



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**Report on**

**Ysgol Gynradd Beddgelert  
Beddgelert  
Gwynedd  
LL55 4UY**

**Date of inspection: June 2015**

**by**

**Estyn, Her Majesty's Inspectorate for Education and  
Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Beddgelert is a small rural school, which provides bilingual education to pupils in the village and the surrounding rural area. It comes under the care of Gwynedd local authority.

There are 26 pupils aged between 4 and 11 years on roll, and one nursery age child attends on a part-time basis. Pupils are divided into two mixed-age classes. About 15.3% of pupils are eligible for free school meals. About 7% come from Welsh-speaking homes. A very few pupils come from an ethnic minority background and a very few come from a background where English is an additional language.

In line with the local authority's policy, Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, and the aim is to ensure that they are bilingual by the time they transfer to the secondary school.

The school has stated that it has about 12% of pupils who have additional learning needs. No pupils have a statement of special educational needs and there are no children in care.

The headteacher was appointed in June 2004. The school was last inspected in April 2011.

The individual school budget per pupil for Ysgol Gynradd Beddgelert in 2014-2015 is £7,096. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gynradd Beddgelert is in the 11<sup>th</sup> position of the 95 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's performance is good because:

- Nearly all pupils make good progress in their learning during their time at the school
- Many pupils write at length to a skilful standard, using a range of forms
- Most pupils co-operate effectively and support and assist each other skilfully
- Most pupils have good problem-solving skills that emerge in various activities across the curriculum
- The pace of most lessons is good, and there are regular opportunities for pupils to take an active part in their learning
- The self-assessment process has been embedded and most key stage 2 pupils assess peers' work constructively
- There is a great emphasis on respect at the school and the pupil's voice has a fair hearing

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has clear objectives for the school, based on providing equal opportunities for all pupils
- Staff receive suitable training that responds to the school's priorities in addition to targeting the needs of individual staff
- Teachers use data effectively in order to identify pupils who need support
- Governors are very willing to challenge the school and do so in a constructive way
- The self-evaluation process is based on a wide range of suitable and purposeful evidence

## Recommendations

- R1 Plan effectively for using the outdoor area in the Foundation Phase
- R2 Ensure that the curriculum challenges more able pupils in mathematics
- R3 Improve teachers' understanding of pupils' attainment by the end of the Foundation Phase
- R4 Address the health and safety issues that were raised during the inspection

### **What happens next?**

The school will produce an action plan that will show how it will address the recommendations. The local authority will monitor the school's progress.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

Many pupils arrive at the school at a level that is lower than the expected level, especially in Welsh. Nearly all pupils make good progress in their learning during their time at the school. After a short time, nearly all pupils develop to use Welsh naturally and confidently in classroom activities and incidentally during the day.

Most pupils in the Foundation Phase make good progress in their language, literacy and communication skills. They use a wide vocabulary naturally when speaking and read meaningfully using mature expression. By the end of the Foundation Phase, most pupils use a grammatically correct structure when writing independently. They present their work in an organised way and use legible handwriting. They have a good awareness of various written forms and write an informal letter to a child in Brazil, a report on how to grow cress seeds, and recount a trip to Llyn Dinas.

By the end of key stage 2, nearly all pupils hold mature conversations in Welsh. They use polished vocabulary when expressing an opinion and extend the discussion skilfully with adults. Most pupils read sensibly in line with their age and ability, they express a liking for books and change their intonation in order to create effect. By the end of key stage 2, many write at length to a skilful standard, using a range of forms, punctuating correctly and including powerful adjectives successfully to convey meaning, for example when writing a recall piece about the famous sheep of Hafod y Llan and a self-portrait.

Nearly all pupils in key stage 2 develop their oral skills increasingly confidently in English. They communicate clearly and maturely. Most pupils read to a standard that corresponds to their age, and show enthusiasm for books. By the end of key stage 2, most pupils are able to write at length to a good standard. Nearly all use their extended writing skills regularly across the curriculum in both languages.

Pupils' mathematical standards across the school are appropriate. By the end of the Foundation Phase, nearly all pupils collect and organise information in purposeful contexts to interpret information that has been presented in graphs. In key stage 2, most pupils use various strategies when solving numerical problems. They collect data and produce graphs for various purposes, for example to show the effect of physical activities on the heartbeat. They analyse and reason data effectively. However, more able pupils' performance is adequate in mathematics.

Most pupils use their numeracy and literacy skills effectively across the curriculum and produce work to the same standard as that seen from them in their mathematics and language work. Pupils who have additional learning needs make good progress against their personal targets during their time at the school.

The small numbers in each year group can have a significant effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 from one year to the next.

Over a period of three years at the end of the Foundation Phase, the school's performance at the expected level has varied, moving it between the bottom 25% and the top 25% in comparison with similar schools. Performance at the higher level than expected over the same period has placed the school in the top 25% in literacy but has moved the school between the lower 50% and the upper 50% in mathematical development.

At the end of key stage 2, the school's performance at the expected level has varied, moving the school between the bottom 25% and the top 25% in comparison with similar schools. At the higher level than expected, performance over the same period has placed the school mostly in the top 25%.

There is no obvious difference between the performance of boys and girls at the expected level or at the higher level than expected over a period of time.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of eating and drinking healthily. They are happy, feel absolutely safe at school and know to whom to speak if they are worried. Nearly all pupils keep fit by participating in physical activities such as the Dragon Sports club, the Foundation Phase gymnasium, a climbing wall and the Play Path.

The attendance percentage is good and the school's performance has placed the school in the top 25% in comparison with similar schools over the last two years. Nearly all pupils arrive at school punctually. Most pupils' behaviour is very good. They are very respectful towards visitors, co-operate effectively and help and support each other skilfully.

Members of the school council are enthusiastic and have made decisions that have had a positive effect on the learning environment. For example, they decided that the school toilets need to be painted, that it is necessary to dispose of rubbish and gave a presentation on recycling to the governors. Most pupils take responsibility for setting educational and personal targets for themselves and contribute effectively to planning themes. Pupils organise fund-raising activities for good causes such as the floods in the Philippines and fair trade and this has a positive effect on pupils' awareness of the needs of others.

From a very early age, many pupils develop a good understanding of how to improve their own work. Most have good problem-solving skills, which become apparent in various activities across the areas of learning.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Adequate**

The school provides a variety of interesting experiences that stimulate pupils well. Learning experiences respond appropriately to statutory requirements. Teachers plan skilfully for meeting the needs of pupils of mixed ability and ages in both key stages. However, they do not plan adequately for challenging more able pupils in mathematics.

Provision for developing pupils' numeracy and literacy skills across the curriculum is good. Teachers pay good attention to planning for developing pupils' thinking skills in all areas of learning. They provide good opportunities to enrich learning experiences in the indoor area in the Foundation Phase classroom but there are not enough opportunities for pupils to develop their skills in the outdoor area.

The school's vision in terms of provision for Welsh and the Welsh dimension is clear in responding to the requirements of the Gwynedd Language Charter. There are good opportunities to promote Welsh outside the classroom by playing games and playground sports that reinforce use of the language. Pupils have had rich experiences that deepen their feeling of Welshness. For example, they have studied the work of Iwan Bala, compared the Beddgelert area with Cardiff and participated in creating the BBC film 'Gelert'. The 'My Local Area' theme provides good opportunities for pupils to appreciate and learn about the traditional Welsh environment around them.

The school provides suitable experiences that promote pupils' understanding of sustainability issues through recycling and composting. They provide regular opportunities to raise pupils' awareness of global citizenship through charitable activities such as raising money for Nepal and the Philippines, and preparing a presentation on fair trade.

**Teaching: Good**

There is a good working relationship between teachers and pupils and teachers lead sessions in an effective and interesting way which motivates pupils to learn. Support staff assist teachers and pupils effectively in learning sessions.

Teachers set high expectations for nearly all pupils and model polished language when presenting and leading learning sessions. They give due priority to developing pupils' key skills of literacy and numeracy. The pace of the majority of lessons is good, and there are regular opportunities for pupils to take an active part in their learning. Although there is a wide age range in both classes, teachers ensure a suitable variety of activities that challenge pupils appropriately. However, activities do not always challenge more able pupils to achieve to the utmost of their ability, especially in mathematics.

The school's marking methods have been embedded firmly. They ensure that teachers write positive comments and give regular opportunities for pupils to improve their own work by using varied assessment for learning strategies. Many pupils in the Foundation Phase assess their own performance effectively and are aware of the



steps to be taken to improve their work. By the end of key stage 2, the self-assessment process has been embedded and most pupils assess peers' work constructively. The school has established a tracking system that tracks pupils' progress appropriately and has a positive effect on the attainment of pupils who have additional needs.

There are appropriate arrangements between schools in the cluster for moderating pupils' work at the end of key stage 2. However, there are no similar arrangements for moderating pupils' work at the end of the Foundation Phase. As a result, teachers' understanding of guidelines for assessing pupils' attainment at the end of a key stage has not developed sufficiently.

Written reports to parents are comprehensive and report appropriately on their children's progress.

### **Care, support and guidance: Good**

The school is a very happy, safe and helpful community. There is a wide range of purposeful policies and procedures in place to promote health and wellbeing. There are effective procedures for promoting positive behaviour. There are signs around the school that promote values such as respect and courtesy and a poem written by pupils which confirms their commitment to these values, is displayed with pride.

The school promotes spiritual, moral and social development effectively through activities such as 'Fy llofnod' (My Signature), 'Llaw Personoliaeth' (Hand of Personality) and 'Sut berson ydw i' (What kind of person am I?) during religious education lessons. Nearly all pupils feel safe at the school, are taught how to keep healthy and have plenty of opportunities to take part in physical exercise. The school has appropriate policies and arrangements for living healthily and pupils' wellbeing.

The school makes good use of specialist services at specific times, including visits from the school nurse and the police to support learning when discussing the dangers of the internet. This guidance reinforces the work that is done at school.

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

The school's system for supporting pupils who have additional learning needs complies with the Code of Practice. Suitable targets are set on these pupils' individual education plans and these are reviewed regularly in consultation with parents. Learning sessions are differentiated appropriately and give due consideration to pupils who have additional needs. Pupils who receive additional attention through regular intervention programmes make good progress.

### **Learning environment: Good**

The school's ethos sets a welcoming, familial atmosphere in which all pupils are treated equally. Pupils' good behaviour is encouraged by fostering extremely caring and positive attitudes. There is a great emphasis on respect within the school and values are paid deserved attention and the pupil's voice is given a fair hearing. For

example, the school council and the green school together have ensured that the public receive leaflets containing ideas about saving energy. The school arranges for older pupils to give pastoral care to the younger ones, and support the staff in maintaining discipline and order. This co-operation has a positive effect on the development of their personal and social skills.

The Foundation Phase's outdoor area offers a limited range of good quality equipment. The school has purposeful resources such as interactive white boards, a library and a multipurpose hall, in which assemblies, physical education classes, breakfast club and lunch are held. The school building is maintained to an appropriate standard. The school's outdoor areas encourage pupils to keep fit and healthy. An issue that is having an unfavourable effect on pupils' wellbeing was brought to the attention of the governors at the time of the inspection.

There are a number of attractive displays around the school that celebrate pupils' work and achievements well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has clear objectives for the school, based on providing equal opportunities for all pupils in order for them to attain high standards. She conveys these objectives to staff, pupils, parents and governors. Staff job descriptions are clear and they undertake their roles and responsibilities effectively. As a result, there is a strong commitment across the school to ensure education of the highest standard.

The school has efficient performance management arrangements that identify and support appropriate aspects of teachers' and support staff's professional development effectively. As a result, the school has arranged for staff to receive suitable training that responds to the school's priorities in addition to targeting the needs of individual staff. For example, they have received training on delivering intervention programmes and have attended a numeracy and literacy conference.

Leaders use data from a number of various sources effectively to monitor pupils' performance. They use this information appropriately in order to identify pupils who need support.

The governing body supports the school well and operates effectively as a critical friend. They receive appropriate reports from the headteacher regularly on pupils' attainments. Members of the body visit the school regularly and address the work of observing learning sessions and scrutinising pupils' work. As a result, they have a sound understanding of the school's strengths. The governors challenge the school constructively.

The school meets national priorities successfully. For example, assessment for learning strategies are embedded firmly and the school uses the Literacy and Numeracy Framework effectively to plan skills across the curriculum regularly.

### **Improving quality: Good**

The self-evaluation process is based on a wide range of suitable and purposeful evidence. As part of the process, leaders collect evidence from a range of sources. For example, they analyse data, scrutinise books, observe lessons and collect the views of pupils and parents. In general, the majority of reports that arise from lesson monitoring observations and scrutinising books identify the appropriate steps that need to be developed. A detailed analysis of previous priorities also help leaders to set new targets.

The school self-evaluation report is a comprehensive document, which reflects most of the school's strengths and identifies areas to be developed. These areas are transferred effectively to the school development plan. The headteacher uses the outcomes of self-evaluation effectively to set appropriate priorities to move the school forward. These priorities have a clear focus on improving mathematics skills and on improving performance. The development plan includes an appropriate implementation timetable, suitable funding and success indicators that are measureable on the whole.

The headteacher monitors and evaluates progress towards the priorities appropriately, and reports on them regularly to the governing body. This process has had a positive effect on improving pupils' thinking skills and problem-solving skills.

### **Partnership working: Good**

The school has a number of strategic partners that contribute effectively to provision and the good standards achieved by pupils. A beneficial partnership with parents ensures that almost all pupils receive balanced support. Parents volunteer to help pupils with gardening and this develops pupils' development of care and respect for the environment. The school includes parents in the process of maintaining and improving standards by holding information-sharing evenings regularly, including opportunities to share expectations in mathematics, reading strategies and introducing mathematics games. As a result, parents have a better understanding of the strategies to be used to support their children.

The partnership between the school and the community is good. The school benefits from a close partnership with the local church when holding concerts, the Tuesday night club, and holding morning assemblies. Members of the community visit the school to support reading and also to speak about various experiences concerning the theme, for example talking about the Second World War. This promotes pupils' feeling of the importance of community and pride in their local area.

The range and quality of the transition arrangements for older pupils to the secondary school are good. In addition to spending two days at the secondary school, mathematics and French teachers visit the school to conduct lessons. As a result, Year 6 pupils are prepared appropriately for the next stage in their education. There is a constructive relationship between the school and other schools in the catchment area. They meet annually in order to moderate pupils' work and this has helped understanding of assessing pupils' work at the end of key 2. Pupils have also co-operated on developing pupils' extended writing skills and this has improved pupils' standards of attainment.

The partnership between the schools and the local nursery school is good and they work together successfully in order to ensure that the transition process is smooth.

The school has established a number of effective partnerships with external agencies and the local authority. This has a positive effect on pupils' wellbeing. An example of this is the support given to pupils and staff by the authority's wellbeing officer in order to provide emotional support.

### **Resource management: Good**

The headteacher and governors monitor and manage expenditure carefully. The finance sub-committee meets regularly and challenges expenditure effectively in order to ensure the best use of finances. Leaders use finances effectively to support priorities for raising standards and arranging purposeful training. Teachers use their planning, preparation and assessment time suitably, and the arrangements for this are managed well. Full advantage is taken of the expertise of all members of staff to provide interesting learning experiences. A good example of this is the use made of the expertise of an external teacher to teach art and religious education. Support staff provide robust support to intervention groups and they have a positive effect on pupils' development and attainment.

Appropriate emphasis is placed on providing continuous professional development for all staff and performance management processes support this further. Networks of professional practice between teachers in key stage 2 in the catchment area for extended writing have led to raising pupils' standards. The school has used funds from the Deprivation Grant appropriately to support specific pupils.

There is a good supply of purposeful resources to support teaching effectively across the school. However, there is not enough variety of resources in the external area to ensure that the school meets the needs of the Foundation Phase. Effective use is made of the building and recent changes to the internal structure have complemented this.

The school provides good value for money.

## Appendix 1: Commentary on performance data

### 6612010 - YSGOL BEDDGELERT

Number of pupils on roll	27
Pupils eligible for free school meals (FSM) - 3 year average	13.1
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	5	6	*
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.0	83.3	*
Benchmark quartile	3	3	*
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	5	6	*
Achieving outcome 5+ (%)	80.0	83.3	*
Benchmark quartile	3	3	*
Achieving outcome 6+ (%)	40.0	50.0	*
Benchmark quartile	1	1	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	5	6	*
Achieving outcome 5+ (%)	80.0	83.3	*
Benchmark quartile	4	4	*
Achieving outcome 6+ (%)	20.0	33.3	*
Benchmark quartile	3	2	*
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	5	6	*
Achieving outcome 5+ (%)	100.0	100.0	*
Benchmark quartile	1	1	*
Achieving outcome 6+ (%)	40.0	66.7	*
Benchmark quartile	3	1	*

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

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

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

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

## 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 Anghyftuno	
I feel safe in my school.	19	19 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	19	18 95%	1 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	19	19 100%	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	19	19 100%	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.	19	19 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	19	19 100%	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.	19	19 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	19	18 95%	1 5%	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.	19	19 100%	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.	19	19 100%	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.	19	19 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	19	18 95%	1 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	12	7 58%	3 25%	2 17%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	12	10 83%	2 17%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	12	10 83%	2 17%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	12	7 58%	4 33%	1 8%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	11	8 73%	3 27%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	12	8 67%	3 25%	0 0%	1 8%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	12	8 67%	3 25%	1 8%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	11	5 45%	3 27%	2 18%	1 9%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	12	8 67%	4 33%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	12	9 75%	2 17%	1 8%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	12	8 67%	4 33%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	9	6 67%	3 33%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	12	6 50%	3 25%	3 25%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	12	9 75%	2 17%	1 8%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	12	8 67%	2 17%	1 8%	1 8%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	10	6 60%	2 20%	2 20%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	6	3 50%	1 17%	2 33%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	12	5 42%	3 25%	3 25%	1 8%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	12	7 58%	2 17%	2 17%	1 8%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Gwenda Easton	Reporting Inspector
Meleri Cray	Lay Inspector
Eirianwen Williams	Peer Inspector
Catrin Gwilym	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.