A report on

Ysgol Gynradd Llanllechid
Llanllechid
Bangor
Gwynedd
LL57 3EH

Date of inspection: March 2016

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.

Context

Ysgol Gynradd Llanllechid is situated on the outskirts of the village of Rachub near the town of Bethesda. It is in the care of Gwynedd local authority. There are 261 pupils age between 3 and 11 years on roll, including 31 part-time nursery age pupils. Pupils are divided between nine classes. Welsh is the main medium of the life and work of the school.

Many pupils come from Welsh-speaking homes. About 11% are eligible for free school meals. The school has identified 17% of pupils as having additional learning needs, including a very few who have a statement of special educational needs. Very few pupils come from an ethnic minority background.

The headteacher was appointed to the post in January 1997 and the school was last inspected in October 2010.

The individual school budget per pupil for Ysgol Gynradd Llanllechid in 2015-2016 is £3,502. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Gynradd Llanllechid is in 84th place of the 98 primary school in Gwynedd in terms of the 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 in their learning during their time there
- Most pupils develop independent thinking and learning skills successfully
- Nearly all pupils' behaviour is good
- Members of the school council and the 'Green School' committee contribute very effectively to the school's work
- Most pupils develop their writing and numeracy skills across the curriculum successfully
- Teachers provide imaginative learning experiences that stimulate most pupils' interest successfully
- It has effective arrangements for pupils' care and wellbeing

Prospects for improvement

Prospects for improvement are good because:

- Leaders have a clear vision that is based on ensuring pupils' high standards and wellbeing
- The governing body challenges and holds the school to account for its performance effectively
- Leaders have an accurate understanding of its strengths and areas that need to be improved
- Leaders make very effective use of the views of stakeholders when producing the self-evaluation report
- The development plan focuses clearly on improving provision and raising standards
- There is an effective partnership between the school and home, which ensures that parents take an active part in their children's education
- There is an effective partnership between the school and external agencies, which promotes pupils' care and wellbeing successfully

Recommendations

R1 Provide suitable opportunities for developing creative writing skills

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Recommendations

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry to the school, the basic skills of nearly half the pupils match those expected for their age. Most pupils make good progress in their learning during their time at the school and develop their independent thinking and learning skills successfully.

In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary successfully in various situations. They converse and discuss with their peers and adults very confidently and skilfully. In key stage 2, most pupils speak intelligently and respond eagerly to teachers' questions in both languages. They contribute well to discussions and express an opinion clearly and with a wide range of appropriate vocabulary.

Most pupils' reading skills in the Foundation Phase are developing well. The youngest pupils identify letters and sounds correctly and are beginning to build words effectively. By the end of the phase, most pupils develop as confident readers and read with accuracy and fluency. They discuss their favourite stories enthusiastically and differentiate between various types of books. In key stage 2, most pupils develop their reading skills successfully. They read intelligently and with increasing fluency and discuss content and express views skilfully. Most use higher reading skills effectively to discover information in order to support class work, for example investigating the effect of pollution in the Ganga River on the population of India.

In the Foundation Phase, most pupils write an increasing range of simple sentences independently, with the majority of common words spelt correctly and with appropriate punctuation. By the end of the phase, most pupils make significant progress in their proficiency in using the language to write extended pieces across the curriculum. They punctuate correctly and use various adjectives and idioms to enrich the work. They use a wide range of appropriate vocabulary to accompany the themes.

In key stage 2, most pupils develop their writing skills across the curriculum successfully. They are beginning to vary sentences and adapt what they write according to the purpose and the reader successfully. By the end of key stage 2, most write clearly and interestingly and use paragraphing and punctuation correctly. Many of them use a wide range of vocabulary successfully to enrich their work, including adjectives, idioms and similes, for example when writing an interview with an evacuee during the Second World War. However, there is limited evidence that pupils write enough creative work.

Most pupils' numeracy skills develop successfully across the Foundation Phase. By the end of the phase, most show a firm grasp of number facts and use the knowledge skilfully to solve problems across the areas of learning effectively. Most of these pupils' mental mathematics are developing effectively. They use standard units to measure and undertake tasks on capacity with accuracy, and many are able to use their data-handling skills appropriately, for example creating block graphs, pie charts and line graphs to show data such as favourite flowers in the class.

In key stage 2, most pupils use a range of strategies to solve number problems successfully. They apply their numeracy skills effectively when solving problems across the curriculum. For example, they are able to use number skills successfully to plan a Welsh breakfast for visitors from Australia.

Most pupils who have additional learning needs make good progress against their targets.

At the end of the Foundation Phase, the school's performance at the expected outcome (outcome 5) in comparison with that of similar schools in literacy development has improved over a period of four years. Performance in mathematical development has varied, moving the school between the upper 50% and the lower 50% in comparison with similar schools over the same period.

The school's performance at the higher outcome (outcome 6) has placed the school overall in the top 25% in literacy development and mathematics over the last three years.

In key stage 2, the school's performance at the expected level 4 has placed it in the upper 50% of similar schools in Welsh and English over the last three years. In science and mathematics, the school's performance has improved and, in general, has placed it in the top 25% of similar schools over the same period.

The school's performance at the higher than expected level (level 5) in all subjects has varied over the last four years, in comparison with that of similar schools. In general, the performance of pupils who are eligible for free school meals has been lower than that of their peers in the Foundation Phase over the last four years. However, there is no significant difference between the performance of these two groups in key stage 2.

In the Foundation Phase, in general, girls perform higher than boys at the expected and higher levels. The difference in boys' and girls' performance at the expected levels at the end of key stage 2 has varied over the last four years. However, girls perform better than boys at the higher levels.

Wellbeing: Excellent

The contribution of members of the school council and the 'Green School' committee to the life and work of the school is extremely effective. They have an active role that has an especially good effect on what happens there. Pupils respond very confidently to the opportunities that they have to influence and make decisions. They have a key role in the school's self-evaluation processes and prepare purposeful presentations to governors on provision. Members of the school council also co-operate very effectively with staff, parents, their peers and the local community in order to discover their views and discuss ideas for areas to be improved, For example, members of the council have been very active in undertaking a successful campaign to improve their fellow pupils' reading routines across the school.

Most pupils across the school show very good interest, enthusiasm and commitment to their learning. Nearly all show pride towards their work and co-operate effectively

with their peers in lessons. Most pupils' ability to work independently and to make decisions for themselves are strong features. They have a sound understanding of their strengths and what they need to do to improve their work. The pupil's voice is central to all learning experiences across the school.

Most pupils arrive at school punctually. Pupils' attendance levels are good and consistently above average and, at times, have placed the school among the top 25% in comparison with similar schools over the last four years.

Nearly all pupils feel safe at school and know to whom to turn if they have concerns. Nearly all show respect and care for their peers. Across the school, most pupils' behaviour is very good. This makes a considerable contribution to creating a positive ethos that promotes effective learning.

Nearly all pupils have positive attitudes towards living, eating and drinking healthily. They undertake various physical activities regularly, which contribute well to their wellbeing. For example, nearly all pupils take part in a running activity for five minutes every day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides stimulating learning experiences that meet most pupils' needs successfully. Staff provide a wide and balanced curriculum that meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. Teachers ensure that learning experiences build successfully on pupils' previous experiences, and promote their independence and develop their thinking skills. The good range of extra-curricular activities and various visits enrich the curriculum and learning experiences for pupils successfully.

Teachers plan purposeful opportunities in order to deliver most of the principles of the Literacy and Numeracy Framework across a range of interesting themes in both key stages. Pupils have very beneficial experiences to develop their writing skills in a range of ways and for various audiences. However, teachers do not provide enough opportunities for pupils to write creatively.

Provision for developing the Welsh language and the Welsh dimension is comprehensive and effective. Displays across the school promote the language and pupils' awareness of their culture as a nation well. There are extensive opportunities for pupils to visit important attractions and sites that are linked to the history of the area. The school develops pupils' understanding of the history of Wales in various ways, such as, for example, giving them an opportunity to watch dramas by Welsh performers based on Welsh legends. As a result, most take pride in their Welsh culture.

Provision for developing pupils' understanding of global citizenship is comprehensive. The school provides purposeful opportunities for pupils to learn about different cultures and expand their knowledge about other parts of the world, through links with schools in foreign countries. The school has established a strong relationship

with a number of schools in foreign countries and welcomes visitors regularly. Teachers plan purposefully to ensure that pupils have effective opportunities to extend their knowledge and understanding of the wider world. For example, teachers and pupils have regular contact with a school in India in order to share information about their area, beliefs, culture and everyday life, which supports their learning very effectively.

Provision for promoting pupils' understanding of issues that involve sustainable development is good. The work of the 'Green School' committee reinforces this work very successfully. For example, pupils have co-operated with a charity in order to encourage their fellow pupils to travel to school in a way that develops their awareness of the environment. They have also received beneficial experiences on how to protect wildlife by co-operating with a local nature reserve. As a result of the range of valuable experiences that pupils receive, they have a good awareness of the importance of saving energy, recycling and reducing waste.

Teaching: Good

Most teachers make effective use of a variety of teaching methods that ensure that most pupils achieve well and develop independent learning skills successfully. They have a sound understanding of the requirements of the curriculum and provide interesting tasks and challenges that motivate most pupils' interest and enthusiasm. The quality of teaching is effective in most classes across the school. In the Foundation Phase, staff foster independence in pupils and develop their literacy and numeracy skills at an early stage. In most classes, teachers' lively introductions stimulate pupils well. The pace of these lessons is good and encourages pupils to contribute effectively to discussions and to take responsibility for their learning.

Most staff model polished language effectively. They question skilfully to extend pupils' understanding and develop their thinking skills effectively. There is an effective working relationship between adults and pupils.

Teachers make robust use of assessment for learning strategies across the school. They mark pupils' work regularly and provide suitable feedback for them, by identifying what they have achieved well and what they need to do to improve. Pupils have appropriate opportunities to act on this feedback by correcting pieces of their work in the classroom. They receive appropriate opportunities to evaluate their own work and that of their peers, which has a positive effect on their understanding of the next steps in their learning.

The school has comprehensive and useful procedures for assessing, monitoring and recording pupils' progress accurately. Teachers make good use of data to track pupils' progress and to analyse the results of national tests in order to provide appropriate support for specific groups of pupils. They write purposeful reports that analyse pupils' achievement effectively and outline the next steps for raising standards successfully.

Parents receive valuable information about their children's progress, including comprehensive annual reports that include clear targets for improvement.

Care, support and guidance: Good

The school provides valuable opportunities for pupils to develop their social and moral skills successfully. The obvious emphasis that the school places on fostering values such as honesty, fairness and respect for others creates a very positive ethos. It has established anti-bullying procedures across the school that support nearly all pupils' wellbeing very effectively. The school's provision for developing pupils' spiritual and cultural attitudes, for example through classroom and collective worship assemblies, is very robust. By inviting visitors from foreign countries to the school regularly, staff succeed in reinforcing pupils' understanding of the beliefs and cultures of others effectively.

Procedures for maintaining and improving attendance and punctuality are effective. The school has efficient links with a range of specialist services and external agencies, such as the educational psychologist and the school nurse. These links ensure good quality support and guidance for pupils, staff and parents. The regular opportunities that pupils have to take part in community activities have a positive effect on the development of their social skills.

The school has effective arrangements for promoting eating and drinking healthily. The variety of internal and extra-curricular activities promote this element well. For example, pupils take part in valuable outdoor activities, including sailing, climbing, canoeing and walking to the summit of Mount Snowdon.

Provision for pupils who have additional learning needs is good. Teachers use a variety of appropriate methods to identify pupils' needs at an early stage and to adapt the provision for them. The school has effective plans to support pupils who need support. Targets are incisive and are monitored and adapted regularly. Through effective co-operation with pupils and parents in this process, the school ensures that many pupils make good progress against their targets.

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

Learning environment: Good

There is an inclusive, supportive and friendly ethos at Ysgol Llanllechid, in which pupils receive equal opportunities to take part in all its activities. Emphasis is placed on showing respect and courtesy to all, which leads to a safe environment that fosters care for others and tolerance of them.

The school makes the best of its physical environment. The outdoor area has been developed successfully in order to support the experience of pupils in the Foundation Phase successfully. There are plenty of good quality resources to meet the requirements of the curriculum appropriately. Attractive and colourful displays celebrate pupils' successes and work across the school effectively. The school's buildings and grounds are safe and are well-maintained.

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

Leadership: Good

The headteacher's innovative and robust leadership sets a clear strategic direction for the school's development. She has high expectations and a purposeful vision that she shares very effectively with the school community. She allocates responsibilities very effectively and fosters the leadership skills of the senior management team successfully. Leaders have a key role in promoting co-operation and sharing good practice continually within the school and beyond. For example, she leads on the development of a creative curriculum among other schools and offers guidance on self-evaluation on behalf of the local authority. These have a significant effect on the quality of provision and on raising pupils' standards across the school.

All members of staff are aware of their roles and responsibilities and they fulfil them particularly effectively. They co-operate well as a team and meet regularly in order to discuss and plan jointly. Under the leadership of the headteacher and the senior management team, staff are very willing to share expertise with each other, as well as with teachers at other schools. This is a practice that promotes good teaching and learning practices very effectively.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development successfully, for example improving standards of reading and numeracy across the curriculum.

The school responds positively to a number of local and national priorities that have a significant effect on pupils' standards and experiences, for example by implementing the Language Charter successfully.

Governors have a probing understanding of the school's strengths and the areas that need to be developed further. Their meetings are organised in the form of workshops and walks around the school, which promote their understanding very well. As a result, they hold the school to account purposefully about the standard of provision and standards. Governors use their knowledge particularly effectively in order to ensure a robust strategic direction for the school, in addition to contributing more purposefully to the process of producing a self-evaluation report and creating an effective school development plan.

Improving quality: Excellent

There is a culture of continuous self-evaluation, which focuses robustly on pupils' outcomes. It is embedded well in the school's everyday work. It is a very effective process that enables the school to identify, monitor and evaluate its performance successfully. There are very robust systems for reviewing progress, identifying areas for improvement and taking effective steps to rectify them. As a result, the school knows itself thoroughly and is aware of the areas that need to be improved.

An excellent feature is the way in which the self-evaluation system permeates all stakeholders, and ensures regular evaluations by teachers, governors, pupils, teachers and the local community. Pupils contribute meaningfully to this process by evaluating lessons and curricular areas, and creating policies.

The school uses the information that is collected through the self-evaluation process purposefully to determine priorities for improvement. There is a strong link in the school between the effect that leadership has on improving standards and provision, and it permeates the self-evaluation processes skilfully.

The priorities in the school development plan arise directly from the outcomes of the self-evaluation process. It is a high quality document that gives comprehensive details of appropriate priorities. It includes measurable success criteria that focus directly on pupils' outcomes.

The school's ability to plan and ensure improvement in standards and provision is excellent. For example, obvious improvements have been seen in pupils' achievement at the end of the Foundation Phase and key stage 2 during the last four years.

Partnership working: Good

The school has a good range of strategic partnerships that extend pupils' learning experiences successfully and have a significant effect on their outcomes and standards. There is a good relationship between the school and parents. Parents are very supportive of the school and support all activities enthusiastically. The headteacher's focus on promoting an open and collaborative culture ensures parents' consistent commitment and support.

The school has robust links and partnerships with the local community. Regular visits to the community and the use of local individuals make an important contribution to pupils' experiences. It also promotes pupils' sense of the importance of community and their pride in their local area.

A successful relationship with the pre-school setting situated in the school's grounds ensures that pupils settle well in the nursery class. There are robust links and effective transfer arrangements with the secondary school and there is a variety of successful transition activities for pupils.

The school co-operates purposefully with a number of nearby schools in order to share good practice. Teachers co-operate effectively with schools in the cluster and the secondary school to moderate pupils' work. These processes help teachers to understand better the expected standards at the end of key stages.

The robust, active links that exist with schools in China, India and Jamaica expand pupils' experiences, understanding and awareness of belonging to a wider community very successfully. They also co-operate very effectively with the local university in order to develop a wellbeing programme across the school.

Resource management: Good

The school has thorough budgetary arrangements and expenditure links well to the school's objectives, targets and improvement plans. The headteacher and governors monitor and manage expenditure carefully in order to ensure that financial resources are used effectively to support priorities for improvement.

The school has targeted money from the Pupil Deprivation Grant sensibly to fund teaching assistants to support groups and individuals. This has a positive effect on pupils' skills and standards of reading and wellbeing.

Teachers make purposeful use of their planning, preparation and assessment time to work jointly and arrangements are managed effectively. Assistants provide very effective support for teachers, model polished language and make a valuable contribution to pupils' outcomes across the school.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide valuable opportunities to promote staff's professional development through a comprehensive training programme. These have had a successful effect on developing literacy and numeracy across the curriculum.

The school is a robust learning community. There are effective networks with other schools, which provide a wide range of opportunities for teachers and assistants to develop professionally and co-operate successfully to improve pupils' standards of work.

Considering pupils' outcomes and the quality of provision, the school provides good value for money,

Appendix 1: Commentary on performance data

6612069 - Ysgol Llanllechid

Number of pupils on roll	253
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	24	41	32	30
Achieving the Foundation Phase indicator (FPI) (%)	54.2	90.2	84.4	96.7
Benchmark quartile	4	1	3	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	24	41	31	30
Achieving outcome 5+ (%)	62.5	92.7	87.1	100.0
Benchmark quartile	4	2	3	1
Achieving outcome 6+ (%)	25.0	65.9	80.6	63.3
Benchmark quartile	2	1	1	1
Mathematical development (MDT)				
Number of pupils in cohort	24	41	32	30
Achieving outcome 5+ (%)	83.3	92.7	90.6	96.7
Benchmark quartile	3	2	3	2
Achieving outcome 6+ (%)	0.0	46.3	59.4	40.0
Benchmark quartile	4	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	24	41	32	30
Achieving outcome 5+ (%)	66.7	97.6	84.4	100.0
Benchmark quartile	4	2	4	1
Achieving outcome 6+ (%)	0.0	87.8	84.4	93.3
Benchmark quartile	4	1	1	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.

6612069 - Ysgol Llanllechid

Number of pupils on roll   253
Pupils eligible for free school meals (FSM) - 3 year average   11.1
FSM band   2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	33	28	25	22
Achieving the core subject indicator (CSI) (%)	84.8	96.4	92.0	95.5
Benchmark quartile	3	1	2	2
English				
Number of pupils in cohort	33	28	25	22
Achieving level 4+ (%)	84.8	92.9	96.0	95.5
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	36.4	25.0	44.0	59.1
Benchmark quartile	2	3	2	1
Welsh first language				
Number of pupils in cohort	33	28	25	22
Achieving level 4+ (%)	84.8	96.4	96.0	95.5
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	30.3	21.4	36.0	59.1
Benchmark quartile	1	3	2	1
Mathematics				
Number of pupils in cohort	33	28	25	22
Achieving level 4+ (%)	84.8	96.4	96.0	100.0
Benchmark quartile	3	1	2	1
Achieving level 5+ (%)	24.2	17.9	40.0	50.0
Benchmark quartile	3	4	3	2
Science				
Number of pupils in cohort	33	28	25	22
Achieving level 4+ (%)	84.8	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	33.3	28.6	40.0	50.0
Benchmark quartile	2	3	3	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

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

	Number of responses / Nifer o ymatebion	Agree / Cytuno	Disagree / Anghytuno	
I feel safe in my school.	120	119 / 99%	1 / 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	120	119 / 99%	1 / 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	120	118 / 98%	2 / 2%	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	120	120 / 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.	120	120 / 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	120	120 / 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.	120	120 / 100%	0 / 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	120	120 / 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.	120	117 / 98%	3 / 2%	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.	120	120 / 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.	119	115 / 97%	4 / 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	120	117 / 98%	3 / 2%	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 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.	68	57 / 84%	11 / 16%	0 / 0%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	68	60 / 88%	8 / 12%	0 / 0%	0 / 0%	0	Mae fy mhlentyn 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.	68	60 / 88%	8 / 12%	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.	67	57 / 85%	10 / 15%	0 / 0%	0 / 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	65	46 / 71%	19 / 29%	0 / 0%	0 / 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	68	55 / 81%	13 / 19%	0 / 0%	0 / 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	68	54 / 79%	14 / 21%	0 / 0%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	62	40 / 65%	21 / 34%	1 / 2%	0 / 0%	5	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	66	52 / 79%	12 / 18%	1 / 2%	1 / 2%	2	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.	68	56 / 82%	11 / 16%	1 / 1%	0 / 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	68	59 / 87%	9 / 13%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	61	45 / 74%	15 / 25%	1 / 2%	0 / 0%	4	Mae fy mhlentyn 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.	68	50 / 74%	17 / 25%	1 / 1%	0 / 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	68	57 84%	10 15%	1 1%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	64	46 72%	15 23%	2 3%	1 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	66	47 71%	18 27%	1 2%	0 0%	0	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.	54	43 80%	10 19%	1 2%	0 0%	11	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.	68	59 87%	9 13%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	6%	1%		
The school is well run.	68	58 85%	10 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
Hazel Hughes	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Catherine Ann Deschoolmeester	Peer Inspector
Gwenan Davies-Jones	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.