



*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 Llanrug  
Caernarfon  
Gwynedd  
LL55 4AL**

**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:

<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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**Publication date: 04/08/2015**

## Context

Ysgol Gynradd Llanrug is a naturally Welsh school. It is situated in the village of Llanrug, about five miles from the town of Caernarfon in Gwynedd. It serves the village and the surrounding rural area.

At present, there are 278 pupils on roll, including 46 nursery age children. Numbers have risen since the last inspection, which was conducted in Autumn 2009. The local authority provided a new building for two additional Year 5 and 6 classes in April 2013. The headteacher has been in post since January 1991.

There are ten classes in the school, seven of which are mixed-age. The school admits pupils on a part-time basis in the September following their third birthday and full-time in the September after their fourth birthday. About 90% of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority or mixed backgrounds.

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.

About 9% of pupils are eligible for free school meals, which is lower than the county and national percentage. Twenty per cent of pupils are on the school's additional learning needs register, which is close to the national figure. Very few pupils have a statement of special educational needs.

The individual school budget per pupil for Ysgol Gynradd Llanrug in 2014-2015 is £3,220. The maximum per pupil in primary schools in Gwynedd is £10,744 and the minimum is £3,220. Ysgol Gynradd Llanrug is in 95<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

Ysgol Llanrug's performance is good because:

- Most pupils make progress and achieve well
- Most pupils have good speaking, listening, reading and writing skills
- Pupils' standards of behaviour are high and nearly all of them show positive attitudes towards their work and co-operate effectively with each other in lessons
- Teachers provide rich and stimulating learning experiences and the standard of teaching is robustly good
- It has an inclusive and homely ethos in which pupils feel happy and safe

### Prospects for improvement

The school's prospects for improvement are good because:

- Robust and innovative strategic partnerships make a significant contribution to standards and extend pupils' learning experiences considerably
- The headteacher's strong leadership sets a clear strategic direction for the school's development and life
- The school has an accurate understanding of its strengths and the areas that it needs to improve
- All members of the school's staff co-operate effectively as a team and, as a result, there is a strong commitment across the school to developing and promoting continuous improvements
- The governing body's ability to challenge the school in areas that need to be improved is developing well

## Recommendations

- R1 Ensure that pupils in key stage 2 use their numeracy skills at an appropriate level across the curriculum
- R2 Improve pupils' attendance
- R3 Ensure that pupils of higher ability are challenged consistently across the curriculum
- R4 Refine assessment for learning procedures in order to ensure that pupils understand what they need to do to improve their work

### **What happens next?**

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

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils make sound progress in their learning and achieve well during their time at the school. They use their skills effectively and show interest and perseverance in lessons.

Pupils' listening skills across the school are very good. Nearly all pupils in the Foundation Phase from the nursery class onwards listen attentively. By the end of the Foundation Phase, most pupils' oral standards in Welsh are sound and nearly all pupils speak clearly. They express their ideas confidently whilst undertaking their activities and at other times during the day. By the end of key stage 2, most pupils communicate clearly and express an opinion in a mature manner on a range of topics in Welsh and English. They listen to other pupils' contributions, and consider their views. Nearly all pupils attain a high standard of bilingualism and are able to change from one language to the other easily when discussing their work.

Most pupils' reading skills are developing effectively and in line with their abilities. By the end of the Foundation Phase, most of them are able to read with increasing fluency and sensible intelligence. They predict what will happen next in a story and express a relevant opinion about its content. They use a range of strategies to enable them to read unfamiliar words. Most pupils in key stage 2 read increasingly accurately and confidently in Welsh and English. By the end of the key stage, most read fluently with good expression and understanding. They apply their reading skills in both languages well to support their work in a range of subjects, for example when glean information about people's lives in the Age of the Princes.

Nearly all pupils' work shows good progress by the end of the Foundation Phase. Many write independently and vary their sentences and use basic punctuation correctly. They are able to use an interesting range of adjectives and similes to enrich their work. Many pupils are able to write at length when recording their learning experiences across the curriculum. The quality of most pupils' handwriting and presentation of work is consistently good. In key stage 2, most pupils use their writing skills in English and Welsh in a range of contexts across the curriculum. They write in an organised way and introduce ideas and information logically and effectively. The standard of the best pupils' extended work is of high quality, for example as Year 5 and 6 pupils write a portrait of characters from the Mabinogi legends. Most pupils present their work neatly.

Across the school, most pupils are able to deal with a wide range of number activities successfully. Most nursery pupils are able to count, organise and sort numbers up to 10 accurately. As they move through the Foundation Phase, most pupils identify shapes, understand the purpose of money and use time effectively and practically. By the end of the Foundation Phase, many pupils collect, analyse and scrutinise information in the form of a graph effectively. Many pupils use their understanding of mathematical concepts sensibly when analysing and solving problems. Most pupils'

standards in key stage 2 in mathematics lessons are good and they use an appropriate variety of calculation methods accurately. Most of them use various strategies for mental and written arithmetic correctly. By the end of key stage 2, many of them use co-ordinates accurately to locate castles on a map of Wales. They make appropriate use of data, for example when comparing temperature in various locations in Wales. However, pupils do not use and apply their numeracy skills consistently across the curriculum.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who are eligible for free school meals make sound progress in line with their ability. Most pupils of higher ability make good progress in their literacy and numeracy skills but they are not always extended across learning activities.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome 5 in literacy skills and mathematical development has mostly placed the school in the upper 50% or the top 25% in comparison with similar schools. The school's performance at the higher outcome (outcome 6) in literacy skills and mathematical development has placed the school in the top 25% in two of the last three years.

In key stage 2, over the last four years, the school's performance in English has risen, moving the school from the bottom 25% to the top 25% in comparison with similar schools. In Welsh, mathematics and science, the school's performance has lifted it from the lower 50% to the top 25%. In Welsh and English, the school's performance has placed it in the top 25% in the last two years. In mathematics and science, the school's performance has placed it in the top 25% in three of the last four years. During the same period, pupils' performance at the higher level (level 5) has varied in the four subjects. Performance in Welsh, mathematics and science has varied, moving the school between the bottom 25% and the top 25%. Performance in English has mostly placed the school in the lower 50%.

There is no significant pattern of difference over time in boys' and girls' achievement in the Foundation Phase or at the expected level in key stage 2. However, girls mostly do better than boys at the higher levels. There is no significant pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers.

### **Wellbeing: Adequate**

Most pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve consistently well in their personal and social development. Nearly all are enthusiastic, enjoy their lessons and contribute eagerly to all aspects of their learning.

Pupils' behaviour across the school is very good and they are courteous and welcoming towards visitors. Pupils care for each other and show respect for others in lessons and during break time.

Between 2010 and 2012, pupils' attendance placed the school among the upper 50% in comparison with similar schools. However, since then, attendance in 2013 and 2014 places the school in the lower 50% and the bottom 25% in comparison with similar schools. Most pupils arrive at school punctually.

The pupils' voice receives valuable attention, and the school responds well to their ideas through the school council. Members express an opinion and arrange fundraising activities for a number of charities. This has a positive effect on pupils' awareness of the needs of others.

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

The school plans a variety of rich and stimulating learning experiences that gain most pupils' interest. Planning responds appropriately to the requirements of the Foundation Phase, the National Curriculum and religious education. Provision in the Foundation Phase in order to ensure that pupils' work independently on tasks, especially in the nursery class, is an excellent feature. The school provides innovative and exciting outdoor extra-curricular learning experiences for pupils in key stage 2. As a result, many pupils in Years 5 and 6 develop wider skills and gain additional qualifications.

A wide range of activities ensures that there are good opportunities for pupils to use their literacy and thinking skills across the curriculum. Provision for developing information and communication technology (ICT) skills is innovative and enables pupils to use a variety of up-to-date resources in a creative way. An especially good example of this is the use of an animated programme to promote cross-curricular work and to extend English oral language for pupils in Years 5 and 6. However, provision does not ensure regular opportunities for key stage 2 pupils to extend their numeracy skills across the curriculum.

Provision for the Welsh language and the Welsh dimension is a strength at the school. Teachers provide valuable and varied experiences that promote and develop pupils' knowledge of Welsh history, culture, celebrations and traditions effectively.

The school provides experiences that ensure that pupils have a good awareness of sustainability issues. The school provides opportunities to raise their awareness of global citizenship through charity activities and by focusing on current affairs.

### **Teaching: Good**

Teachers have good subject knowledge and they plan a varied range of interesting activities that stimulate pupils effectively. An excellent feature of teaching in the Foundation Phase is the way in which staff promote pupils' independent learning skills. Across the school, all staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oracy skills. Teachers make effective use of technology to present learning and to explain new concepts clearly. They use a range of methods skilfully to ensure that there is a progression of learning activities. They question probingly in order to extend most pupils' understanding. However, in a few lessons, learning experiences do not provide enough challenge to extend pupils of higher ability to make full progress.



In lessons, all teachers provide valuable feedback to pupils. They mark their work regularly and in most books they include constructive comments on how to improve the work that are linked to success criteria. Opportunities given to pupils in key stage 2 to reflect on their own work and that of their peers are inconsistent. As a result, pupils' role in the process of setting targets and improving their work has not been established consistently through the school.

The school has thorough procedures for assessing and tracking pupils' progress. Procedures to level and moderate pupils' work over time ensure that teachers' assessments are robust. Parents receive beneficial information about their children's achievements and development.

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

The school is a safe and caring community that promotes pupils' wellbeing effectively. The school makes appropriate arrangements for promoting eating and drinking healthily. The school's procedures and policies ensure that provision for spiritual, moral, social and cultural development is good. There are effective procedures for promoting positive behaviour and pupils treat staff, visitors and fellow pupils with respect. Recently, suitable procedures have been adopted to improve attendance; however, to date, they have not succeeded in improving pupils' attendance levels.

The school makes effective use of specialist agencies, including language therapists, educational psychologists and the health service, in order to ensure that pupils receive appropriate help and support.

Provision for pupils who have additional learning needs is effective. The school ensures a high level of support by using the rigorous system for targeting pupils who need additional help. Intervention programmes are purposeful and based on individual education plans. Plans are detailed and include clear targets, and parents are included in the process of producing and reviewing them.

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

### **Learning environment: Good**

The school has an inclusive ethos. It is a happy and welcoming community in which equal access to the curriculum is provided for all pupils. Fair attention is given to the contribution of all individual and their views. There is co-operation, care and tolerance between adults and children and between the children themselves.

The school buildings are well-maintained and provide a stimulating and safe environment for play and learning. The outdoor area encourages pupils to appreciate keeping healthy and the environment. The learning space for the Foundation Phase is suitable and contributes very effectively towards meeting pupils' needs.

There is a good supply of resources, including information technology equipment for

presenting lessons and activities across the curriculum. The classrooms and walls around the school are colourful and attractive and include a variety of displays that celebrate successes and give prominence to pupils' work.

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

The headteacher's robust leadership sets a clear strategic direction for the development and life of the school. He shares responsibilities successfully with the senior management team and they fulfil their roles and responsibilities successfully. They support the headteacher effectively and focus conscientiously on pupils' achievement and progress.

All members of staff are aware of their roles and responsibilities and they fulfil them very effectively. They co-operate closely as a team and meet regularly to discuss jointly. As a result, there is a strong commitment across the school to developing and promoting continuous improvements. This leads to strengthening provision and raising the standards of pupils' work.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development through a programme of relevant training. The school is making good progress in introducing initiatives that meet local and national priorities, such as literacy and numeracy.

The governing body is conscientious and supportive of the school's work and is aware of its responsibilities. Recent arrangements meant that they have an increasing understanding of performance data and pupils' achievement, the school's strengths and areas to be developed. As a result, in a short time, governors' intervention has ensured that their ability to challenge the school is developing well.

### **Improving quality: Good**

Self-evaluation processes are thorough and draw on information from a wide range of direct evidence. Recent monitoring evaluations by the senior management team and governors on the quality of teaching and learning are thorough. The school considers parents' opinions by conducting regular questionnaires.

The school analyses pupils' attainment data in detail and uses the findings meaningfully in order to plan for improvement. The self-evaluation report gives a clear picture of the effect of provision and leadership on pupils' standards and wellbeing. It provides an accurate assessment of the school's strengths and the areas to be developed, and as a result, leaders know the school well.

The school uses the information that is collected through the self-evaluation process purposefully in order to set priorities for improvement. The development plan is concise and detailed. It identifies relevant and specific targets and includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, funding requirements and methods of monitoring progress.

Actions are already having a positive effect on improving pupils' standards of work, for example in standards of reading in Welsh and English.

### **Partnership working: Excellent**

The school has robust and innovative partnerships that have a significant effect on standards and extend pupils' learning experiences considerably. Many parents support the school conscientiously and contribute considerable funds annually, which are used purposefully to provide additional resources and expand pupils' experiences.

Excellent co-operation between local outdoor centres has led to extremely exciting learning experiences for pupils, such as sailing independently in a catamaran to Caernarfon and fostering higher climbing and skiing skills. These opportunities have a very positive effect on pupils' whole attitude to the life and work of the school.

The headteacher has fostered excellent collaborative links with other schools across Wales by developing an innovative ICT scheme to promote school to school work. This leads successfully to improvements in standards of pupils' work in addition to promoting staff's professional development.

A strong recent partnership with the media has led to an innovative opportunity to share good practice in the Foundation Phase with a wider audience.

The school has a successful relationship with pre-school groups. Pupils who transfer from the group which meets in the school grounds settle in well in the nursery class because of the close co-operation that already takes place. There are robust links and effective transition arrangements between the school and the secondary school, and there are a variety of purposeful transition activities for pupils.

The school co-operates purposefully with schools in the cluster and the secondary school to moderate pupils' work in the core subjects. These processes help teachers to understand better the expected standards at the end of key stage 2.

The school has a comprehensive programme of community activity that broadens and enriches learning experiences considerably and raises pupils' awareness of the importance of belonging to a community.

### **Resource management: Good**

The headteacher and governors manage the school budget intelligently and all expenditure links well to the school's objectives, targets and plans.

Learning resources are managed carefully to ensure that they are suitable for the needs of all pupils. Effective use of the outdoor area provides exciting learning experiences and stimulates pupils in the Foundation Phase. There is effective use of the Pupil Deprivation Grant to support specific groups of pupils.

Qualified and enthusiastic teachers and assistants deliver the curriculum successfully. The school uses staff's expertise sensibly to improve provision and raise standards. There are purposeful arrangements to provide planning, preparation and assessment time for teachers.

The headteacher and staff at the school are part of learning networks that provide an increasing range of opportunities for schools to co-operate and for staff to develop their skills and professional development. This has a positive effect on improving literacy, numeracy and ICT skills.

The school has effective performance management arrangements that support the continuous professional development needs of all members of staff. All training is linked appropriately to the school's priorities for improvement.

The school provides good value for money in terms of pupils' outcomes and the quality of provision.

## Appendix 1: Commentary on performance data

### 6612006 - Ysgol Llanrug

Number of pupils on roll	262
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	30	36	32
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	94.4	96.9
Benchmark quartile	1	2	2
<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	30	36	32
Achieving outcome 5+ (%)	100.0	94.4	96.9
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	43.3	30.6	53.1
Benchmark quartile	1	3	1
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	30	36	32
Achieving outcome 5+ (%)	100.0	94.4	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	43.3	27.8	50.0
Benchmark quartile	1	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	30	36	32
Achieving outcome 5+ (%)	100.0	94.4	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	83.3	63.9	87.5
Benchmark quartile	1	2	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.

**6612006 - Ysgol Llanrug**

Number of pupils on roll	262
Pupils eligible for free school meals (FSM) - 3 year average	7.3
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	34	30	31	39
<b>Achieving the core subject indicator (CSI) (%)</b>	82.4	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
<b>English</b>				
Number of pupils in cohort	34	30	31	39
Achieving level 4+ (%)	82.4	96.7	100.0	100.0
Benchmark quartile	4	2	1	1
Achieving level 5+ (%)	29.4	30.0	67.7	41.0
Benchmark quartile	3	3	1	3
<b>Welsh first language</b>				
Number of pupils in cohort	34	30	31	39
Achieving level 4+ (%)	85.3	96.7	100.0	100.0
Benchmark quartile	3	2	1	1
Achieving level 5+ (%)	20.6	36.7	64.5	35.9
Benchmark quartile	4	2	1	3
<b>Mathematics</b>				
Number of pupils in cohort	34	30	31	39
Achieving level 4+ (%)	88.2	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	23.5	43.3	61.3	48.7
Benchmark quartile	4	2	1	2
<b>Science</b>				
Number of pupils in cohort	34	30	31	39
Achieving level 4+ (%)	91.2	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	41.2	23.3	64.5	51.3
Benchmark quartile	2	4	1	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, at the link below.

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	118	111 94%	7 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	114	98 86%	16 14%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	118	108 92%	10 8%	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	117	112 96%	5 4%	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.	117	115 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	114	110 96%	4 4%	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.	118	117 99%	1 1%	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.	118	114 97%	4 3%	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.	115	107 93%	8 7%	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.	117	115 98%	2 2%	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.	106	80 75%	26 25%	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	113	86 76%	27 24%	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.	104	49 47%	43 41%	11 11%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	107	66 62%	38 36%	2 2%	1 1%	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.	107	61 57%	44 41%	1 1%	1 1%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	107	43 40%	48 45%	8 7%	3 3%	5	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	107	36 34%	62 58%	2 2%	1 1%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	105	43 41%	47 45%	7 7%	1 1%	7	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	107	42 39%	55 51%	5 5%	0 0%	5	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	94	25 27%	37 39%	15 16%	7 7%	10	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	107	44 41%	40 37%	12 11%	2 2%	9	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	106	45 42%	53 50%	3 3%	1 1%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	107	60 56%	45 42%	2 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	97	30 31%	38 39%	5 5%	1 1%	23	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	107	27 25%	51 48%	22 21%	5 5%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	107	43 40%	53 50%	8 7%	2 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	107	32 30%	52 49%	14 13%	2 2%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	105	44 42%	49 47%	8 8%	0 0%	4	Mae'r ysgol yn helpu fy mhentyn 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.	85	22 26%	28 33%	10 12%	2 2%	23	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	103	41 40%	52 50%	10 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	106	47 44%	38 36%	13 12%	2 2%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Edward Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
Meleri Cray	Lay Inspector
Richard Mark Ford	Peer Inspector
Robin Williams	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.