



*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 Ffridd y Llyn  
Cefnddwysarn  
Bala  
Gwynedd  
LL23 7HE**

**Date of inspection: February 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:

<b>Judgement</b>	<b>What the judgement means</b>
<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 Ffridd y Llyn is situated in the Cefnndwysarn area, which is approximately three miles from the town of Bala in the county of Gwynedd. There are 64 children aged between 3 and 11 years of age on roll. They are organised into three mixed-age classes.

Approximately 66% of pupils come from homes in which Welsh is spoken as the first language. There are no pupils from an ethnic minority background. Twenty-three per cent (23%) of pupils have additional learning needs, which is slightly above the national percentage. A few pupils have a statutory statement of special educational needs. A very few pupils are eligible for free school meals.

The individual school budget per pupil for Ysgol Ffridd y Llyn in 2014-2015 is £3,582. The maximum per pupil in primary schools in the county of Gwynedd is £10,744 and the minimum is £3,220. Ysgol Ffridd y Llyn is in 72<sup>nd</sup> place of the 95 primary schools in the county of Gwynedd in terms of the school budget per pupil.

The headteacher was appointed in September 2009.

The school was last inspected in February 2010.

## 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 current performance is good because:

- Teaching is excellent in the youngest Foundation Phase class and is good throughout the rest of the school
- Most pupils' standards of literacy and numeracy are good
- Nearly all pupils make good progress in their learning
- All pupils have a sound understanding of how to keep healthy
- All pupils behave responsibly and relate well to each other
- Attendance rates compare well with those of similar schools
- Learning experiences meet pupils' needs successfully
- The school's ethos creates a welcoming and happy environment

### Prospects for improvement

The school's prospects for improvement are good because:

- The school is sector-leading in the Foundation Phase
- The headteacher conveys a clear vision to staff, governors and parents and she has high expectations
- The governors' thorough understanding of the school's performance strengthens their role as critical friends
- Self-evaluation is effective and has led to improvements in standards and provision
- Teachers fulfil their roles and responsibilities effectively
- A range of partners have a positive effect on standards and provision
- The school is staffed appropriately and there is a good supply of resources
- The school provides good value for money

## Recommendations

- R1 Ensure that pupils in Years 5 and 6 produce cursive handwriting
- R2 Increase members of the eco council's knowledge of their roles and responsibilities

### **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

#### Standards: Good

Nearly all pupils strive hard in lessons and make good progress in their learning. From the early years of the Foundation Phase, they concentrate and persevere with tasks over extended periods, they are open to asking and answering questions and they discuss their tasks confidently. By key stage 2, most pupils acquire new knowledge and skills effectively and apply these to new situations.

Considering their age and ability, nearly all pupils make good progress in their ability to use their literacy and numeracy skills across all areas of the curriculum.

Nearly all pupils in the Foundation Phase communicate orally with ease and use a wide range of vocabulary when discussing their work and tasks. They speak confidently with staff and with visitors to the school. Many are able to read fluently and meaningfully in Welsh at a level that is appropriate for their age and ability. The most confident readers discuss the content of their books in detail, express an opinion about their favourite characters and events, and show a good understanding of the text. By the end of the stage, most pupils write effectively for a range of purposes and with increasing accuracy. Many, particularly in the Foundation Phase 1, produce extended pieces of creative writing as they record their learning experiences across the curriculum.

In key stage 2, nearly all pupils listen intently during lessons and contribute purposefully to group and class discussions, for example when discussing the effect that losing their homes had on the residents of the Tryweryn Valley. Most pupils are confident readers and, by the end of the key stage, they gather information in an orderly manner from different sources, such as books and websites. Throughout the key stage, many pupils are very skilled in using information gathered from English reference books to support their work in Welsh. Nearly all pupils write confidently for a wide range of purposes and compose stories of a high standard. Although nearly all pupils produce legible handwriting, the eldest pupils in key stage 2 do not write in cursive writing.

Nearly all pupils who are learning Welsh make significant progress in their proficiency to use the language in different curricular contexts.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons and in the areas of learning. Older pupils show a secure grasp of number facts and use this information effectively to solve number skills in their activities. Once they have gathered information about the class' favourite drinks, the phase's younger pupils present the data in an orderly manner in the form of graphs, and then interpret the information carefully. Most pupils' understanding of standard units of measurement and of the properties of two- and three-dimensional shapes, is robust.

Most pupils in key stage 2 undertake practical numeracy tasks confidently and systematically. Their ability to use number facts and do mental calculations is a strength. By Years 5 and 6, nearly all pupils deal with seven-digit numbers and percentages confidently and use a number of strategies to check their answers. When researching how many buses would be needed to transport a specific number of children, pupils collect data from a range of sources and present it skilfully in the form of tables and graphs. Most pupils' ability to apply their numeracy skills to solve practical problems is good.

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

In comparison with other similar schools, the proportion of pupils in the Foundation Phase who achieved outcome 5 in 2014 places the school among the top 25% for literacy and mathematics. In the two previous years, performance in both areas placed it in the lower 50%. In 2014, the proportion that achieved outcome 6 places the school in the top 25% of similar schools for both areas. Over the previous two years, performance has placed the school mostly in the bottom 25% in comparison with similar schools.

During two of the last four years, performance at the end of key stage 2 at level 4 in Welsh and science has placed the school in the upper 50% in comparison with similar schools. Over the same period, performance in English and mathematics has placed it mostly in the bottom 25% of similar schools. More often than not, performance at level 5 has placed the school among the lower 50% in all four subjects.

On the whole, girls and boys achieve as well as each other. There is no significant difference between the performance of pupils who are eligible for free school meals in comparison with their peers.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and they have a sound understanding of how to keep healthy. The daily practice for all pupils to take part in the 'Dal i Fynd' (Keep Going) programme contributes significantly towards increasing their personal fitness.

During lessons, all pupils are enthusiastic about their learning experiences and persevere with tasks over extended periods. The confidence with which the youngest pupils in the Foundation Phase make choices about their learning is an excellent feature that improves their learning considerably.

In lessons and when moving around the school, all pupils behave responsibly and relate well with each other and with adults. Most pupils persevere with tasks over an extended period.

Through the school council, pupils have clear responsibilities and an influential voice over what happens in the school's community. The practice of seeking pupils' opinions when deciding on the termly themes ensures that they have a strong voice on the content of the curriculum. Although an eco council has been established, the group's awareness of their responsibilities and of issues relating to sustainability is superficial.

Practices such as conducting a Thanksgiving service in the church, and taking advantage of the local area's talents, have a positive effect on developing pupils' social skills and strengthen their involvement in their community.

During two of the last three years, attendance rates have placed the school in the upper 50% in comparison with similar schools. In 2014, attendance rates place it in the top 25% of similar schools. Nearly all pupils arrive at school punctually in the morning.

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

The school provides learning experiences that meet the needs of the full range of pupils successfully. The rigorous planning of teachers and assistants ensures that learning experiences meet the needs of the Foundation Phase, the National Curriculum and religious education, and the National Literacy and Numeracy Framework. A good range of extra-curricular activities, various visits and contributions from the local community enrich the curriculum and the quality of learning experiences.

The wide range of activities ensures that there are good opportunities for pupils to use and develop their literacy, numeracy, information and communication technology (ICT) and thinking skills in a variety of contexts. This is an excellent feature in the class of the youngest pupils in the Foundation Phase, which has a significant effect on pupils' progress and their quality of learning.

The school promotes the Welsh dimension successfully. Residents come from the area to teach 'cerdd dant' and recitation to the children, and poets and resident artists are invited to work with pupils. These visits have a positive effect on pupils' standards of achievement.

There is effective provision for promoting pupils' understanding of the wider world. The links that have been forged with other countries, such as India and Patagonia, contribute successfully towards increasing pupils' understanding of their role as global citizens. Pupils have an appropriate awareness of the importance of saving energy, recycling and reducing waste.

**Teaching: Good**

Teachers have good, up-to-date subject knowledge and they challenge all pupils to do their best and to achieve well. They have high expectations for pupils and encourage each one of them to take responsibility for their work and to become independent learners. This is an excellent feature in the youngest class in the Foundation Phase.



The practice of sharing lesson objectives and success criteria with pupils strengthens each individual's involvement in the task at hand and gives a clear sense of direction for teaching and learning. The close relationship, along with the sense of trust, between pupils and adults, contributes significantly towards creating a strong learning community.

During lessons, teachers and assistants question skilfully and intervene purposefully in order to challenge pupils' ideas and extend their understanding. Teachers in all classes use a wide range of teaching methods, such as work in groups, pairs and whole-class presentations, effectively in order to engage pupils' interest and promote good behaviour.

Through continuous assessment and detailed analyses of assessment data, each individual's progress is monitored systematically. This enables staff to provide additional support to groups of pupils and individuals, as required.

Teachers give pupils detailed feedback orally and in writing, which enables them to know how well they are doing and what they need to do to improve. This contributes significantly to continuous improvement.

Reports to parents are comprehensive and give clear information about pupils' progress.

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

Learning experiences promote pupils' personal, social and cultural development effectively. Daily collective worship periods, along with opportunities to learn about the beliefs of people from different cultures, promote pupils' spiritual and moral development successfully. Opportunities for pupils to undertake 'Ffrindiau Ffeind' ('Kind Friends') responsibilities promote a close relationship between pupils of different ages effectively.

Strategies for promoting positive behaviour, which are implemented throughout the school, are effective and teach pupils to reflect and to be more considerate of others' feelings. The school promotes good attendance and ensures that pupils and parents are aware of their expectations.

There is effective provision for pupils with additional learning needs. Pupils' learning needs are identified at an early stage and there are beneficial links with specialist agencies in order to support pupils' development. Intervention programmes are purposeful and respond to the needs of individuals and groups of pupils very successfully. Individual education plans are of a good quality and there are effective arrangements for conducting regular reviews of these pupils' progress.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

## **Learning environment: Good**

The school's welcoming and happy ethos promotes effective teaching and learning. The school is a friendly and caring community that celebrates variety and values all learners. It ensures equal opportunities for all pupils and strengthens their self-confidence.

There is an extensive supply of appropriate resources of a good quality in the classrooms. This includes computer equipment that is used purposefully by pupils and teachers to support teaching and learning.

Displays in the school place a clear emphasis on celebrating pupils' achievements and successes and promote stimulating learning. A notable example of this is the art work that is displayed around the school. The school makes good use of the extensive outdoor areas to enrich teaching and learning. These include the Foundation Phase area, the wild garden, and the challenging physical activities provided for the youngest pupils.

The accommodation is of a good quality, safe and maintained effectively. The physical environment and purposeful use of resources meet the needs of all pupils appropriately.

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

The school is led effectively by a conscientious headteacher, who conveys a clear vision to staff, governors and parents. She succeeds in creating a clear sense of purpose and an agreed direction for the school's work, and she has high expectations in terms of achievement and provision.

There is a clear focus within the school on raising standards and continuous improvement. Teaching staff and support staff work closely together as a team and, under the guidance of the headteacher, have trialled new initiatives and different working methods. All members of staff undertake their roles and responsibilities rigorously and effectively.

The school is sector-leading in the Foundation Phase and has shared its good practice with a large number of other schools. This is excellent practice.

Staff meetings focus well on discussing suitable strategies for expanding pupils' standards and wellbeing. The strong emphasis in these meetings on analysing performance data and scrutinising pupils' books ensures that teachers have up-to-date knowledge of pupils' performance and areas to be improved.

There are clear arrangements for managing the performance of teachers and assistants. The school responds well to national priorities, for example by developing pupils' literacy and numeracy skills.

Governors are supportive of the school's work and undertake their responsibilities effectively. They visit classes regularly and have a rigorous understanding of the school's performance and how it compares with that of similar schools. This strengthens their role as critical friends of the school, and enables them to contribute more effectively to strategic planning processes.

### **Improving quality: Good**

The school has an effective self-evaluation procedure. Arrangements for monitoring standards, provision and leadership strengthen staff's and governors' knowledge of the school's current situation successfully. Self-evaluation leads to valuable improvements in standards of groups of pupils and in assessment for learning strategies.

The school makes effective use of a range of direct evidence, such as analysing performance data, outcomes of lesson observations and scrutinising pupils' work. This enables leaders to evaluate progress and identify those areas in which improvement is required. The voices of pupils and parents are included in the self-evaluation process appropriately through the medium of questionnaires.

Although repetitive in some places, the self-evaluation report is a detailed document based on a wide range of first-hand evidence. It gives an objective and accurate picture of the school's current situation in terms of standards and provision.

The school uses the information gathered through self-evaluation effectively to identify priorities that are included in the school improvement plan. Actions contribute to improving standards throughout the school, and particularly when responding to priorities such as developing literacy and numeracy skills. Review arrangements show that the school has made good progress against the previous year's priorities.

### **Partnership working: Good**

Productive links between the school and a number of partners enrich provision and extend pupils' standards and wellbeing significantly.

The school ensures that parents have up-to-date information about different activities and events. Home link books provide beneficial information to parents about the progress of their children's reading skills against their personal targets.

The strong partnership and close co-operation between the school and the local nursery group facilitate the children's transition to the school. Effective transition arrangements and successful co-operation with the local secondary school ensure continuity and progression in pupils' learning experiences as they move to the next stage in their learning.

There are beneficial links with the cluster of local primary schools. The school works closely with these schools in order to moderate pupils' attainment levels, and successfully with other nearby schools to plan joint activities, for example in order to develop assessment strategies, promote thinking skills and share good practice.

The school is active in the community and takes regular advantage of the expertise of local craftsmen and artists, enriching pupils' learning experiences considerably. Beneficial links with local businesses promote pupils' enterprise skills and their understanding of the world of work successfully.

The school benefits from its partnership with colleges and universities, which place students and trainee assistants in its classes.

### **Resource management: Good**

The school is staffed appropriately to ensure that all pupils have full access to the requirements of the Foundation Phase and the National Curriculum. Assistants support teaching and learning well. Teachers make appropriate use of their planning, preparation and assessment time, and the arrangements are managed well, for example by using a teacher's expertise to develop pupils' creative skills.

The school give due attention to all staff's continuous professional development, and performance management processes support this appropriately. There are effective networks of professional practice with other schools and partners, which have a positive effect on pupils' standards and attainment, particularly to improve the use of literacy and numeracy across the curriculum.

Governors and the headteacher manage expenditure carefully to ensure that there is no over-expenditure and that contingency funds are reasonable. They ensure that there is an appropriate supply of resources that respond to the needs of pupils of all ages.

The school makes appropriate use of the Pupil Deprivation Grant to raise the standards of literacy and numeracy of specific groups of pupils who are underachieving.

Considering the pupils' standards of achievement, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6612220 - Ysgol Ffridd y LLyn

Number of pupils on roll	66
Pupils eligible for free school meals (FSM) - 3 year average	5.0
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	7	13	7
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	85.7	76.9	100.0
Benchmark quartile	3	4	1
<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	7	12	7
Achieving outcome 5+ (%)	85.7	75.0	100.0
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	28.6	25.0	57.1
Benchmark quartile	2	3	1
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	7	13	7
Achieving outcome 5+ (%)	85.7	84.6	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	14.3	7.7	57.1
Benchmark quartile	4	4	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	7	13	7
Achieving outcome 5+ (%)	100.0	92.3	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	42.9	46.2	57.1
Benchmark quartile	3	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.

**6612220 - Ysgol Ffridd y LLyn**

Number of pupils on roll	66
Pupils eligible for free school meals (FSM) - 3 year average	5.0
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	7	9	6	13
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	88.9	100.0	84.6
Benchmark quartile	1	3	1	4
<b>English</b>				
Number of pupils in cohort	7	9	6	13
Achieving level 4+ (%)	100.0	88.9	100.0	92.3
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	14.3	33.3	0.0	38.5
Benchmark quartile	4	3	4	3
<b>Welsh first language</b>				
Number of pupils in cohort	7	9	5	13
Achieving level 4+ (%)	85.7	88.9	100.0	92.3
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	28.6	33.3	0.0	38.5
Benchmark quartile	3	2	4	3
<b>Mathematics</b>				
Number of pupils in cohort	7	9	6	13
Achieving level 4+ (%)	100.0	88.9	100.0	92.3
Benchmark quartile	1	4	1	3
Achieving level 5+ (%)	42.9	11.1	33.3	23.1
Benchmark quartile	2	4	4	4
<b>Science</b>				
Number of pupils in cohort	7	9	6	13
Achieving level 4+ (%)	100.0	88.9	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving level 5+ (%)	42.9	33.3	16.7	15.4
Benchmark quartile	2	3	4	4

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 survey (all pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	35	35 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	32	31 97%	1 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	34	32 94%	2 6%	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	34	34 100%	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.	33	33 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	34	34 100%	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.	35	35 100%	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.	35	35 100%	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.	32	31 97%	1 3%	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.	35	34 97%	1 3%	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.	34	33 97%	1 3%	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	35	34 97%	1 3%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	53	36 68%	11 21%	3 6%	2 4%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	53	38 72%	12 23%	1 2%	0 0%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	53	38 72%	15 28%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	53	29 55%	17 32%	3 6%	0 0%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	53	31 58%	17 32%	4 8%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	53	33 62%	14 26%	1 2%	2 4%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	53	34 64%	15 28%	2 4%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	53	24 45%	20 38%	4 8%	3 6%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	53	34 64%	12 23%	5 9%	2 4%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	53	37 70%	16 30%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	53	38 72%	11 21%	2 4%	2 4%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	49	27 55%	14 29%	3 6%	1 2%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	53	26 49%	19 36%	6 11%	2 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	53	33 62%	13 25%	4 8%	3 6%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	53	27 51%	19 36%	2 4%	3 6%	2	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.	53	32 60%	16 30%	3 6%	1 2%	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.	41	20 49%	11 27%	1 2%	1 2%	8	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.	52	26 50%	15 29%	8 15%	1 2%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	53	36 68%	10 19%	4 8%	2 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

William Williams	Reporting Inspector
Glyn Griffiths	Team Inspector
Meleri Cray	Lay Inspector
Wendy Rowlands	Peer Inspector
Bethan Emyr Jones	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.