



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

A report on

**Ysgol Gwynedd
Prince of Wales Avenue
Flint
Flintshire
CH6 5NF**

Date of inspection: September 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 date: 25/11/2014

Context

Ysgol Gwynedd Primary School is in Flint, in Flintshire local authority. The school currently has 441 pupils on roll including 62 who attend the part-time nursery class. The school has two nursery and 15 ordinary classes. There are 17 full-time and two part-time teachers.

Around 28% of pupils are eligible for free school meals, which is above the Welsh average, of around 21%. Very few pupils come from ethnic minority backgrounds and have English as an additional language. The school identifies around 27% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The school was last inspected in 2008. The current headteacher has been in post since 2006.

The individual school budget per pupil for Ysgol Gwynedd in 2013-2014 means that the budget is £3,543 per pupil. The maximum per pupil in the primary schools in Flintshire is £15,097 and the minimum is £2,912. Ysgol Gwynedd is 39th out of the 72 primary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress as they move through the school;
- most pupils' speaking and listening and reading skills are strong;
- behaviour is good and nearly all pupils have a very positive attitude to their work;
- the school is a very inclusive community, where all pupils are treated equally and with respect;
- teachers are good roles models and have good working relationships with their pupils;
- teaching assistants contribute effectively to pupils learning and wellbeing;
- progress of pupils with additional needs is good; and
- a recent initiative, introducing a structured phonics programme, has helped raise pupils' performance in reading and spelling

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides strong leadership and direction for the school;
- there are effective systems to gather first-hand evidence about its performance;
- staff feel valued and work well together;
- the governing body supports the school well; and
- the school has a wide range of worthwhile partnerships that support the school effectively.

Recommendations

- R1 Improve the standard of pupils' literacy, numeracy and information and communication technology (ICT) skills in work across the curriculum.
- R2 Improve the consistency and quality of feedback to pupils
- R3 Ensure that teachers use pupil assessment more effectively, to plan learning opportunities that provide effective challenge to all pupils
- R4 Improve the quality of school development planning
- R5 Use the findings from self-evaluation processes more effectively to identify trends in pupil outcomes and assess the impact of initiatives on teaching and learning

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at or below the level expected for their age. Pupils generally make good progress in relation to their starting point as they move through the school.

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. They enjoy talking about their experiences and their school. Most pupils enjoy reading and they have a good understanding of different texts. Most read aloud with fluency and expression. They use their phonic skills and other strategies well to help them work out the sound and meaning of unfamiliar words. Many pupils make good progress in developing their writing skills. They write using an increasing range of interesting vocabulary to express their ideas, using simple sentences accurately. They make good use of the phonic skills they have learnt to spell simple words correctly. Many pupils use a range of punctuation correctly, including full stops and capital letters. A few more able pupils use commas and speech marks accurately. Although they write for a range of different purposes, pupils' ability to write at length is limited in literacy lessons and in work across the curriculum.

By the end of key stage 2, most pupils express their ideas clearly and confidently. They have a good understanding of their work, for example when talking about their topic on the Victorians. Overall, most pupils read well and have a good understanding of texts. They use higher order reading skills effectively in different subjects, for example when researching biographies on the internet. Many pupils develop suitable writing skills across different genres of writing, but they do not write at length to develop ideas or arguments sufficiently well. Many older pupils structure their writing in well-organised paragraphs, pay suitable attention to punctuation and use paragraphs appropriately to present ideas coherently to the reader. Most make appropriate use of their literacy skills across the curriculum.

By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems involving money, shape and measurement. For example, pupils investigate whether taller pupils have bigger feet, and use coins correctly to buy items from the Divali shop. They use a range of practical apparatus appropriately to support them in their calculations and record their results accurately.

In key stage 2, most pupils use a range of methods when adding, subtracting, multiplying or dividing and have suitable strategies for checking the accuracy of their calculations. Many pupils make appropriate use of their mathematical skills across the curriculum, for example when measuring and comparing the length of shadows at different times of the day around the school.

Most pupils make good progress in learning Welsh in the Foundation Phase. They are able to use simple greetings and phrases successfully. They understand a range of instructions and commands, for example while going on a listening walk in the outdoors. However, there is a lack of progression in the range of language patterns and vocabulary used by the pupils as they move through the school. Pupils' reading and writing skills are underdeveloped in key stage 2.

In the Foundation Phase, many pupils use their thinking skills well, for example when planning a trip to the moon and when selecting materials to make a noisy shaker.

In key stage 2, pupils are developing their thinking and problem solving skills efficiently, for instance when writing a diary from the point of view of a Victorian child.

Most pupils use their ICT skills well for word processing, research and presentations but their understanding of a wide range of programmes, particularly spreadsheets, modelling and databases, is underdeveloped.

Almost all pupils with additional learning needs and those with English as an additional language, make good or better progress against their targets by the end of key stage 2.

Over the past three years, when compared with that of similar schools, the performance of pupils at the end of the Foundation Phase has fluctuated at the expected outcome 5. In 2014 and in 2012, the performance of pupils in literacy and numeracy skills placed the school in the higher 50% of similar schools and, in 2013, in the top 25%. At the higher outcome 6, the performance of pupils in literacy and numeracy skills has declined. In 2014, the performance of pupils placed the school in the bottom 25% when compared with similar schools. Performance in 2013 placed the school in the higher 50%. In 2012, the performance of pupils at outcome 6 placed the school in the lower 50% for literacy and the higher 50% for numeracy skills when compared with similar schools.

In key stage 2, pupils' performance at the expected level 4 placed the school in the lower 50% when compared with similar schools in the core subject indicator, English, mathematics and science in 2014. Over the last three years, performance in English mathematics and science has consistently placed the school in the lower 50% of similar schools. At the higher level 5, pupils' performance over the last three years has placed the school between the top 25% and the higher 50% for English. Performance in mathematics and science has placed the school consistently in the higher 50% when compared with similar schools. Although the school's performance at the expected level 4 has consistently placed it in the lower 50% of similar schools, most pupils make good progress against their individual targets. The percentage of pupils achieving level 4 is generally improving.

In 2013, at Foundation Phase, pupils eligible for free school meals performed equally as well as their peers in literacy skills and outperformed their peers in mathematical skills at the expected outcome 5. At the higher outcome 6, pupils eligible for free school meals performed less well than their peers in both literacy and mathematical skills.

In key stage 2, pupils eligible for free school meals performed less well than their peers in all subject and at both the expected and higher levels.

Wellbeing: Good

Nearly all pupils behave well, both in classes and around the school. They are polite and talk confidently with other pupils, staff and visitors. Pupils care for each other. This is particularly evident by their very positive attitude towards pupils from the nearby special school. Pupils take on responsibility effectively, such as when supporting their peers as corridor carers, e-cadets and monitors. Pupils enjoy school and generally feel safe. They engage well during lessons and are proud of their work. Nearly all listen well in lessons. Pupils work co-operatively with their peers and show perseverance in independent work.

Most pupils have a good understanding of how to live healthy lives. They recognise the need for regular exercise and the benefits of eating healthy snacks and lunches.

The positive attitude nearly all pupils have to all aspects of school life is a strong feature of the school. Many are involved in promoting the ethos of the school and in improving their school environment through the school council and eco council. Most pupils are involved in fundraising, for example to improve recycling resources and to contribute to the planning of the school's outdoor play area.

The school's attendance rate for the last three years consistently matches the average of similar schools. Attendance improved to almost 94% in 2013. Most pupils are punctual.

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

The school provides pupils with a broad, balanced curriculum, which meets the needs of many pupils. The curriculum builds well on pupils' existing knowledge, understanding and skills as they move through the school. There are good arrangements to support pupils who need additional support for basic skills development.

The school is making steady progress in planning effectively for pupils' literacy and numeracy skills. The introduction of a structured programme to develop pupils' phonic skills has a positive effect on pupils spelling and reading. Pupils have worthwhile opportunities to use ICT in lessons but the narrow range of programmes available does not allow pupils to develop and build on their existing skills effectively.

The school has a strong Welsh ethos that allows pupils to hear and use simple Welsh phrases throughout the day. Staff in the Foundation Phase provide consistently good opportunities for pupils to develop their Welsh language skills. However, teachers do not develop pupils' skills as well in key stage 2. Pupils learn about the culture of Wales effectively through learning about Welsh myths and legends, studies of Welsh artists and visits to Welsh heritage sites.

The school makes good provision for pupils to act sustainably in using energy, minimising waste and recycling. Studies of other countries, including Nepal and Uganda, help pupils to understand well their place in the wider world.

The school offer a wide variety of extra-curricular activities, including sports and arts clubs. These include musical clubs and seasonal sports, which enhance pupils' skills and encourage teamwork. The school makes suitable use of residential visits that support the curriculum well.

Teaching: Adequate

Most teachers plan a range of lessons that engage the interest of many pupils well, particularly in the Foundation Phase. All teachers work successfully with teaching assistants to support pupils' work. They have up-to-date subject knowledge and use a good range of teaching methods. In nearly all classes, staff make good use of well-prepared resources to enhance the learning. All teachers have supportive and positive working relationships with pupils. Nearly all have effective strategies to promote positive behaviour in class. In the majority of classes, teachers use effective questioning to help pupils develop their learning. However, in a minority of classes, the pace of lessons is too slow. In others, teachers do not adapt activities well enough, including those for literacy and numeracy, to challenge pupils, particularly the more able.

All teachers mark pupils' work regularly. Where this is most effective, teachers' comments identify what pupils do well and what they need to do to improve their work. However, teachers do not provide good quality feedback consistently and, as a result, not all pupils make enough progress. In a majority of classes, pupils have suitable opportunities to assess their own learning. All pupils have targets, which focus appropriately on literacy and numeracy. For the more able, these are not always sufficiently detailed or challenging to move pupils' learning forward effectively.

The school makes good use of data to track individual pupil progress across the school and to provide worthwhile support for pupils who need extra help with their learning.

Reports to parents are clear and informative, and they indicate progress and areas for improvement. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

Care, support and guidance: Good

Overall, the provision for healthy living and pupils' spiritual, moral, social and cultural development is good. There are appropriate arrangements for promoting healthy eating and drinking. A strong feature of provision is the school's work on promoting dental hygiene, which has a positive effect on pupils' dental health.

The school places appropriate emphasis on promoting values and principles and pupils reflect this well through the respect and consideration they have for each other and adults. The school has effective arrangements for promoting good behaviour and anti-bullying activities.

There are good relationships with external agencies and other professionals to provide effective support to pupils and their parents. These include visits from the school nurse and the police liaison officer, to ensure that pupils understand how to be healthy and safe. Speech and language services, counselling services, the use of nurture groups and 'chill out club' support vulnerable pupils' needs very effectively. The school's arrangements for safeguarding pupils meet requirements and give no concern.

The school provide a good range of intervention programmes to support the needs of pupils with additional learning needs. The additional needs co-ordinator supports staff well to set specific targets for pupils' learning needs. Staff monitor and review these regularly. The school makes suitable arrangements for parents to contribute to reviews of their child's progress.

Learning environment: Good

The school is a very inclusive community with a positive and welcoming environment. The regular involvement of pupils from the neighbouring special school in lessons and at lunchtimes supports the schools' positive, caring attitude well. All pupils have equal access to all school activities and this helps to ensure most pupils have high levels of wellbeing.

The internal accommodation is spacious and all areas are well utilised. The school is well maintained and in good decorative order throughout. The classrooms are bright, airy and open with good resources. Displays are attractive and successfully celebrate pupils' learning. Toilets are well maintained and adequate for the number of pupils.

The school has well-maintained and expansive playgrounds and playing fields with good outdoor play equipment. Staff make good use of the outdoor environment to enhance the pupils' learning.

An issue relating to pupils' wellbeing was brought to the attention of the school and the local authority during the inspection.

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

The headteacher provides strong leadership for the school, resulting in many pupils making good progress. He has established effective management teams in the school where all staff have a full understanding of their roles and responsibilities. Members of these teams are empowered to provide a clear structure to the management and direction of the school.

Leaders promote behaviours and expectations that contribute effectively to a school ethos where pupils and staff feel valued. They provide appropriate challenge to staff and through a range of effective support and training, improve and develop staff skills. Performance management arrangements for teachers and appraisal systems

for non-teaching staff are thorough and support school improvement initiatives successfully.

The governing body supports the school well and fulfils its statutory duties effectively. Members have a suitable awareness of the school's data. They understand how well performance compares to that of other similar schools and other schools in its family. However, they do not robustly challenge the school about the standards pupils achieve.

The school takes suitable account of local and national priorities. The Foundation Phase is well established. There are recent worthwhile initiatives to reduce the effect of poverty on educational achievement, although it is too early to judge the effectiveness of these at present. Planning for and implementation of the national literacy and numeracy framework is at an appropriate stage of development.

Improving quality: Adequate

The school is a strong and well-established learning community. Many staff contribute effectively to a range of learning groups, both within the school and within the local cluster of schools. The groups support the school improvement priorities well, by assessing outcomes at pupils' level and evaluating the school's provision. Staff who are new to the school are supported well by colleagues. Visits to observe colleagues and to other school have allowed staff to develop their own practice successfully.

There is a well-established programme of school self-evaluation based on the collection of suitable first-hand evidence. The school gathers valuable data on pupil outcomes, the quality of lessons, the standards of pupils' work in their books and the views of parents and pupils. It tracks and uses this effectively to identify pupils who need additional support with their learning.

However, overall, leaders do not sufficiently analyse the information they obtain to identify clearly the impact of the provision on the standards that pupils achieve. The school improvement plan has appropriate priorities and associated costs, and it identifies staff responsible for actions. Targets generally focus on pupil outcomes, based on data. In a minority of cases, success criteria are not measurable, and do not identify clearly enough the intended impact of the initiatives on outcomes for pupils.

A recent initiative, introducing a structured phonics programme, has helped to raise pupils' performance in reading and spelling. However, the school has not fully addressed all the recommendations from the school's last inspection in 2008. Progress to improve the level of challenge to pupils in lessons and in ensuring the consistency of teachers' marking of pupils' work is limited.

Partnership working: Good

The school works successfully with a wide range of partners. Communication with parents is effective. For example, pupil diaries give helpful information and provide an opportunity for parents and teachers to communicate easily. The school keeps

parents well informed about its work through newsletters and the effective use of ICT. The school website has a web based translation system, which supports non-English speaking parents well. These links enable parents to provide more effective support for their child's learning.

The work of the family liaison officer and parental workshops also create strong links between parents and the school. The school's close partnership with the pre-school group on the site ensures that children settle quickly into school. The strong partnership with the neighbouring special school benefits both schools through the sharing of resources and expertise, and provides worthwhile opportunities for inclusion. Partnership arrangements with the local high school are effective in ensuring smooth transition for pupils transferring between the primary and secondary school. The school co-operates closely with schools in the cluster to develop portfolios for moderation and standardisation of teachers' assessment of pupils' work.

The headteacher has worked with commercial partners to develop and deliver training on a range of highly effective leadership and management strategies.

The school has valuable working relationships with a wide range of other agencies. These benefit pupils by enabling them to make better progress and by improving their wellbeing.

Resource management: Good

The school manages its resources well. All staff have appropriate qualifications to enable them to deliver an effective curriculum. The school deploys teaching assistants efficiently and they contribute very positively to pupils' learning and wellbeing. All staff access relevant training and development programmes.

The school links expenditure well with its objectives, targets and plans. It has systematic and thorough budgetary arrangements. It monitors and reviews expenditure rigorously. The Welsh Government Pupil Deprivation Grant enables the school to support vulnerable pupils effectively, for example through the work of the family liaison officer.

In view of the quality of provision, the standards pupils achieve and their progress overall, the school gives good value for money.

Appendix 1: Commentary on performance data

6642015 - Ysgol Gwynedd CP

Number of pupils on roll	406
Pupils eligible for free school meals (FSM) - 3 year average	26.7
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	45	53	54
Achieving the Foundation Phase indicator (FPI) (%)	88.9	96.2	88.9
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	45	53	54
Achieving outcome 5+ (%)	88.9	100.0	88.9
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	17.8	28.3	14.8
Benchmark quartile	3	2	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	45	53	54
Achieving outcome 5+ (%)	91.1	98.1	88.9
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	24.4	30.2	18.5
Benchmark quartile	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	45	53	54
Achieving outcome 5+ (%)	97.8	98.1	96.3
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	42.2	35.8	40.7
Benchmark quartile	2	3	3

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

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

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

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

6642015 - Ysgol Gwynedd CP

Number of pupils on roll	406
Pupils eligible for free school meals (FSM) - 3 year average	26.7
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	59	67	63	42
Achieving the core subject indicator (CSI) (%)	81.4	82.1	81.0	83.3
Benchmark quartile	2	2	3	3
English				
Number of pupils in cohort	59	67	63	42
Achieving level 4+ (%)	84.7	82.1	84.1	83.3
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	25.4	40.3	36.5	45.2
Benchmark quartile	3	1	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	59	67	63	42
Achieving level 4+ (%)	83.1	82.1	84.1	85.7
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	33.9	34.3	38.1	40.5
Benchmark quartile	2	2	2	2
Science				
Number of pupils in cohort	59	67	63	42
Achieving level 4+ (%)	86.4	85.1	85.7	85.7
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	22.0	35.8	36.5	40.5
Benchmark quartile	3	2	2	2

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	100	98 98% 98%	2 2% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	99	98 99% 92%	1 1% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	99	97 98% 96%	2 2% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	99	98 99% 97%	1 1% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	100	98 98% 96%	2 2% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	100	97 97% 96%	3 3% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	100	99 99% 99%	1 1% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	100	98 98% 98%	2 2% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	99	95 96% 91%	4 4% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	100	99 99% 95%	1 1% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	98	91 93% 77%	7 7% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	99	94 95% 84%	5 5% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses 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.	196	127 65%	68 35%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	196	145 74%	50 26%	1 1%	0 0%	0	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.	196	152 78%	44 22%	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.	196	145 74%	51 26%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	196	93 47%	89 45%	3 2%	1 1%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	196	135 69%	60 31%	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.	196	134 68%	62 32%	0 0%	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.	195	115 59%	77 39%	0 0%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	196	121 62%	67 34%	3 2%	1 1%	4	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.	196	142 72%	52 27%	1 1%	0 0%	1	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.	195	141 72%	52 27%	1 1%	0 0%	1	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.	192	113 59%	67 35%	1 1%	0 0%	11	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.	196	123 63%	71 36%	2 1%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	195	128 66%	63 32%	1 1%	2 1%	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.	196	99 51%	74 38%	7 4%	2 1%	14	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.	193	126 65%	66 34%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	185	114 62%	59 32%	1 1%	0 0%	11	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.	195	136 70%	57 29%	1 1%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	196	132 67%	60 31%	3 2%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Janet Elizabeth Rowlands	Reporting Inspector
Richard Hawkley	Team Inspector
Sheila Birkhead	Team Inspector
Peter Duncan Haworth	Lay Inspector
Rebecca Fox	Peer Inspector
Clive Michael Condon	Peer Inspector
Mr Griffiths	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.