



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 Mynach
Pontarfynach
Aberystwyth
Ceredigion
SY23 4QZ**

Date of inspection: March 2014

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Publication date: 02/06/2014

Context

Ysgol Mynach is a rural primary school. It is situated in the village of Pontarfynach near Aberystwyth, Ceredigion. The school serves the village itself and the surrounding rural area.

The school provides education for pupils aged between four and 11 years. Children are admitted to the school on a full-time basis at the beginning of the term before they reach their fourth birthday. During the inspection, 28 pupils were on roll. Pupils are divided into two classes. Welsh is the main medium for pupils' educational, social and cultural life and all subjects are taught through the medium of Welsh. Units of work in some subjects are delivered through the medium of English, with the intention of ensuring that pupils are fully bilingual when they leave the school.

About half of the pupils come from Welsh-speaking homes. No pupils come from an ethnic minority background and no pupils receive help with Welsh or English as an additional language. About 7% of pupils are entitled to receive free school meals, which is considerably lower than the county percentage and the percentage for Wales. Eleven per cent of pupils are on the additional learning needs register, which is considerably lower than the national figure. No pupils were excluded during the last academic year.

The headteacher has been in her post since April 2011. She is also headteacher at two nearby schools that work within a partnership. In addition to the headteacher, there is an assistant headteacher who was appointed in February 2012, one full-time teacher and one part-time teacher. The school had its last inspection in 2008.

The individual school budget per pupil for Ysgol Gynradd Mynach in 2013-2014 is £5,001. The maximum per pupil in primary schools in Ceredigion is £9,062 and the minimum is £3,119. Ysgol Gynradd Mynach is in 18th position of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Mynach's performance is good because:

- most pupils make sound progress in their lessons and during their time at the school;
- pupils' standards in key skills are high and nearly all are confidently bilingual by the end of key stage 2;
- all pupils' standards of behaviour and self-discipline are excellent as they show courtesy, care and respect towards each other, staff and visitors;
- pupils' contribution towards extending their interest, their independence and their enjoyment in the life and work of the school are excellent;
- the standard of teaching is consistently good and rich learning experiences are available to all pupils; and
- the school has a familial, caring and welcoming ethos, in which pupils feel safe and happy.

Prospects for improvement

Prospects for improvement are excellent because:

- the headteacher provides robust and very effective leadership that ensures a clear strategic direction and culture that promotes continuous improvement;
- the headteacher's clear vision and her high expectations are promoted successfully by all staff, governors, parents and the community;
- the headteacher and assistant headteachers at the three schools co-operate very effectively as a professional learning community that contributes extremely well to improvements at Ysgol Mynach;
- staff at the three schools play a prominent part in the process of planning jointly and in joint moderation and standardisation arrangements and, as a result, pupils across the school benefit from imaginative and stimulating experiences;
- the governing body play a key role in ensuring a strategic direction for the school and challenge and in holding the school to account for its performance;
- the school has thorough and robust self-evaluation systems and clear plans for improvement that focus clearly on raising standards;
- very effective strategic partnerships make an exceptional contribution to raising standards and supporting the wellbeing of nearly all pupils; and
- the school's commitment to ensuring the success of the partnership is innovative and has been shared with similar schools.

Recommendations

- R1 Improve the handwriting and presentation of key stage 2 pupils
- R2 Enrich pupils' learning experiences and awareness of global citizenship
- R3 Ensure that reports to parents in key stage 2 comply fully with reporting requirements

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study that describes the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Results of Ysgol Mynach pupils' basic assessments on entry to the school show that most of them have skills that are appropriate to their age, except in Welsh, in which the language is new to about half of them. Nearly all of them, including those who receive additional support and pupils of higher ability, make sound progress in their learning during their time at the school. Nearly all of them participate fully in classroom activities, concentrate and build well on their previous learning experiences.

Most pupils across the school make good progress in their use of language, literacy and communication skills in Welsh. Most pupils' standards of oracy in Welsh are sound. The oral skills of pupils who come from non-Welsh speaking homes develop very quickly. All pupils' listening skills are very good and nearly all pupils speak increasingly correctly and confidently by the end of key stage 2. They respond eagerly to teachers' questions and are keen to contribute to discussions. They use appropriate vocabulary when talking about their work, as well as other issues that are of interest to them. By the end of key stage 2, most pupils' oral skills in English are developing well. Nearly all pupils attain a high standard of bilingualism and are able to translanguage effectively.

Most pupils' reading skills are developing effectively. They take an interest in books and develop to be independent readers. Nearly all of the older pupils in the Foundation Phase read meaningfully and with fluency and clear expression. By the end of key stage 2, most pupils read a wide range of texts in Welsh and English with fluency, expression and good understanding. They use their reading skills effectively to glean information and present it in an interesting way.

Across the school, most pupils' writing skills develop effectively. Most pupils in the Foundation Phase show continuous development in terms of early writing skills. Most older pupils in the Foundation Phase write creatively and independently in Welsh when describing a fantasy world. They use suitable and interesting vocabulary, and begin to vary sentences and punctuate correctly. By the end of key stage 2, most of them use their writing skills effectively for various purposes. They use paragraphs and punctuate correctly in both languages. By the end of key stage 2, most of them are able to write at length to a high standard in both languages in a range of contexts across the curriculum. Older pupils also make good use of their formal writing skills to write a letter to the council following the effects of the recent storms on Aberystwyth. However, pupils' standards of handwriting and presentation of work in key stage 2 are not always consistently good.

Pupils' numeracy skills are consistently good across the school. Most pupils use their numeracy skills and thinking skills well. By the end of key stage 2, they have a good understanding of numeracy strategies and most of them are able to apply this

knowledge across the curriculum effectively. They use their problem-solving skills skilfully, for example when planning a home for the chickens.

There are small numbers of pupils in all year groups that can affect the school's overall performance at the end of key stages considerably, in comparison with national benchmarks from one year to the next.

Over the last two years, performance in the Foundation Phase at the expected outcome has been consistently high. In comparison with similar schools, performance in literacy and mathematical development has placed the school in the top 25% during the period. The performance of more able pupils at outcome 6 has also placed it the top 25% of similar schools for both learning areas.

In key stage 2, performance at the expected level 4 has varied over the last four years in comparison with that in similar schools. Performance in English, Welsh and mathematics has varied, moving the school between the top 25% and the bottom 25% of similar schools. Performance in science has consistently placed it in the top 25%. The performance of more able pupils at level 5 has also varied. Performance in English and mathematics has varied, moving the school between the top 25% and the bottom 25% during the period, and performance in Welsh has varied, moving it between the top 25% and the lower 50%. Performance in science has varied, moving the school between the top 25% and the upper 50% of similar schools.

Wellbeing: Excellent

All pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily.

All pupils' standards of behaviour and self-discipline in lessons and around the school are excellent. All pupils are extremely courteous and welcoming towards visitors. They are very caring towards each other and show respect for others in lessons and during play times. Pupils of all ages offer support and friendship to others regularly.

Pupils' attitude to learning is excellent. Their contribution to extending their interest, independence and enjoyment of the life and work of the school is exceptional. Pupils across the school show an increasing ability to plan jointly and to express an opinion about what they are learning. Older pupils show particular maturity when evaluating what they have achieved and identifying what they need to do to improve their work.

Pupils' attendance levels at the school are consistently high. Attendance has placed the school in the upper 50% of similar schools in three of the last four years. Punctuality is also consistently good.

Members of the school council and the eco council are very enthusiastic, and they understand that they are representing other pupils' viewpoints within the school community. They play an important role in the life and work of the school. They co-operate particularly effectively with staff to ensure that the school is a safe, healthy and happy place. The pupil's voice receives due attention in all aspects of the life and work of the school and pupils take pride in what they have achieved to

improve the school. They also regularly take a prominent part in social activities in the area.

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

The school plans effective learning experiences that gain the interest of all pupils and respond fully to the requirements of the National Curriculum and the Foundation Phase. Teachers at the three schools in the partnership plan themes jointly and carefully and learning plans are of good quality across the school. This ensures progression and continuity in pupils' experiences and responds effectively to the needs of the wide range of age and ability within classes. A prominent place is given to pupils' opinions and interests when planning imaginative and stimulating learning experiences that engender all pupils' enthusiasm and enjoyment.

The school plans effectively for developing skills across the curriculum. A clear action plan is in place for developing the numeracy and literacy framework, and learning experiences across the school develop these skills successfully.

The school provides effective opportunities for developing the Welsh language and planning shows sound progression and continuity over time, which develops all pupils' bilingualism by the end of key stage 2 effectively. Teachers provide beneficial and varied experiences that promote and develop pupils' knowledge and understanding of Welsh history, culture, celebrations and traditions.

The school provides valuable opportunities for pupils to expand their knowledge and understanding of sustainable development. This ensures that pupils understand the importance of recycling and reducing waste. The eco council is active and effective in raising the awareness of all pupils at the school to become sustainable and to care for the environment. Although the school develops the pupils' understanding of the wider world through activities such as celebrating international day and holding fair trade activities, the global citizenship element has not been developed consistently enough throughout the school.

Teaching: Good

Teaching is consistently effective across the school. All teachers have high expectations and use a good variety of learning methods and interesting activities to ensure all pupils' participation and interest. They have a clear focus on reinforcing skills. Across the school, teachers have a firm understanding of the curriculum, and they explain new concepts clearly. They question probingly in order to extend pupils' understanding. All adults promote correct Welsh consistently.

A positive working relationship exists between adults and pupils in all classes. Support staff make a considerable contribution to the quality of pupils' learning when supporting learning across the school.

Teachers make effective use of a range of assessment for learning strategies. They have been established successfully across the school in order to provide regular

opportunities for pupils to assess their own work and that of their peers. Teachers share learning objectives and discuss success criteria skilfully with pupils. They provide useful oral feedback during lessons. They mark pupils' work thoroughly and make constructive comments on how to improve work that are linked to success criteria. This is extremely effective in ensuring that pupils play a key part in assessing their own work.

The school has thorough procedures for tracking pupils' progress, including beneficial use of standardised tests and teachers' assessments. Teachers understand pupils' needs well and use the information to set specific targets and to provide appropriate tasks for them in order to move them forward to the next stage in their learning.

There are suitable arrangements for reporting to parents on their children's progress and achievement. Reports on Foundation Phase pupils are thorough and comprehensive. Reports on key stage 2 pupils include appropriate information on pupils' attainment and commitment but they do not meet reporting requirements in full.

Care, support and guidance: Good

The school is a caring and inclusive community in which adults and pupils show respect for each other. The school has beneficial arrangements that encourage individuals to foster tolerant attitudes in order to ensure that pupils and staff are free from harassment. The school makes appropriate arrangements for promoting eating and drinking healthily. The school provides very good individual support on pupils' educational, social and personal issues. This is delivered in a caring way through regular circle time. Collective worship assemblies are an important part of school life and contribute successfully to all pupils' spiritual, moral, social and cultural development.

Staff co-operate effectively with external agencies to ensure beneficial support for pupils when needed. Parents' commitment to promoting extra-curricular activities such as Dragon Sports ensures regular and valuable opportunities to develop all pupils' fitness.

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

The early identification of pupils who have additional learning needs ensures robust intervention and care for these pupils. The school provides individual education plans that set clear targets and these have a positive effect on pupils' outcomes. These are shared appropriately with pupils and parents and are reviewed and monitored regularly.

Learning environment: Good

Ysgol Mynach is a happy school. The school's homely and supportive ethos ensures that pupils achieve and work together well. The school promotes positive attitudes to equality through learning about fair trade and celebrating international days.

The school provides equal entitlement to the curriculum and to all extra-curricular activities. It has an effective policy and plans for dealing with cases of racism, and a detailed accessibility policy and plan are in place.

The school is on a pleasant site and the building is of good quality. The building is well-maintained. Purposeful use is made of all parts of the building and of the outdoor resources to meet the needs of the Foundation Phase. There are colourful displays in all parts of the school that celebrate pupils' work and create an attractive learning atmosphere. There is an extensive supply of appropriate learning resources, which are in good condition. They are stored in an orderly way and are available to be used by all the school's staff and pupils. The outdoor area has been developed very creatively, developing pupils' ideas and co-operating with the school's partners to ensure learning and play areas of a high standard, including the adventure playground, which promotes pupils' fitness effectively.

Key Question 3: How good leadership and management?	Excellent
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Leadership: Excellent

The headteacher provides very firm and effective leadership that ensures a clear strategic direction for the school and a culture that promotes continuous improvement. She has a very clear vision, based on pupils' high standards, happiness and wellbeing. She conveys high expectations among staff and pupils that ensure that all aspects of school life have a clear and positive influence on standards that pupils achieve.

Effective communication systems and particularly good time management ensure that staff on all levels co-operate very effectively to ensure that the school community is orderly and is managed very successfully. The headteacher and assistant headteachers at the three schools that are part of the partnership co-operate very effectively as a committed professional learning community. Everyone has a definite role in the development of Ysgol Mynach, which contributes exceptionally well to improvements. The focus on raising standards, through powerful management systems, is clear and ensures that the school's performance is challenged regularly. Under the headteacher's exceptional leadership, all staff show a strong commitment to ensuring further improvements and developing new learning activities and teaching methods. As a result, pupils across the school benefit from imaginative and stimulating learning experiences.

Particularly effective use is made of performance data to analyse results and trends and to plan for improvement. This enables teachers to identify the needs of specific groups of pupils thoroughly and to strengthen aspects of teaching.

The governing body plays a key part in ensuring a strategic direction for the school within the partnership. Members are very supportive of the work of the school and undertake their responsibilities effectively. They visit the school regularly, and play an appropriate role in managing the headteacher's performance. They have a sound understanding of performance data. As a result, their understanding of how the school is performing in comparison with schools in the family, and similar schools, is good. All this enables them to challenge the school and hold it to account about its

performance. The governing body makes an effective contribution to the self-evaluation process.

The headteacher leads local and national initiatives and priorities very successfully in order to develop specific aspects of school life. The Foundation Phase has been introduced successfully. The school's literacy strategy ensures that nearly all pupils attain a high standard of bilingualism and can translanguage effectively. The school has already embedded the Literacy and Numeracy Framework firmly in the school's plans, which has a strong effect on the high standards achieved by pupils, especially in their writing skills. The child's voice has a very prominent place in the school. The school's commitment to ensuring the success of the partnership is innovative and is shared with similar schools.

Improving quality: Good

Self-evaluation systems have been established firmly and effectively in the school's procedures. A strong culture of continuous review and planning for improvement is central to the school's ethos. The school knows itself well and includes staff, pupils, parents and governors effectively in the process.

The self-evaluation process is thorough and is based clearly on evidence from monitoring lessons, scrutinising pupils' work and a detailed analysis of data. Working jointly within the partnership strengthens the process very effectively. The self-evaluation report is an accurate picture of strengths and specific aspects to be developed further. However, in places, the report tends to be too descriptive and does not always include a clear enough evaluation of the effect of provision on pupils' achievement.

All staff have a strong awareness of performance data which enables them to identify the needs of individuals and cohorts of pupils. This is fed successfully into the school improvement plan. There is a close link between the outcomes of the self-evaluation system and priorities in the improvement plan. The plan focuses clearly on improving standards and has been costed carefully. It includes success indicators and appropriate timetables for completing them. It identifies staff responsibilities clearly.

Partnership working: Excellent

The school has a range of very effective partnerships that make an exceptional contribution to raising standards and supporting nearly all pupils' wellbeing.

The partnership with parents is particularly good and is one of the school's strengths. This relationship has a very positive effect on pupils' standards and wellbeing. Staff consult parents regularly and have succeeded effectively in including them in the process of creating a vision for the school within the partnership. Staff work hard to include them in their children's education. A very good example of this is the numeracy booklet that was shared recently with parents to strengthen their understanding of how to support their children's numeracy education. Parents contribute generously to the school's funds and very good use is made of the additional funds for pupils' benefit. This has led to considerable improvements to the outdoor provision, which has a significant influence on pupils' wellbeing.

There is exceptional co-operation and planning between the school and the other two schools within the partnership, which has a positive effect on raising standards of learning and teaching. The school is prominent in the process of joint planning, in addition to arrangements to moderate and standardise continuous assessments jointly within the partnership and within the remainder of the cluster of local schools. The unstinting commitment of the headteacher, assistant headteachers and all staff is key to the process. This has resulted in raising standards, especially in ensuring imaginative and stimulating learning experiences that promote pupils' contribution towards extending their interest, independence and enjoyment of the life and work of the school. Teaching staff exchange with teachers within the partnership regularly. This has a positive effect on the experiences of all the school's pupils.

There is a beneficial partnership with the local 'cylch Ti a Fi' (play group) which meets at the school. This facilitates new pupils' entry into the school and reinforces the relationship with their parents. Effective transition programmes exist to ensure that pupils continue with their progress from the Foundation Phase to key stage 2 and then from Year 6 to the local secondary school. The close co-operation, and the staff's working relationship, are extremely effective and have a strong influence on pupils' standards and on the process of exchanging good teaching practices.

There are very numerous links with the local community and this has an extensive influence on pupils' learning experiences, their awareness of their community and the importance of contributing to it. A particularly good feature is the innovative partnership with a local provider to promote pupils' contribution to the Duke of Edinburgh scheme, which has a positive effect on their wellbeing and self-confidence. A very effective partnership with local businesses has also created extensive opportunities for pupils to expand their life skills and learn about living in a rural community.

Resource management: Good

The school is a successful learning community. It is staffed effectively by teachers and support staff who have appropriate qualifications and experience. Staff's prominent commitment to the success of the partnership ensures that full use is made of the expertise of staff at the three schools.

The school's performance management processes lead effectively to staff development. The school responds fully to statutory requirements for teachers' work load. Teachers use their non-contact time effectively for planning, preparation and assessment.

The school's performance management processes lead effectively to staff development. Beneficial professional learning communities have been established between the school and other schools in the catchment area in order to develop computer strategies. This has raised pupils' standards of information and communication technology skills.

Expenditure decisions are linked directly to priorities for improvement. Governors and the headteacher monitor expenditure in detail and use proactive methods to ensure additional funding.

The school has a good range of resources and they are used effectively to support learning. The school has bought information technology equipment recently, which has had a positive effect on pupils' standards.

Because pupils achieve well and make good progress, the school provides good value for money.

Appendix 1

Commentary on performance data

There are small numbers of pupils in all year groups that could have a considerable effect on the school's overall performance in assessments at the end of key stages in comparison with national benchmarks from one year to the next.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 in language, literacy and communication skills in Welsh, mathematical development and personal and social development has been consistently higher than the average for schools in the family and Wales. In comparison with similar schools, performance in literacy and mathematical development has placed the school in the top 25% during the period. More able pupils' performance in outcome 6 has also placed it the top 25% of similar schools for both learning areas.

In key stage 2, the percentage of pupils who attained the expected level (level 4) has varied over the last four years. In 2013, it is higher than the averages for schools in the family in English, mathematics and science but lower in Welsh. Over a period of four years, in comparison with similar schools, the school's performance in English, Welsh and mathematics has varied, moving it between the top 25% and the bottom 25%. Performance in science has placed it consistently in the top 25%.

In 2013, the percentage of pupils who attained the higher level (level 5) is considerably higher than the averages for schools in the family in the four subjects. Over four years, in comparison with similar schools, the school's performance at the higher level in English and mathematics has varied, moving it between the top 25% and the bottom 25%, and performance in Welsh has varied, moving the school between the top 25% and the lower 50%. Performance in science has varied, moving the school between the top 25% and the upper 50%.

Because there are very small cohorts at the school, it is not possible to reach a meaningful judgement on a pattern of underachievement by groups of pupils on the basis of attainment data.

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Primary Survey (All Pupils)

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.	15	15 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	15	15 100%	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.	15	15 100%	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	15	15 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	15	15 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	15	15 100%	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.	15	15 100%	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.	15	15 100%	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.	15	15 100%	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.	15	15 100%	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.	15	14 93%	1 7%	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	15	15 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to the parent questionnaire

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.	28	22 79%	4 14%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	28	23 82%	4 14%	1 4%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	28	25 89%	3 11%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	28	22 79%	4 14%	1 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	28	20 71%	7 25%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	28	22 79%	5 18%	1 4%	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.	28	21 75%	7 25%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	28	18 64%	7 25%	2 7%	1 4%	0	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.	28	24 86%	4 14%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	28	24 86%	4 14%	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.	28	25 89%	3 11%	0 0%	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.	28	20 71%	7 25%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	28	20 71%	7 25%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	28	25 89%	3 11%	0 0%	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.	28	21 75%	7 25%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	28	20 71%	8 29%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i dded yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	17 63%	8 30%	2 7%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	28	24 86%	4 14%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	28	24 86%	4 14%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Goronwy Morris	Reporting Inspector
Owen Jenkins	Lay Inspector
Rhian Williams	Peer Inspector
Joyce George	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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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