders know the school well. There is a valuable evaluation of the school's strengths and areas to be developed.

There is an obvious and appropriate link between the outcomes of the self-evaluation process and the priorities in the school development plan. The development plan is an active document that includes clear and measurable targets and appropriate actions. The headteacher, staff and governors monitor and review progress against priorities effectively. The school makes effective use of evaluating progress against the priorities in the previous plan when producing the current development plan.

Partnership working: Good

The school has established a number of supportive partnerships that enrich pupils' learning experiences and outcomes. There is a strong partnership with parents, who are very supportive of the school's work. The school communicates clearly and

regularly with parents and prepares valuable guidelines for them on how to support children in their learning. The parents' association contributes well to the school's funding by buying additional resources, for example a greenhouse to promote aspects of sustainable education.

There is a good partnership between the school and the local community. A number of visitors come to the school, and this enriches pupils' learning experiences well and helps them to form a strong community link, for example to teach pottery to pupils and to talk about foods that are available in the local supermarket.

There are also beneficial partnerships with a number of local authority agencies and the health authority, which have a positive effect on the development of pupils' wellbeing and attainment. The school also co-operates well with a nearby special school, in order for staff to receive relevant training on matters involving additional learning needs.

There are effective partnerships to promote Welsh culture, such as folk dancing and taking part in the local eisteddfod. This provides good opportunities for pupils to practise their communication skills and their social talents appropriately.

Effective strategic planning with the local nursery school ensures convenient arrangements as children start school. Similarly, transition arrangements with the local secondary school ensure that older pupils transfer effectively when the time comes for them to move to that sector.

Effective partnerships with local schools ensure consistency in standardising and moderating assessments and pupils' work. Staff benefit from these experiences increasingly when levelling pupils' work and sharing good practice among themselves.

Resource management: Good

The school has an appropriate supply of qualified and experienced teachers and assistants to teach the curriculum successfully. They are deployed appropriately, ensuring that all pupils are included fully in the school's activities.

The headteacher and teachers at the school attend meetings of professional practice networks with other schools regularly. This contributes well to improving standards and provision. For example, being a part of the Gwynedd Language Charter has brought rich cultural experiences to pupils through co-operation with Welsh artists in the world of dance, words, music and art.

The school has a clear system for managing teachers' and assistants' performance, which contributes well to realising the school's priorities for development and staff's professional development.

Arrangements for teachers' planning, preparation and assessment periods are appropriate and contribute well to developing effective procedures for them to plan and track pupils' progress.

Effective use is made of the grant to try to reduce the effect of deprivation on pupils at the school who are eligible for free school meals. This grant is earmarked to raise pupils' standards of reading and numeracy, and it has had a positive effect on pupils' standards in these areas.

The governing body sets the budget carefully and agrees on priorities for funding. Governors monitor the budget effectively, and ensure that the school's resources are managed prudently to meet pupils' current needs.

Considering the standards achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6612048 - Ysgol Bro Plenydd

Number of pupils on roll	69
Pupils eligible for free school meals (FSM) - 3 year average	3.8
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	8	11	11
Achieving the Foundation Phase indicator (FPI) (%)	75.0	81.8	63.6
Benchmark quartile	4	4	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	8	11	11
Achieving outcome 5+ (%)	87.5	81.8	90.9
Benchmark quartile	3	4	3
Achieving outcome 6+ (%)	12.5	0.0	36.4
Benchmark quartile	4	4	3
Mathematical development (MDT)			
Number of pupils in cohort	8	11	11
Achieving outcome 5+ (%)	75.0	81.8	72.7
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	0.0	36.4	27.3
Benchmark quartile	4	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	8	11	11
Achieving outcome 5+ (%)	100.0	90.9	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	0.0	9.1	54.5
Benchmark quartile	4	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6612048 - Ysgol Bro Plenydd

Number of pupils on roll	69
Pupils eligible for free school meals (FSM) - 3 year average	3.8
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	11	9	13	7
Achieving the core subject indicator (CSI) (%)	100.0	77.8	84.6	85.7
Benchmark quartile	1	4	4	4
English				
Number of pupils in cohort	11	9	13	7
Achieving level 4+ (%)	90.9	77.8	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	27.3	33.3	46.2	42.9
Benchmark quartile	3	3	2	3
Welsh first language				
Number of pupils in cohort	11	9	13	7
Achieving level 4+ (%)	100.0	77.8	92.3	100.0
Benchmark quartile	1	4	2	1
Achieving level 5+ (%)	36.4	33.3	38.5	42.9
Benchmark quartile	2	2	2	2
Mathematics				
Number of pupils in cohort	11	9	13	7
Achieving level 4+ (%)	100.0	88.9	84.6	85.7
Benchmark quartile	1	4	4	4
Achieving level 5+ (%)	45.5	55.6	46.2	57.1
Benchmark quartile	2	1	2	1
Science				
Number of pupils in cohort	11	9	13	7
Achieving level 4+ (%)	100.0	88.9	92.3	100.0
Benchmark quartile	1	4	4	1
Achieving level 5+ (%)	45.5	55.6	38.5	57.1
Benchmark quartile	2	1	3	2

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 the learner questionnaire

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.	34	34 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	34	34 100%	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.	34	34 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	34	34 100%	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.	34	34 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	34	34 100%	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.	34	34 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	34	34 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	34	34 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	34	33 97%	1 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.	34	34 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	34	34 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

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.	23	20 87%	3 13%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	23	18 78%	5 22%	0 0%	0 0%	0	Mae fy mhentyn 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.	23	19 83%	4 17%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	23	14 61%	9 39%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	23	18 78%	4 17%	0 0%	1 4%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	23	18 78%	5 22%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	16 76%	4 19%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	10 50%	6 30%	1 5%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	23	14 61%	8 35%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	22	15 68%	7 32%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	23	18 78%	4 17%	1 4%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	20	13 65%	4 20%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	23	18 78%	5 22%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	23	13 57%	9 39%	1 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	23	12 52%	10 43%	1 4%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	21	13 62%	7 33%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	6 30%	9 45%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	23	11 48%	9 39%	0 0%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	23	19 83%	4 17%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
William Griffiths	Team Inspector
Glenda Jones	Lay Inspector
Derfel Griffiths	Peer Inspector
Carys Hughes	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

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.