



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 Gynradd Llangoed
Llangoed
Beaumaris
Anglesey
LL58 8SA**

Date of inspection: January 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 Llangoed is situated in the village of Llangoed on Anglesey. It serves the villages of Llangoed, Penmon and Glanrafon and is maintained by Anglesey local authority.

There are 14 part-time nursery pupils and 81 full-time pupils on roll. Children are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday. The school is arranged into four classes in the morning and three classes in the afternoon, which include pupils of mixed ages.

Ten per cent of pupils come from Welsh-speaking homes. Most pupils come from a white British background. Nearly 20% of pupils are eligible for free school meals, which is close to the county and national average. The school has identified 38% of pupils as having additional learning needs, which is considerably higher than the national average. Very few pupils have a statement of special educational needs.

The school was last inspected in January 2009 and the headteacher has been in post since September 1990.

The individual school budget per pupil for Ysgol Gynradd Llangoed in 2014-2015 is £4,923. The maximum per pupil in primary schools in Anglesey is £9,776 and the minimum is £2, 857. Ysgol Gynradd Llangoed is in 33rd position of the 48 primary schools in Anglesey in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is adequate because:

- Nearly all pupils make appropriate progress in their learning during their time at the school
- Most pupils participate well in their lessons and show a positive attitude to their work
- The majority of pupils write appropriately for various purposes in Welsh and English and show a sound awareness of the various forms in key stage 2
- The school provides a wide range of suitable and interesting learning experiences for pupils
- Most teachers use a wide range of interesting learning methods and activities to gain pupils' participation and interest
- Most of the teaching is robust

However:

- The ability of most pupils in key stage 2 to write at length in Welsh or English across the curriculum has not developed sufficiently
- Skills are not planned purposefully or developmentally across the curriculum in both key stages
- There are very few opportunities for pupils to develop as independent learners, especially in key stage 2
- Assessment for learning strategies are not rooted consistently across the school and marking does not always identify clearly how to improve work
- The tracking procedure is not used adequately in order to track and monitor pupils' progress

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher and school leaders have an appropriate awareness of the school's strengths and areas to be developed
- The headteacher's caring leadership ensures that pupils' wellbeing is central to the work of the school
- The staff's professional needs link clearly to the school's priorities
- The senior management team and subject co-ordinators contribute effectively to the self-evaluation process by observing lessons and scrutinising books

However:

- The school's leadership does not focus robustly enough on reviewing progress and monitoring the effect of the school's development plans on raising pupils'

outcomes

- The role of the governing body in the school's strategic processes has not developed fully in order to challenge the school about its performance

Recommendations

- R1 Raise standards in extended writing across the curriculum in key stage 2
- R2 Ensure that skills are planned purposefully and developmentally across the curriculum in both key stages
- R3 Strengthen teachers' marking comments in order to ensure that pupils understand what they need to do to improve
- R4 Develop the role of governors in the self-evaluation and planning for improvement process to enable them to challenge the school better about its performance
- R5 Improve the quality of the school's plans for improvements by ensuring that it places a clear focus on the specific aspects that need to be developed and that procedures are monitored regularly

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

In general, many pupils' basic skills on entry to the school are at the expected level for their age except in Welsh, where the language is new to most of them. Nearly all pupils make appropriate progress in their learning during their period at the school. Across the school, most pupils listen and concentrate well. They are able to recall previous learning, and use the knowledge purposefully in their work.

Considering their linguistic background, many pupils' oral skills develop quickly. Many pupils in the Foundation Phase communicate suitably in Welsh and use vocabulary that is appropriate for their age and ability. Most of them respond effectively to teachers' instructions. This develops further in key stage 2, and many speak confidently in formal and informal situations.

In the Foundation Phase, many pupils read at a level that is appropriate to their age and ability. Many read with expression, and use a range of strategies well when reading unfamiliar words. By the end of the Foundation Phase, a few pupils are able to discuss the content of a text meaningfully, and refer to events and characters in the books that they are reading.

In key stage 2, the majority of pupils read a range of reading materials appropriately in both languages and their understanding of reading strategies is developing well. Across the key stage, the majority use reading skills effectively to acquire specific information from a text. At the top end of the school, a few pupils of higher ability discuss the content of the text in a mature way, especially in English. However, pupils' ability to discuss the content of Welsh-language books has not developed as well.

By the end of the Foundation Phase, most pupils write independently in Welsh and use basic punctuation with increasing accuracy. In key stage 2, the majority of pupils write appropriately for various purposes in Welsh and English and show a sound awareness of the various forms. They use a range of various sentence patterns and show an increasing grasp of accuracy and punctuation, and the majority arrange their work effectively into paragraphs. However, the ability of most pupils in key stage 2 to write at length in Welsh or English across the curriculum has not developed sufficiently. Most pupils show respect for their work and submit neat work.

In the Foundation Phase, most pupils identify, organise and use number effectively in their activities within the learning areas. They have wide knowledge of the characteristics of shapes and many use mathematical vocabulary correctly to discuss their work.

In key stage 2, many use their understanding of place value to multiply and divide whole numbers by tens, hundreds and thousands successfully. They use a range of appropriate measuring units confidently in their work. However, pupils do not use or

apply the numeracy skills that they learn in mathematics lessons at the same level across the subjects. Overuse of worksheets limits pupils' ability to develop their skills fully and to be independent learners.

In the Foundation Phase over the last three years, the school's performance at the expected outcome in Welsh literacy has shown progress, and the school has risen from the bottom 25% to the upper 50% in comparison with similar schools. The trend is uneven for mathematical development, and the school's performance has varied, moving the school between the bottom 25% and the top 25%, where it is in 2014. The school's performance at the higher outcome has shown progress over the last three years. In comparison with similar schools in mathematical development, the school's performance has lifted it from the bottom 25%, where it was for two years, to the upper 50% in 2014. The school's performance in Welsh literature has raised the school from the bottom 25% to the upper 50% of similar schools.

In key stage 2, the school's performance at the expected level has varied over the last four years, in comparison with levels in similar schools. Pupils' performance in mathematics and science has been higher than the median, except in 2014. Performance in English has varied, moving the school between the bottom 25% and the top 25% during the same period. The school's performance in Welsh has been below the median over the four years. In 2014, performance places the school within the bottom 25% in all core subjects. At the higher level in 2014, pupils' performance places the school in the upper 50% in English and Welsh and between the lower 50% and the bottom 25% in science and mathematics. In general, over the previous three years, the school's performance in the core subjects has been consistently higher than the median in comparison with levels in similar schools.

There is no notable pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers. In addition, there is no notable difference between the performance of boys in comparison with girls over time.

Pupils who have additional learning needs make sound progress against their personal targets.

Wellbeing: Good

Nearly all pupils feel safe at the school. They understand the importance of keeping fit and eating and drinking healthily. They take advantage of activities such as sports and after-school clubs to develop their fitness. Most pupils' behaviour in lessons and around the school is good. They show respect for adults and visitors and care towards their peers.

Most pupils participate effectively in their lessons and show a positive attitude towards their work. They keep on task for extended periods and begin to contribute appropriately when making decisions about aspect of their learning. Nearly all pupils have a prominent voice in the school's decisions through the work of the school council. The school council contributes constructively to decisions that involve the school. A good example of this is how members of the school council have responded to the wishes of their peers through co-operation with members of the community to plan and develop a school garden, which stimulates learning effectively.

Most older pupils play a full part in a wide range of community activities such as visiting an old people's home, inviting the community to the school on special occasions such as St David's Day and collecting foods for the Anglesey food bank. This develops pupils' understanding of their role within the wider community successfully.

Pupils' attendance percentage has improved over four years and places the school in the top 25% in comparison with similar schools. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of suitable and interesting learning experiences for pupils. Learning activities are enriched through residential visits and extra-curricular activities. Provision meets the requirements of the Foundation Phase, the National Curriculum and religious education. The school is in the process of adapting schemes of work in relation to implementing the Literacy and Numeracy Framework. However, skills are not planned purposefully or developmentally across the curriculum in both key stages. There are not enough opportunities for pupils to use their numeracy skills or their extended writing skills across a range of subjects, and provision does not always meet the needs of all learners, especially pupils of higher ability. There are few opportunities for pupils to develop as independent learners, especially in key stage 2.

There is robust provision for developing the Welsh language and pupils' understanding of Welsh culture, especially in studies of the local area. Studies of local folklore and Welsh traditional songs, along with art work with the artist Catrin Williams, based on 'My Community', are good examples of this.

Through the eco council, the school promotes sustainable development effectively through gardening projects and recycling and composting. This contributes positively to pupils' understanding of the importance of acting sustainably. The school has a variety of close links with educational institutions in a number of countries such as Zambia and the Basque Country. These links help pupils to understand and respect traditions and ways of life in other countries effectively.

Teaching: Adequate

The quality of teaching is robust in most lessons that were observed across the school. A positive working relationship exists between the adults and pupils in all classes, which creates a friendly and caring ethos. Most teachers use a wide variety of learning methods and interesting activities to gain pupils' participation and interest. They question probingly and refer back to what pupils already know in order to extend their understanding and raise their standards.

Teachers and learning assistants model language well, which contributes positively to the development of pupils' oral language. Where teaching is less effective, the pace is slow and expectations do not always match the needs of all pupils fully. There are not always sufficient opportunities to foster pupils' independence.

Teachers share lesson aims regularly but success criteria do not always match the task. Assessment strategies in order to move learning forward are developing appropriately, but the process has not yet been embedded consistently across the school. Teachers mark pupils' work regularly and provide positive comments at the end of the work. However, comments are not always specific enough and do not give sufficient guidance for pupils to understand how to improve their work.

Teachers assess pupils' progress regularly and appropriately, but they do not always use the information effectively enough to identify and support particular groups of pupils. A tracking procedure is used in order to track pupils' progress through the school. However, it has not yet been embedded sufficiently to give a complete picture of individuals' performance over time or to have a full effect on improving pupils' outcomes.

Annual reports for parents include clear information about every pupil's progress.

Care, support and guidance: Good

The school has appropriate arrangements for promoting eating and drinking healthily. It is co-ordinated skilfully to ensure pupils' sound awareness of how to live healthily by running and supporting the fruit shop and taking part in sports activities. Collective worship sessions, circle time sessions and activities across the curriculum promote and contribute well to developing pupils' spiritual, moral, social and cultural awareness.

The school has a range of active programmes and policies that address pupils' wellbeing and health effectively, and appropriate procedures are in place to deal with any cases of bullying. The school makes purposeful use of external agencies such as the police, the health service and the welfare service in order to support pupils and their families as needed.

Provision for additional learning needs meets statutory requirements. Teachers identify pupils' needs at an early stage and arrange for specific programmes to be planned to ensure suitable support for them in classrooms and through intervention groups. Appropriate arrangements are in place to review pupils' progress against their targets with parents twice a year. The school makes effective use of the support of specialist external agencies to support pupils who have specific educational needs, when necessary.

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

Learning environment: Good

The school promotes a happy and inclusive ethos successfully. It provides a stimulating learning environment that enriches pupils' learning experiences well. There is a strong emphasis on 'respect' within the school.

The school's policies and procedures promote equality and equal access to provision effectively. Tolerance and racial equality are given appropriate attention through theme work such as the school's link with China.

The building and the site are used appropriately to meet pupils' needs. The purpose-built hall is used effectively for assemblies and physical education activities. There is a wide range of varied learning areas inside and outside the building and a good supply of resources of appropriate quality. The school makes creative and effective use of the grounds, the wood and the field around the school for lessons in the open air. The wild area and the vegetable and fruit garden are valuable resources, which are used effectively to develop pupils' skills. The building and the site are kept clean and in good condition.

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

On the whole, leaders have a robust vision for developing the school, which is based on pupils' wellbeing and developing learners to their full potential. Staff and governors share this vision. The caring leadership of the headteacher and the assistant headteacher ensures that pupils' wellbeing is central to all the school's work. However, leaders do not focus robustly enough on reviewing progress and monitoring the effect of improvement procedures on raising pupils' outcomes.

Job descriptions are up-to-date and individuals fulfil their roles in direct relation to the school's plans. However, the school has identified the need to develop the role of co-ordinators further. Their role has not been developed fully in terms of monitoring provision and contributing to the school's evaluation processes.

The school responds suitably to a number of national priorities. For example, recently the school has begun to focus appropriately on refining schemes of work to respond to the requirements of the Literacy and Numeracy Framework. The school implements the principles of the Foundation Phase effectively, and plans appropriately in order to respond to pupil deprivation.

Members of the governing body are enthusiastic and supportive of the school's work, and fulfil their duties conscientiously. They have an overall understanding of the school's strengths and the areas that need to be improved. They are beginning to analyse a range of performance data appropriately and their understanding of how the school is performing in comparison with similar schools is good. They are also beginning to visit the school to look at aspects of provision and to observe lessons. However, their role in the school's strategic processes has not developed fully to enable them to monitor the procedures that are in place or to challenge the school about its performance effectively enough. The governing body has not contributed to the process of producing the school's self-evaluation report, nor is it a part of identifying and setting priorities for the school's improvement plans.

Improving quality: Adequate

The current self-evaluation report, although a little descriptive in places, gives a balanced picture of the school's life and work. It is based on an appropriate range of evidence, including attainment data, the outcomes of monitoring processes, responses to pupils' questionnaires and parents' opinions.

The senior management team and subject co-ordinators contribute effectively to the self-evaluation process by observing lessons and scrutinising books. The findings of these activities are discussed in staff meetings. This develops staff's understanding of pupils' current standards appropriately. In general, monitoring reports are analytical, and identify strengths appropriately. However, the areas that need to be developed are not always highlighted clearly enough. As a result, leaders do not act effectively enough on the information that arises from the monitoring process in order to produce suitable priorities for the school development plan.

The development plan is a useful document that focuses clearly on raising standards. It includes appropriate strategies for implementation, along with suitable success criteria and monitoring arrangements. However, not all priorities are specific enough, nor are they based on the self-evaluation process or quantitative enough in places. This limits the school's ability to evaluate progress against success indicators formally.

Partnership working: Good

The school works successfully with a range of partnerships. There is a good relationship between the school and parents and the school has produced a useful handbook for them in order to inform them about the school's activities and work in the classrooms. The school's Parent-Teacher Association is very supportive of the school's work and raises considerable sums of money to buy resources. An example of this is the outdoor area that was developed for pupils in key stage 2 to promote their wellbeing and fitness.

A robust partnership exists between the school and the local community. Pupils' contribution towards community activities, such as services in the local church, strengthens the link between the school and the local community. This, along with the large number of visitors who come to the school, also enriches their learning experiences successfully and raises pupils' awareness of their community responsibilities.

The school has established a number of effective partnerships with external agencies and the local authorities. This has a positive effect on pupils' wellbeing and attainment.

There are effective arrangements with the secondary school. Older pupils have a number of useful opportunities to visit the secondary school and to work on a number of projects and activities such as science and sport. This promotes effective transition to the next stage of their education.

The school also co-operated successfully with primary schools in the catchment area to develop numeracy strategies. This has improved pupils' knowledge in the Foundation Phase of place value and number bonds and has improved pupils' attainment in solving numerical problems in key stage 2.

Effective co-operation with primary and secondary schools to standardise and moderate assessments jointly has developed teachers' confidence when levelling pupils' work.

Resource management: Adequate

The school is staffed appropriately to ensure that it responds fully to the principles of the Foundation Phase and the National Curriculum. Effective use is made of staff's expertise in extra-curricular activities that enrich pupils' learning experiences successfully. Classroom assistants and support staff are used effectively to give support to individuals and groups of pupils.

The school has a purposeful scheme which, overall, identifies suitable support for underprivileged pupils through use of the deprivation grant. However, the school does not monitor provision or progress robustly enough in order to ensure the effectiveness of the scheme on pupils' outcomes.

Through the performance management process, the staff's development needs are identified well and the school responds appropriately to their needs. The school has an appropriate range of resources and they are used effectively to support learning.

A professional learning community exists between the school and other schools in the catchment area to develop numeracy strategies. This is beginning to have a positive effect on older pupils' standards of numerical reasoning. The school responds fully to the statutory requirements on teachers' workloads. Teachers use their non-contact time effectively for planning, preparation and assessment.

Expenditure is managed appropriately by the headteacher and the governing body.

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

Appendix 1: Commentary on performance data

6602155 - YSGOL GYNRADD LLANGOED

Number of pupils on roll	85
Pupils eligible for free school meals (FSM) - 3 year average	24.9
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	9	11	14
Achieving the Foundation Phase indicator (FPI) (%)	66.7	63.6	92.9
Benchmark quartile	4	4	1
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	9	11	14
Achieving outcome 5+ (%)	66.7	63.6	92.9
Benchmark quartile	4	4	2
Achieving outcome 6+ (%)	11.1	18.2	28.6
Benchmark quartile	4	3	2
Mathematical development (MDT)			
Number of pupils in cohort	9	11	14
Achieving outcome 5+ (%)	88.9	63.6	92.9
Benchmark quartile	2	4	1
Achieving outcome 6+ (%)	11.1	9.1	35.7
Benchmark quartile	4	4	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	9	11	14
Achieving outcome 5+ (%)	100.0	90.9	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	77.8	72.7	78.6
Benchmark quartile	1	1	1

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.

6602155 - YSGOL GYNRADD LLANGOED

Number of pupils on roll	85
Pupils eligible for free school meals (FSM) - 3 year average	24.9
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	14	11	13	9
Achieving the core subject indicator (CSI) (%)	64.3	90.9	84.6	77.8
Benchmark quartile	4	1	2	4
English				
Number of pupils in cohort	14	11	13	9
Achieving level 4+ (%)	64.3	100.0	92.3	77.8
Benchmark quartile	4	1	1	4
Achieving level 5+ (%)	28.6	45.5	46.2	33.3
Benchmark quartile	2	1	1	2
Welsh first language				
Number of pupils in cohort	14	11	13	9
Achieving level 4+ (%)	64.3	81.8	76.9	66.7
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	28.6	27.3	23.1	22.2
Benchmark quartile	2	2	2	2
Mathematics				
Number of pupils in cohort	14	11	13	9
Achieving level 4+ (%)	92.9	90.9	92.3	77.8
Benchmark quartile	2	2	1	4
Achieving level 5+ (%)	35.7	36.4	30.8	22.2
Benchmark quartile	2	2	2	4
Science				
Number of pupils in cohort	14	11	13	9
Achieving level 4+ (%)	92.9	100.0	92.3	77.8
Benchmark quartile	2	1	2	4
Achieving level 5+ (%)	42.9	36.4	38.5	22.2
Benchmark quartile	1	2	2	3

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.	43	43 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	43	43 100%	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.	43	43 100%	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	43	43 100%	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.	43	43 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	43	43 100%	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.	43	43 100%	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.	43	43 100%	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.	43	42 98%	1 2%	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.	43	43 100%	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.	43	39 91%	4 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	43	43 100%	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.	10	5 50%	5 50%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	10	6 60%	3 30%	0 0%	0 0%	1	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.	10	7 70%	2 20%	0 0%	0 0%	1	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.	10	5 50%	3 30%	0 0%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	10	5 50%	4 40%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	10	5 50%	4 40%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	9	4 44%	5 56%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	10	5 50%	2 20%	0 0%	0 0%	3	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	10	5 50%	5 50%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	6 60%	2 20%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	10	5 50%	5 50%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	10	4 40%	2 20%	0 0%	0 0%	4	Mae fy mhlentyn 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.	10	3 30%	5 50%	0 0%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	10	5 50%	4 40%	0 0%	0 0%	1	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.	10	2 20%	5 50%	0 0%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	10	5 50%	3 30%	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.	10	4 40%	4 40%	0 0%	0 0%	2	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.	10	4 40%	6 60%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	10	5 50%	5 50%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Sioned Hywel Thomas	Reporting Inspector
Anwen Griffith	Team Inspector
Meleri Cray	Lay Inspector
David Davies	Peer Inspector
Einion Williams	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.