



Report on

**Ysgol Parc Y Bont
Llanddaniel Fab
Anglesey
LL60 6ES**

Date of inspection: October 2014

with

**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 Parc y Bont is situated in the centre of the village of Llanddaniel Fab on Anglesey. It serves the village of Llanddaniel, the parish of Llanedwen, and the surrounding rural areas. The school, which is under the voluntary control of the Church in Wales, is maintained by Anglesey local authority.

There are 14 part-time nursery pupils and 90 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. There are four classes, which include pupils of mixed ages. About 39% of pupils come from outside the school's catchment area.

Forty eight per cent of pupils come from Welsh-speaking homes. Most pupils come from a white British background and about 6% come from different ethnic backgrounds. Nearly 9% of pupils are eligible for free school meals, which is lower than county and national percentages. A little over 20% of pupils have additional learning needs, which is close to the national average. Very few pupils have a statement of special educational needs.

The school was last inspected in November 2008. The headteacher in charge has been at the school since September 2013.

The individual school budget per pupil for Ysgol Parc Y Bont in 2014-2015 is £4,019. The maximum per pupil in primary schools in Anglesey is £9,552 and the minimum is £2,870. Ysgol Parc Y Bont is in 27th place of the 48 primary schools on Anglesey in terms of school budget per pupil.

Summary

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

The school's current performance is good because

- most pupils' standards and progress are consistent and appropriate to their age and ability;
- most pupils' reading skills are developing effectively;
- most pupils' talking and listening skills are good;
- the oral skills of pupils who come from non-Welsh speaking homes develop quickly; and
- almost all pupils' behaviour is consistently good.

Prospects for improvement

The school's prospects for improvement are good because:

- all staff at the school work well together to achieve improvements;
- members of the governing body support and challenge the school, and act effectively as critical friends;
- outcomes of self-evaluation provide an accurate assessment of the school's strengths and areas to be developed;
- leaders know the school well; and
- the school works effectively with a wide range of partners in the interests of pupils' wellbeing and development.

Recommendations

- R1 Develop pupils' extended writing further across the curriculum
- R2 Develop opportunities for pupils to use and apply their numeracy skills at an appropriate level across the curriculum
- R3 Ensure further opportunities for pupils to respond to teachers' written feedback in order to improve their work
- R4 Develop best practices in teaching across the school and ensure that there is a good pace in all lessons

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils have a good level of ability in the basic skills when they enter the school, apart from in Welsh, as the language is new to almost half of them. Most pupils' standards and progress are consistent and appropriate to their age and ability.

Most pupils' oral skills in the Foundation Phase are good. By the end of the Foundation Phase, most are able to express an opinion clearly, and give reasons and offer appropriate answers to questions. They listen carefully to others and concentrate for extended periods. In key stage 2, most pupils speak clearly, and use formal language successfully. The oral skills of pupils who come from non-Welsh speaking homes develop quickly. By the end of key stage 2, most pupils discuss fluently in Welsh and English, and use a comprehensive range of suitable vocabulary when expressing an opinion and talking about their work.

Most pupils' reading skills are developing effectively. Many older pupils in the Foundation Phase read meaningfully with fluency and clear expression. Most pupils use a range of strategies to understand the meanings of words and sentences effectively, including their skilful knowledge of phonics. In key stage 2, most pupils show a thorough understanding of the main points and significant details in texts. Many of them use and select information from different sources, such as the internet, effectively. They take an interest in books and develop into independent readers. The majority are able to use a range of strategies to skim read effectively, for example in order to discover the main facts about historical events such as the Aberfan disaster.

By the end of the Foundation Phase, many pupils write effectively for a range of purposes. They can write a sequence of sentences correctly. However, the handwriting and presentation of work of a few pupils are not always neat enough. In key stage 2, most pupils write effectively in a range of forms in Welsh and English, and show a firm grasp of punctuation skills. They write purposefully in subjects across the curriculum. However, examples of pupils writing at length are inconsistent across the school.

In the Foundation Phase, most pupils develop their numeracy skills appropriately. They use number facts and the relationship between numbers correctly, for example when adding and subtracting two digit numbers. However, a minority of pupils do not apply their numeracy skills to the same extent across the curriculum. In key stage 2, many pupils are able to use their number skills appropriately across some other curriculum areas. They are able to read and write numbers up to a million and numbers to three decimal places correctly. They add and subtract using whole numbers and decimals successfully.

Pupils who have additional learning needs achieve well on a level that corresponds to their ability.

At the end of the Foundation Phase, over a period of three years, the school's performance at the expected level (outcome 5) in comparison with that of similar schools has varied between the lower 50% and the top 25%. In 2014, the school's performance at the expected outcome places it in the upper 50% of similar schools for literacy and mathematical development. Overall, over the last three years, performance at the higher outcome (outcome 6) has varied, moving the school between the top 25% and the bottom 25% for all areas of learning. In 2014, performance at this level places the school in the bottom 25% of similar schools for all areas of learning.

Over recent years, the school has often had a comparatively low number of pupils (10 or fewer) in the year groups at the end of key stage 2. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and national averages.

In key stage 2, the school's performance at the expected level 4 has varied over the last four years in comparison with that of similar schools. In 2014, the performance places the school within the top 25% of similar schools in all core subjects.

In 2014, the school's performance at the higher level (level 5) in English and mathematics places it in the upper 50%. Performance in Welsh places the school within the bottom 25% of similar schools and performance in science places it within the lower 50%. Over the last three years, performance in English and in mathematics has placed the school in the upper 50%. In general, performance has placed the school within the lower 50% or the bottom 25% of similar schools in Welsh and science.

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 boys' performance over time.

Wellbeing: Good

Nearly all pupils feel safe at the school and know that they can turn to members of staff for support when needed. Most pupils are aware of their personal safety and the importance of eating and drinking healthily. Nearly all pupils' behaviour is consistently good towards staff, visitors and towards each other. They treat everyone with respect and courtesy. Older pupils are very polite to younger pupils at the school and give them thoughtful support in a mature manner. The independent learning skills of the majority of pupils are developing appropriately.

The pupil's voice is strong at the school. Through active school, eco and sports councils, many pupils have suggested ideas to improve the school and taken responsibility for implementing them. Most pupils contribute extensively to charitable work by raising money and taking part in social events in the community. This develops their social skills and life skills effectively.

Pupils' attendance percentage is a little over 95% for the last educational year. This continues the trend of improvement over three years, and places the school in the upper 50% in comparison with similar schools.

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

The school provides various learning experiences successfully. The curriculum is balanced and covers all the requirements of the Foundation Phase, the National Curriculum and religious education effectively. Planning throughout the school meets the needs of Foundation Phase and key stage 2 pupils successfully.

Teachers review and adapt their plans effectively and ensure that they build appropriately on previous learning. The school has suitable schemes of work that meet the needs of the National Literacy and Numeracy Framework. Pupils' experiences are enriched effectively by educational visits and through a good range of interesting practical activities. Provision for developing the Welsh language and the Welsh dimension in various contexts is rich and enables pupils to make good progress.

A prominent place is given to planning for the development of pupils' communication, literacy, number, information and communication technology (ICT) and thinking skills. However, there are not always enough opportunities for pupils to apply their skills at the appropriate level across the curriculum.

Provision for sustainable development and global citizenship education is good. Through the work of the eco council, pupils increase their awareness of issues such as recycling and saving energy and helping the school to act sustainably. Pupils' awareness of global citizenship is developed effectively through inviting contributions from people from other countries and cultures.

Teaching: Good

An effective working relationship exists between pupils and staff, who contribute to beneficial learning. Teachers have up-to-date knowledge of all areas of learning and they use a range of appropriate strategies in order to stimulate pupils' learning. Support staff assist with learning effectively, especially when supporting pupils with additional needs.

All staff model polished language well and this contributes considerably to strengthening pupils' oral work. In the most effective teaching, teachers question pupils skilfully and lessons build well on previous learning. Teachers provide interesting tasks and ensure that pupils are motivated successfully, and show a keen interest in their learning. In the few lessons in which teaching is less effective, introductions are long and activities do not always stretch more able pupils. In a very few classrooms, overuse of prepared worksheets hinders pupils' independent learning.

Most teachers' oral feedback to pupils' work during lessons is constructive, and pupils have appropriate opportunities to respond to them. Most teachers' written comments encourage pupils to improve their work. However, a few of the comments do not give enough guidance to pupils on what they need to do in order to improve.

The school has thorough procedures for assessing, monitoring and recording pupils' progress. Teachers make effective use of standardised tests and progress-tracking data. As a result, staff have good information in order to prioritise appropriate support for pupils who are underachieving and improve provision for them. Assessment for learning strategies have been embedded appropriately.

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

Care, support and guidance: Good

Parc y Bont is a happy school in which pupils feel safe. Learning experiences promote pupils' personal development successfully, including their spiritual, moral, social and cultural development.

The school promotes pupils' wellbeing effectively, and ensures that they make appropriate progress when moving forward to the next stages in their learning. The importance of physical health is emphasised very effectively through the curriculum and the wide range of extra-curricular activities. The school has effective arrangements for promoting eating and drinking healthily.

Comprehensive support is provided for pupils' educational, social and personal issues. The school co-operates successfully with external agencies and ensures that pupils benefit from the support, for example through the work of occupational therapists.

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

Provision for pupils who have additional learning needs is effective. The school identifies needs at an early stage and ensures the necessary support. Pupils who have additional learning needs have full access to all areas of the curriculum and their individual education plans are thorough, are reviewed regularly, and include parents' views.

Learning environment: Good

The school is an inclusive community that provides a safe and welcoming environment for all pupils. It has a caring ethos and staff promote very positive attitudes. This has a positive effect on pupils in terms of their enthusiasm for their work and their social confidence. Appropriate policies and procedures ensure equal access to provision and promote social equality and diversity effectively. Respect for racial diversity and equality is promoted successfully through personal and social education programmes and through promoting values.

The building and site are accessible to all, and effective use is made of them for a range of community activities. Learning areas offer a stimulating environment that provides effectively for pupils' needs. The school makes successful use of the outdoors to provide interesting areas in which pupils in the Foundation Phase learn and play. There are plenty of resources that are appropriate to pupils' needs,

including useful information technology equipment. The learning environment in each classroom is colourful, and celebrates pupils' efforts successfully. The school building and grounds are used effectively and are maintained well.

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

The headteacher in charge has a clear vision to lead a school in which every pupil is important and reaches his or her full potential. He conveys the vision successfully to staff, pupils, parents and governors. Staff meetings focus clearly on priorities for improvement. This ensures that staff are aware of their responsibilities and roles in fulfilling the school's priorities effectively. All of the school's staff work together well to achieve improvements. Thorough performance management arrangements contribute beneficially to improvements in learning and teaching, and provide valuable opportunities to promote teachers' and assistants' professional development.

Members of the governing body support and challenge the school well, and operate effectively as critical friends. They are aware of their responsibilities and respond appropriately to statutory requirements. They visit the school regularly to scrutinise pupils' work and they receive comprehensive reports on its performance. As a result, governors have a comprehensive understanding of the school's performance in comparison with that of other schools in the family, the authority and nationally.

The school implements national and local priorities successfully and this has a positive effect on standards and provision.

Improving quality: Good

The self-evaluation report is comprehensive and identifies clearly the areas to be developed within the school. The comments and views of staff, parents, governors and pupils are a key part of the process. A good range of effective monitoring activities is used, including data analysis, observing lessons and looking at pupils' work. The outcomes of these processes provide an accurate assessment of the school's strengths and areas to be developed, and, as a result, leaders know the school well.

There is a clear link between the outcomes of the self-evaluation procedure and the school's development plan. Staff and governors have relevant roles in creating, implementing and monitoring specific aspects of the development plan. The plan is an active document that includes measurable targets and earmarks sensible sums of money to address the priorities. This enables leaders to monitor and review progress against priorities effectively in order to ensure further improvements. The plan reviews previous years' targets and identifies further issues that need to be acted upon.

Partnership working: Good

The school works effectively with a wide range of partners in the interests of pupils' wellbeing and development. There is a strong partnership with parents, who are very supportive of the school's work. The school benefits from the regular activities of friends of the school to buy suitable learning resources that enrich pupils' learning. A

good example of this is the outdoor shelter for the use of Foundation Phase pupils. Parents have also co-operated with members of the local youth club to develop a beneficial wild area in the school grounds.

The relationship with the community is successful. The school plays an active part in a number of community events, for example performances by the school choir in local concerts. Members of the community visit the school regularly to listen to pupils reading. These close links have a positive influence on pupils' development and learning experiences and help to form a strong community link.

Beneficial partnerships also exists with a number of local authority and health authority agencies, which have a positive effect on pupils' wellbeing and attainment.

Close links have been fostered with a pre-school group. This ensures that children settle in quickly when starting at the school. Teachers co-operate effectively with nearby schools and the secondary school. Staff benefit from these experiences and increase their expertise in assessing pupils' work and sharing good practice. The transfer arrangements for the cluster of schools and the secondary school enable older pupils to prepare well for the next stage in their education.

Resource management: Good

The school has enough experienced and specialist teaching staff and support staff to cover all aspects of the school curriculum. Classroom assistants co-operate effectively with teachers and support pupils successfully in their work. Arrangements for planning, preparation and assessment periods are appropriate and contribute well to developing effective planning and tracking pupils' progress. The detailed processes for managing the performance of all staff lead to setting sensible targets that are linked to the school's priorities and their professional development. This has a positive influence on the quality of teaching and learning.

There is a good supply of resources for pupils in order to meet the requirements of all aspects of the curriculum and effective use is made of the building.

Staff take advantage of all opportunities to develop their expertise by being involved with a number of beneficial professional learning networks. This has enabled teachers to develop their knowledge and skills, and to share good practice amongst each other.

The school makes suitable use of the deprivation grant to support specific groups of pupils. With the support of a local authority officer and the governing body, the headteacher in charge manages the use of financial resources effectively to support the school's priorities.

Considering the good outcomes and the prudent use of funding, the school provides good value for money.

Appendix 1: Commentary on performance data

6603034 - Ysgol Gynradd Parc y Bont

Number of pupils on roll	101
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	15	10	17
Achieving the Foundation Phase indicator (FPI) (%)	80.0	100.0	94.1
Benchmark quartile	3	1	2
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	15	10	17
Achieving outcome 5+ (%)	80.0	100.0	94.1
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	40.0	50.0	11.8
Benchmark quartile	1	1	4
Mathematical development (MDT)			
Number of pupils in cohort	15	10	17
Achieving outcome 5+ (%)	93.3	100.0	94.1
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	20.0	50.0	5.9
Benchmark quartile	3	1	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	15	10	17
Achieving outcome 5+ (%)	93.3	100.0	94.1
Benchmark quartile	3	1	4
Achieving outcome 6+ (%)	33.3	90.0	17.6
Benchmark quartile	3	1	4

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

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

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

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

6603034 - Ysgol Gynradd Parc y Bont

Number of pupils on roll	101
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	9	8	14	9
Achieving the core subject indicator (CSI) (%)	77.8	87.5	78.6	100.0
Benchmark quartile	4	3	4	1
English				
Number of pupils in cohort	9	8	14	9
Achieving level 4+ (%)	77.8	87.5	92.9	100.0
Benchmark quartile	4	3	2	1
Achieving level 5+ (%)	66.7	37.5	42.9	44.4
Benchmark quartile	1	2	2	2
Welsh first language				
Number of pupils in cohort	9	8	14	9
Achieving level 4+ (%)	77.8	75.0	92.9	100.0
Benchmark quartile	3	4	2	1
Achieving level 5+ (%)	22.2	25.0	21.4	22.2
Benchmark quartile	3	2	3	4
Mathematics				
Number of pupils in cohort	9	8	14	9
Achieving level 4+ (%)	88.9	87.5	78.6	100.0
Benchmark quartile	2	3	4	1
Achieving level 5+ (%)	22.2	37.5	42.9	44.4
Benchmark quartile	4	2	2	2
Science				
Number of pupils in cohort	9	8	14	9
Achieving level 4+ (%)	77.8	87.5	85.7	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	22.2	12.5	14.3	33.3
Benchmark quartile	3	4	4	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.	45	45 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	45	42 93%	3 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	45	45 100%	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	45	45 100%	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.	45	44 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	45	42 93%	3 7%	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.	45	45 100%	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.	45	45 100%	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.	45	40 89%	5 11%	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.	45	42 93%	3 7%	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.	45	39 87%	6 13%	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	45	34 76%	11 24%	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 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.	33	25 76%	4 12%	2 6%	1 3%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	25 76%	6 18%	0 0%	0 0%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	28 85%	4 12%	0 0%	0 0%	1	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.	33	25 76%	4 12%	1 3%	2 6%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	21 64%	12 36%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	33	25 76%	4 12%	2 6%	1 3%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	23 70%	9 27%	1 3%	0 0%	0	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.	32	19 59%	4 12%	1 3%	3 9%	5	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.	33	23 70%	6 18%	2 6%	1 3%	1	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.	32	25 78%	7 22%	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.	33	22 67%	11 33%	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.	32	17 53%	3 9%	1 3%	2 6%	9	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.	32	17 53%	8 25%	4 12%	1 3%	2	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.	33	22 67%	7 21%	2 6%	1 3%	1	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.	32	23 72%	8 25%	0 0%	0 0%	1	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.	33	20 61%	5 15%	3 9%	0 0%	5	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.	26	10 38%	2 8%	3 12%	1 4%	10	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	33	22 67%	5 15%	2 6%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	32	22 69%	7 22%	2 6%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Anthony John Bate	Reporting Inspector
Sioned Thomas	Team Inspector
Jeremy Turner	Lay Inspector
Alun Williams	Peer Inspector
Gerallt Jones	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 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.