



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Gymuned Llanerch-y-medd  
Llanerch-y-medd  
Anglesey  
LL71 8DP**

**Date of inspection: September 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 Gymuned Llanerch-y-medd is situated in the village of Llanerch-y-medd and is maintained by Anglesey local authority. At present, there are 132 pupils on roll, including 20 nursery age pupils. They are divided into five classes, which include four classes with mixed-age pupils.

Over the last three years, about 20% of pupils have been eligible for free school meals, which is around the average for Wales. Eighty per cent of pupils come from Welsh-speaking homes. About 20% of pupils are on the additional learning needs register, which includes a very few pupils who have an educational statement. There are very few pupils on roll who have English as a second language. A very few pupils are in the care of the authority.

The school was last inspected in February 2009. The headteacher has been in post since 1999.

The individual school budget per pupil for Ysgol Gymuned Llanerch-y-medd in 2015-2016 is £4,574. The maximum per pupil in primary schools in Anglesey is £6,763 and the minimum is £2,889. Ysgol Gymuned Llanerch-y-medd is in 20<sup>th</sup> place of the 47 primary schools in Anglesey 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>Adequate</b>

### Current performance

The school's current performance is good because:

- Most pupils' oral standards across the school are sound
- All pupils are making good progress in their learning
- Pupils who have additional learning needs make sound progress in line with their targets
- The school's attendance rate is consistently good and places it in the top 25% in comparison with similar schools over the last three years
- Assistants provide very effective support and assistance for pupils

However:

- The numeracy skills of a few key stage 2 pupils have not developed fully
- Planning and teaching do not always provide an appropriate level of challenge for pupils

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher's caring leadership ensures the wellbeing of pupils and staff effectively
- The school's leaders have a suitable understanding of the school's performance
- Governors have a sound understanding of the school's strengths and the areas that need to be improved
- The school improvement plan identifies clearly the aspects for improvement

However:

- Not all of the strategies that have been implemented recently have had enough time to become established and to have an effect on pupils' achievements
- Over time, the school's leaders have not analysed monitoring outcomes in enough detail in order to plan for improvement
- The school has not made enough progress against a few recommendations from the previous inspection

## Recommendations

- R1 Ensure that detailed plans in key stage 2 for developing pupils' numeracy skills are in line with their ability
- R2 Ensure that teaching in key stage 2 responds fully to the needs of more able pupils
- R3 Hone teachers' feedback on pupils' work to be more specific in order to lead to improvement
- R4 Improve school leaders' strategic role at every level to be more accountable for standards
- R5 Ensure that monitoring procedures are effective and that school leaders act on analysing monitoring outcomes in order to plan for improvement

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

On entry to the school, the standards of the majority of pupils are sound. During their time at the school, most pupils make good progress in their learning. Pupils who have additional learning needs make sound progress from their starting point in line with their targets. In the Foundation Phase, the youngest pupils settle in quickly and develop effectively as independent learners.

Most pupils in the Foundation Phase listen attentively and many of them talk confidently about their work, using robust syntax and vocabulary that is appropriate to their age and ability. This is developed successfully as pupils move through the school. Most pupils in key stage 2 communicate clearly in both languages and join in with classroom discussions very enthusiastically. By the end of the key stage, most discuss aspects of their work intelligently, and a few more able pupils discuss with maturity and use extended vocabulary. Most pupils' oral standards across the school are a strength.

At the top end of the Foundation Phase, most pupils read increasingly accurately and show a sound understanding of the text. A few more able pupils are confident readers and use voice intonation effectively to hold the listeners' attention. In key stage 2, many pupils read confidently in both languages and recall the main facts from the text. However, the higher skills of some of the more able pupils have not developed fully, for example when they analyse the text.

In the Foundation Phase, most pupils make good progress in their writing skills. By the end of Year 2, most of them use their literacy skills successfully in a variety of written forms. An example of this is a newspaper report based on the story of the Big Giant. Many are able to develop their ideas sensibly and show a firm grasp of the written form and purposeful punctuation. A few more able pupils use the conjugated form of the verb and adjectives consistently to enrich their work. In key stage 2, many pupils write intelligently in a variety of forms, in both languages, using a variety of punctuation consistently for a purpose. At the top end of the school, many pupils produce good quality extended writing. An example of this is the monologue about a character from the novel *Lladron Defaid* (Sheep Thieves) in Welsh and English when expressing an opinion for and against using animals in scientific investigations. Most pupils' information and communication technology (ICT) skills across the school are very sound.

In the Foundation Phase, most pupils use and apply their numeracy skills confidently in a variety of situations. Many pupils use number strategies confidently when solving verbal problems. By the end of the phase, most are able to find the perimeter of a shape correctly by using an adding strategy. Pupils' numeracy skills are developed successfully across the areas of learning. They present and interpret data confidently, for example when collecting information and producing a graph about the homes of children in the class.

In key stage 2, most pupils' mathematical skills in lessons and in their books are good. Many pupils have a sound awareness of fractions of a number, and a few more able pupils convert fractions to percentages and to decimals with accuracy. Nearly all of them use a wide range of number strategies suitably when dealing with verbal problems by reasoning their calculations sensibly. In class thematic work, most read a scale on a map effectively, for example when measuring the length of trips in the Bethesda area as they plan a visit to the area. However, most pupils do not use and apply the numeracy skills they learn in mathematics lessons to the same standard across the curriculum.

Over recent years, the school often had a comparatively 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 considerable effect on the school's benchmark performance in comparison with similar schools and national averages. Performance at the end of the Foundation Phase at the expected outcomes in literacy and mathematical development has placed the school in the top 25% in comparison with similar schools for three of the last four years.

Trends in performance in key stage 2 at the expected levels have been upward in both languages. Over a period of four years, the school's performance has varied, moving it between the top 25% and the bottom 25% in Welsh and, overall, has placed the school in the bottom 25% in English over the same period. Over the last two years, there is a general trend of improvement in pupils' performance in mathematics and science.

In general, there is no significant difference between girls in comparison with boys in the Foundation Phase or in key stage 2 at the expected outcomes and levels. However, there is more of a pattern at the higher levels at the end of key stage 2 where girls' performance in language is higher over a period of four years.

Although a pattern of progress can be seen, the performance of pupils who are eligible for free school meals at the end of the Foundation Phase and key stage 2 is a little lower than for their peers at the higher levels.

### **Wellbeing: Good**

Nearly all pupils enjoy school and feel that they are appreciated and supported. Nearly all pupils feel safe, and know to whom to turn if they are worried. They show respect and care towards each other and to adults. Nearly all have a strong awareness of eating healthily, drinking water and staying healthy. Most pupils take part in a good range of physical exercise activities which contribute effectively to their fitness.

Most pupils contribute well in lessons and succeed in their work. Many Foundation Phase pupils work independently and contribute effectively to their own learning. However, this has not developed fully at the top end of the school. Across the school, most pupils have a suitable understanding of what they need to do to improve their work.

Most pupils' behaviour is good in lessons and in the playground. Most pupils co-operate successfully with each other and remain on task for specific periods.

Attendance at the school is consistently good. In comparison with similar schools, the school has been in the top 25% for the last three years.

The school council meets regularly and members have a sound understanding of their roles and responsibilities within the school community. They promote improvements by creating a welcome wall in the foyer, setting out playground markings and changing the timing of lunchtimes, which has had a positive effect on pupils' wellbeing.

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

The school provides stimulating, wide-ranging and balanced learning experiences, which respond fully to the National Curriculum, the Foundation Phase and religious education. Overall, teachers plan interesting lessons and activities that stimulate successful learning. Teachers' short-term plans are comprehensive; however, activities do not always provide enough of a challenge to respond to the needs of more able pupils, especially in key stage 2.

Provision for literacy has been planned very successfully and is embedded firmly in pupils' experiences. This ensures that they make very good progress in their literacy skills as they move through the school. ICT skills are developed successfully across various aspects of the curriculum. In the Foundation Phase, plans for developing numeracy are thorough and on an appropriate level for pupils. However, numeracy across key stage 2 has not developed fully and activities do not always ensure an appropriate level of challenge in comparison with pupils' mathematical ability.

Aspects of global citizenship receive appropriate attention in the school's plans through fair trade activities and work on Kenya and Patagonia. By recycling and reducing waste, pupils' understanding of the need to care for the environment and the varied world in which they live is thorough.

Provision for developing the Cwricwlwm Cymreig is robust. By studying local history, and the life and work of Welsh artists such as William Morris, pupils' understanding of Welsh culture is developing well. This is reinforced very effectively by visits to the local area and a range of visitors who come to the school.

### **Teaching: Good**

Across the school, teachers plan lessons carefully, stimulating pupils' interest and enthusiasm successfully. They use a wide range of rich teaching resources to support learning. In many lessons where the teaching is most effective, teachers question probingly in order to extend the knowledge and understanding of almost all pupils. In these lessons, pupils are encouraged to extend and reason their answers. In the very few lessons in which teaching is less effective, tasks do not always challenge pupils to reach their full potential, especially at the top end of the school. Over-direction by teachers in key stage 2 limits pupils' ability to be independent learners.



Staff model clear language, which contributes well to pupils' standards of oral language. There is a very effective working relationship between adults and pupils, which fosters a successful learning atmosphere.

Across the school, teachers share clear learning objectives with pupils regularly. During lessons, teachers give robust oral feedback to pupils and written work is marked regularly. In general, comments are constructive, but they do not always give clear enough guidance to pupils to know how to improve their work.

The school has comprehensive systems for assessing and tracking pupils' progress. The school uses the results from standardised tests and a range of other appropriate assessment tasks to assess pupils' work effectively. They use the information to plan suitable activities that meet the needs of individuals and groups of learners successfully.

Annual reports to parents are comprehensive and include purposeful comments on their child's progress as well as improvement targets.

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

The school operates as an organised and caring community that promotes the importance of pupils' wellbeing very strongly.

The school's rules and procedures emphasise a caring and respectful environment and parents receive suitable information and guidance in order to promote and support their children's education regularly.

Through class and whole school assemblies and regular opportunities for reflection, the school promotes pupils' personal, spiritual, moral and social development well.

The school has a number of robust systems in place to promote pupils' wellbeing and emotional development. This is a strength at the school. Very effective co-operation with a number of specialist services, such as a language therapist and social services, has a successful effect on pupils' wellbeing.

Provision for pupils who have additional learning needs is robust. Pupils' needs are identified at an early stage and the school co-operates effectively with a range of external agencies to support vulnerable pupils. The additional learning needs co-ordinator and the school's staff provide robust support for pupils. This ensures that they have full access to all aspects of school life.

Parents receive good information about their child's progress and they are included fully in the process of creating and evaluating individual plans. Teachers evaluate pupils' progress against their targets thoroughly and ensure that provision responds to their needs.

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

## **Learning environment: Good**

Ysgol Llanerch-y-medd is a welcoming community, which has a happy and caring ethos. There is a great emphasis on respect and the school's values reinforce this successfully. The school's policies and procedures promote equality and equal access for all the school's pupils.

The quality of resources is good and they are used purposefully to support pupils' learning. Displays on the classroom walls and corridors are of a very high quality. There is a good balance between pupils' work and displays that support teaching and learning.

The community centre is used regularly for a range of school activities and those of the wider community. The building and the outside area are of a good standard and the all-weather pitch is used regularly to enrich aspects of physical exercise within the school's work. The building and the surrounding land are kept clean and tidy.

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

The headteacher's caring leadership ensures that the wellbeing of pupils and staff is central to the school's work. Leaders have an appropriate picture of the school's weaknesses and strengths. The headteacher, senior management team and staff co-operate closely. They have a suitable understanding of the school's performance, which has resulted in raising standards, for example pupils' attainment in English at the end of key stage 2. The role of subject co-ordinators is developing appropriately, and they are now beginning to take an active part in monitoring standards of teaching and learning. Staff have current job descriptions, but they do not identify clearly individuals' responsibilities specifically enough.

Recently, the school has put a number of new strategies in place in order to raise standards and improve provision. The strategy of responding to pupils' work is beginning to bear fruit and the quality of marking is now having an effect on pupils' achievements. However, not all of the strategies that are in place, such as assessment for learning and developing numeracy across the curriculum, have been established firmly enough or had enough of an effect on the school's standards of performance.

Over time, the school has not paid enough attention to national priorities, including the Literacy and Numeracy Framework. As a result, key stage 2 pupils' numeracy skills have not developed fully.

Governors are very supportive and fulfil their duties conscientiously. They have a sound understanding of the school's strengths and areas that need to be improved. They are beginning to analyse a range of performance data appropriately and their understanding of how the school performs in comparison with other schools is effective. They have begun to use the robust information that they have to challenge the school about its performance. However, it is too early to measure the effect on the school's performance.

### **Improving quality: Adequate**

The school has appropriate arrangements for self-evaluation. Arrangements include collecting evidence from a range of sources, including analysing data and collecting the opinion of pupils, parents, lesson observations, scrutinising pupils' work and the consortium's monitoring reports. Recently, the senior management team has begun to contribute to the process by observing lessons and scrutinising books. However, reports are not always evaluative enough and they do not always highlight what needs to be developed further. Over time, the school's leaders have not analysed monitoring outcomes in enough detail in order to plan strategic steps for improvement.

Although the self-evaluation report is a little descriptive in parts, on the whole, it gives an appropriate picture of the school's strengths and weaknesses. It identifies the school's strengths, but does not give detailed enough attention to aspects that need to be improved in relation to provision and pupils' achievement. There is a suitable link between the outcomes of self-evaluation and priorities in the school improvement plan.

The current improvement plan identifies a number of clear priorities for improvement. It includes reasonable time lines, allocates clear responsibilities for implementation, along with costs and success indicators. The current document identifies clearly the aspects for improvement.

The school has not made enough progress against a few recommendations from the previous inspection, especially in relation to strengthening the monitoring system and building on the good standards and aiming for excellence.

### **Partnership working: Good**

The school has established a number of strong partnerships that contribute to improving pupils' standards and wellbeing very successfully. There is a strong relationship between the school and parents. The friends of the school association is active and raises money regularly to purchase ICT resources and hardware, which enriches learning effectively. Information is shared effectively with parents through the website and through regular letters.

The school has very effective partnerships with specialist agencies, which support provision for vulnerable pupils well. The school's partnership with the secondary welfare officer is strong and promotes a high level of attendance successfully.

Good arrangements exist with the nursery school to ensure that new pupils settle in quickly when they enter the Foundation Phase. Arrangements for transferring older pupils to the secondary school are effective and prepare them well for the next stage in their education.

Co-operation with schools in the cluster to standardise and moderate pupils' work at the end of key stage 2 has ensured teachers' appropriate understanding when levelling pupils' work. Recently, the school has begun to co-operate with other local schools in order to develop pupils' mathematical skills; however, it is too early to measure the effect of this co-operation on pupils' outcomes.

Wide and valuable links with the community are very effective. An example of this is the way in which pupils have planted trees in the village and taken part in local performances and eisteddfodau. This develops pupils' awareness of the importance of belonging to a community and acting on behalf of the community.

**Resource management: Good**

The school manages its resources successfully. There is a suitable number of qualified teachers who are used effectively to make the best of their expertise, for example to develop music, science and physical education. Teachers work well as a team to ensure that pupils have an equal opportunity to learn. A skilful and enthusiastic team of assistants provide very effective support for pupils, which has a successful influence on raising pupils' standards of work and attainment.

The school's decisions on expenditure link appropriately to priorities for pupils' wellbeing and raising standards. The headteacher and governors monitor and manage expenditure carefully.

The school has purposeful arrangements for managing teachers' performance, which are led by the headteacher. However, objectives for improvement do not always focus clearly enough on matters that involve raising pupils' standards.

The school responds fully to statutory requirements on teachers' workload and teachers make suitable use of their time for planning, preparing and assessing pupils' work.

The school makes effective use of the Pupil Deprivation Grant to respond to the needs of pupils who are eligible for free school meals.

Considering pupils' achievements over time, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6602157 - Ysgol Gymuned Llannerch-y-medd

Number of pupils on roll	121
Pupils eligible for free school meals (FSM) - 3 year average	20.6
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	16	11	16
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	93.8	100.0	93.8
Benchmark quartile	2	1	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	16	11	16
Achieving outcome 5+ (%)	93.8	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	43.8	45.5	37.5
Benchmark quartile	1	1	2
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	16	11	16
Achieving outcome 5+ (%)	93.8	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	37.5	27.3	43.8
Benchmark quartile	2	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	16	11	16
Achieving outcome 5+ (%)	100.0	100.0	93.8
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	81.3	100.0	93.8
Benchmark quartile	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.

**6602157 - Ysgol Gymuned Llannerch-y-medd**

Number of pupils on roll	121
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FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	10	14	16	12
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	92.9	87.5	83.3
Benchmark quartile	4	2	3	3
<b>English</b>				
Number of pupils in cohort	10	14	16	12
Achieving level 4+ (%)	70.0	85.7	68.8	83.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	20.0	28.6	43.8	41.7
Benchmark quartile	4	4	2	2
<b>Welsh first language</b>				
Number of pupils in cohort	10	14	16	11
Achieving level 4+ (%)	90.0	100.0	87.5	81.8
Benchmark quartile	2	1	3	3
Achieving level 5+ (%)	40.0	42.9	37.5	45.5
Benchmark quartile	2	2	2	1
<b>Mathematics</b>				
Number of pupils in cohort	10	14	16	12
Achieving level 4+ (%)	80.0	92.9	87.5	83.3
Benchmark quartile	4	3	3	4
Achieving level 5+ (%)	20.0	50.0	25.0	41.7
Benchmark quartile	4	1	4	2
<b>Science</b>				
Number of pupils in cohort	10	14	16	12
Achieving level 4+ (%)	80.0	92.9	87.5	83.3
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	40.0	50.0	37.5	41.7
Benchmark quartile	2	2	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.	53		52 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	53		53 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	53		53 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	53		53 100%	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.	53		53 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	53		53 100%	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.	53		53 100%	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.	53		53 100%	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.	49		47 96%	2 4%	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.	53		53 100%	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.	53		51 96%	2 4%	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	53		53 100%	0 0%	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.	61	58 95%	3 5%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	61	60 98%	1 2%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	61	60 98%	1 2%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	61	59 97%	2 3%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	61	48 79%	13 21%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	60	57 95%	3 5%	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.	61	58 95%	3 5%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	57	49 86%	7 12%	1 2%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	60	54 90%	6 10%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	61	56 92%	5 8%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	61	58 95%	3 5%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	57	53 93%	4 7%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	61	52 85%	9 15%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	61	56 92%	5 8%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	59	49 83%	10 17%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	61	52 85%	9 15%	0 0%	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.	48	39 81%	9 19%	0 0%	0 0%	2	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.	61	57 93%	4 7%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	61	59 97%	2 3%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Anwen Eluned Griffith	Reporting Inspector
Rosemarie Wallace	Team Inspector
Margaret Gwyn Watkins	Lay Inspector
Delyth Jones	Peer Inspector
Dylan Williams	Nominee

## Copies of the report

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