



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

A report on

**Ysgol Llanfair Dyffryn Clwyd
Llanfair Dyffryn Clwyd
Ruthin
Denbighshire
LL15 2RU**

Date of inspection: December 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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.

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Context

Ysgol Llanfair Dyffryn Clwyd is a bilingual school that is situated about two miles from the town of Ruthin. It serves the villages of Llanfair and Pwllglas and the nearby area and is maintained by Denbighshire local authority. Seventy three per cent of the school's current pupils choose to be taught through the medium of Welsh. There are 102 pupils on roll, including 13 nursery-age pupils. The school admits pupils on a part-time basis in the September following third birthday and on a full-time basis in the following September. The school is arranged into six classes, two of which include mixed-age pupils.

Forty-nine per cent of pupils come from Welsh-speaking homes. About 5% of pupils are eligible for free school meals, which is lower than the county and national average. Very few pupils come from an ethnic minority background. About 17% of pupils have additional learning needs, which is a little lower than the national average. There are no pupils with special educational needs.

The headteacher has been in post since September 2005. The school was last inspected in June 2010.

The individual school budget per pupil for Ysgol Llanfair Dyffryn Clwyd in 2015-2016 is £4,000. The maximum per pupil in primary schools in Denbighshire is £8,860 and the minimum is £2,933. Ysgol Llanfair Dyffryn Clwyd is in 25th position of the 46 primary schools in Denbighshire 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 is good because:

- Nearly all pupils make sound progress in their learning
- Pupils' literacy, numeracy and bilingualism skills are developed successfully across the school
- Pupils who have additional learning needs make good progress against their targets
- Nearly all pupils' behaviour is very good in classes and around the school
- Most pupils are enthusiastic when contributing to lessons and confident when making choices about their learning.
- Staff plan interesting learning experiences, which meet all pupils' needs
- The quality of teaching is good across the school and has a positive effect on standards
- Staff use the outcomes of standardised tests and a tracking system effectively to measure pupils' progress
- The building and the outdoor area provide a stimulating learning environment that enriches pupils' learning experiences effectively

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has high expectations and a purposeful vision that are shared successfully with staff and governors
- There are committed and enthusiastic teachers who have a positive effect on the stimulating experiences that are provided and on raising pupils' standards of work
- Governors understand the school's strengths and the areas that need further improvement
- Self-evaluation arrangements are embedded in the life and work of the school
- The school development plan is comprehensive and focuses appropriately on improving pupils' outcomes
- The school works successfully with a range of strategic partnerships that have a positive effect on pupils' standards and wellbeing and extend learning experiences effectively
- The headteacher, with the support of the governors and guidance from the education authority, monitors and manages finances carefully

Recommendations

- R1 Plan purposeful opportunities to develop all information and communication technology skills in each class
- R2 Ensure that the best assessment for learning practices are implemented consistently across the school

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils enter the school with similar literacy and numeracy skills to those expected for pupils of a similar age or they are slightly below those expected. During their time at the school, nearly all pupils make sound progress from their starting points.

Nearly all pupils' listening skills are very good and they concentrate well and persevere conscientiously on tasks. In their lessons, and when discussing their work, they recall previous learning successfully and use this knowledge purposefully in their learning. Most pupils in the Foundation Phase pronounce and intone comprehensibly, using a wide range of vocabulary and a good measure of accuracy. By the end of key stage 2, most pupils attain a high standard of bilingualism and are able to change easily from one language to the other when expressing an opinion and discussing their work.

Most pupils' reading skills are developing well across the school. By the end of the Foundation Phase, most pupils are able to read with increasing fluency. When reading unfamiliar words, many use effective strategies to read independently and discuss aspects of a book skilfully in order to show an understanding of events and their favourite characters. By the end of key stage 2, most pupils read a wide range of texts in Welsh and English with good fluency, expression and understanding. They use their reading skills effectively to glean information and present it in an interesting way across a range of subjects. Many pupils' higher reading skills are good and their ability to skim read factual information in order to find the main facts is developing successfully.

Many pupils' ability to write independently is developing effectively. By the end of the Foundation Phase, the majority write extended pieces successfully in the language in which they are taught. They spell familiar words and punctuate accurately, and vary the beginnings of sentences. Many more able pupils use the conjugated form of the verb confidently and use suitable adjectives effectively. Good examples of this are the poem about Bonfire Night and the letter of thanks to the postmaster at Ruthin post office. By the end of key stage 2, many pupils write extended pieces in a variety of styles successfully in both languages, using interesting vocabulary to enrich their work. They present their ideas and knowledge effectively and show a firm grasp of spelling, paragraphing and punctuation patterns. This includes a newspaper report about a protest against the drowning of Capel Celyn in a history lesson, and recording information about various planets in science. Most pupils' standards of handwriting and presentation of work across the school are very neat.

Pupils' numeracy skills are developing successfully across the school. By the end of the Foundation Phase, most pupils show a firm grasp of number facts and use this knowledge skilfully to solve problems in real life situations. They are also able to use standard units to measure length accurately and many use their data handling skills purposefully across the curriculum. Examples of this are building railway tracks and

tunnels of a particular length and measuring the distance a car travels down slopes of various heights. In key stage 2, most pupils have a firm grasp of an appropriate range of number skills. They use suitable methods to undertake their measuring, shape and data handling tasks accurately. Most pupils apply their skills appropriately in investigative work, for example by analysing the population of countries and comparing the temperature with the local area. By Year 6, most pupils have a good understanding of numeracy strategies, and most apply this knowledge across the curriculum effectively. They use their problem-solving skills skilfully when discovering the costs of various medals in the Olympic games. They discuss data confidently, and produce graphs that are appropriate for various purposes, for example a line graph recording the times of sunrise and sunset on a monthly basis.

In the Foundation Phase, the listening and oral skills in Welsh of pupils who are taught through the medium of English are developing very quickly. They respond appropriately to a range of instructions, questions and greetings by using simple sentence patterns correctly. By the end of the Foundation Phase, most pupils write an increasing range of simple sentences independently, and the majority of common words are spelt correctly. By the end of key stage 2, most pupils have made significant progress in their proficiency in using the language in various curricular contexts. They are confident in holding an extended conversation in various situations, reading correctly and meaningfully and writing extended pieces to a good standard across a range of subjects. This work includes writing a factual piece about their favourite planet. Fostering bilingualism skills among all pupils is a strength at the school.

In recent years, there has been a comparatively small number of pupils in the year groups, especially in the Foundation Phase. This can have a considerable effect on the school's benchmark performance in comparison with national averages.

At the end of the Foundation Phase, pupils' performance in Welsh literacy and mathematical development at the expected outcome has placed the school in the top 25% in comparison with similar schools over the last four years, and in three of the last four years in English literacy. In key stage 2, pupils' performance at the expected level 4 in English, Welsh and mathematics has placed the school in the upper 50% or the top 25% in comparison with similar schools in three of the last four years. Pupils' performance in science has varied, moving the school between the top 25% and the lower 50% over the same period.

Over the last four years, at the higher outcome, the school's performance in Welsh literacy and mathematical development has varied greatly. The school's performance has placed the school consistently in the bottom 25% in English literacy. In key stage 2, at the higher level, pupils' performance varies considerably in English and Welsh and there is no overall pattern. Performance places the school consistently in the lower 50% and the bottom 25% of similar schools in mathematics and science.

There is no significant difference between the performance of girls in comparison with boys at the expected levels, except in Welsh in key stage 2, where girls' performance has been higher in three of the last four years. Overall, there is no significant pattern of difference between girls' performance in comparison with that of boys at the higher levels.

Pupils who have additional learning needs make good progress from their starting points and against their personal targets.

The number of pupils who are eligible for free school meals is very low. This makes comparisons with other pupils inappropriate.

Wellbeing: Good

Nearly all pupils are happy at the school and feel safe there. Most pupils have a sound understanding of the importance of eating and drinking healthily and physical exercise to keep fit. Sports ambassadors arrange exciting fitness activities for their peers in order to promote this successfully, such as biking week and a duathlon.

Most pupils are enthusiastic when contributing to lessons, and confident when making choices about their learning. Nearly all pupils' behaviour is very good in classrooms and around the school. They are polite and respectful, and they show sensitivity towards others.

Nearly all pupils have a voice in the school's decisions through the work of the school council and the eco council. Members of the councils ask other pupils' opinions regularly and respond to their ideas enthusiastically, which has a positive effect on pupils' wellbeing. Their work includes making purposeful decisions about fundraising campaigns for various charities and arranging interesting eco days regularly. Nearly all pupils contribute to community activities such as concerts, eisteddfodau and services in the village and the wider community. These experiences develop their social skills and life skills successfully and prepare them well for life outside the school.

The school's attendance has placed it between the upper 50% and the top 25% in comparison with similar schools over the last four years. Nearly all pupils' punctuality is very good.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Through effective co-operation, teachers plan interesting learning experiences that meet the requirements of all pupils. The school provides rich experiences through continuous planning that meets the requirements of the Literacy and Numeracy Framework, the National Curriculum, principles of the Foundation Phase and religious education successfully. The wide range of stimulating extra-curricular experiences reinforces learning effectively.

Most teachers plan imaginative activities that give pupils an opportunity to apply their literacy skills across the curriculum. They also provide purposeful and practical opportunities to develop pupils' numeracy skills, especially in various scientific investigations. However, planning to develop all information and communication technology skills has not developed to the same extent across the school.

The Cwricwlwm Cymreig and immersing pupils in Welsh culture is an important feature in the school's planning. Good examples of this are co-operating with the local composer, Robat Arwyn and composing poems with the Welsh Children's Laureate. As a result, all pupils have a sound understanding of their culture and take pride in their heritage.

The school provides a valuable range of experiences for pupils to expand their knowledge and understanding of sustainable development and global citizenship. This includes studying countries such as Ethiopia, holding a Chinese week and forest school activities. As a result, pupils' understanding of environmental issues and global issues is developing well.

Teaching: Good

Overall, the quality of teaching is good across the school and has a positive effect on standards. Teachers have a thorough knowledge of the areas of learning and the subjects that they teach. In each classroom, successful co-operation between teachers and assistants provides effective support to individuals and specific groups. All staff take advantage of every opportunity to enrich pupils' language. Most teachers use a good variety of learning methods and interesting activities to encourage pupils' participation and interest. They have high expectations and a clear focus, and through skilful questioning, they extend pupils' understanding and develop their learning skills effectively. In a very few lessons in which teaching is not as good, the pace of lessons is slow and introductions are long.

Assessments for learning strategies across the school are developing robustly. Where they are at their best, teachers share objectives and discuss success criteria purposefully with pupils. They expect pupils to assess their work in line with these criteria, but the practice is not consistent across the school. All teachers mark pupils' work regularly and thoroughly, and offer constructive comments that help them to know next step in their learning. They use the outcomes of standardised tests and a tracking system effectively to measure progress and prioritise appropriate support for specific groups of pupils. Written reports for parents on their children's progress are comprehensive and clear and comply with requirements.

Care, support and guidance: Good

The school has appropriate arrangements for promoting eating and drinking healthily. They teach pupils effectively about the importance of keeping fit and personal safety. This is done successfully through class themes, extra-curricular sports activities and the gardening club, which teaches pupils about growing and preparing fruit and vegetables to be eaten.

The school provides very well for pupils' spiritual, moral, social and cultural development. The morning assemblies and opportunities for reflection are prominent in school life and promote pupils' spiritual development effectively. This includes regular visits by the vicar and 'Open the Book' assemblies, and, as a result, values such as fairness are fostered well.

The school has consistently good links with a variety of external agencies, including speech therapists, the county's behaviour adviser, the police and the school nurse. These agencies and services provide beneficial support for pupils and enrich their knowledge and understanding of welfare issues.

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

Provision for additional learning needs is comprehensive. Pupils' individual education plans include targets that have a clear focus. Under the guidance of the additional learning needs co-ordinator, teachers evaluate these regularly and they are reviewed twice a year with parents. The school provides detailed literacy and numeracy intervention programmes for focus groups in each class which contributes to the good progress made by these pupils.

Learning environment: Good

The school is an inclusive, friendly and familial community in which pupils are treated equally, with access to all the school's activities. The school's policies and procedures promote equal access to provision and extra-curricular activities reinforce this successfully. All staff encourage pupils' good behaviour very effectively. A strong emphasis is placed on showing respect for all and creating an ethos that fosters care and tolerance.

Although the main school building is old, full use is made of the rooms, the cabins and the outdoor areas, for example the garden and play area, in order to enrich pupils' learning experiences. The classrooms and walls around the school are colourful and attractive and include a variety of displays that celebrate successes. There is a varied range of good quality equipment and resources in classrooms and these are used appropriately to support learning. The school site is safe, the building is of good quality and the grounds are maintained neatly.

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

The headteacher's robust leadership sets a clear strategic direction for the school. She has high expectations and a purposeful vision which are shared successfully with staff and governors. Her practice of leading through example promotes close co-operation between staff for the benefit of pupils.

The committed and enthusiastic teachers have a positive effect on the stimulating experiences that are provided and on raising pupils' standards of work. Leaders use staff meetings as an effective medium to discuss performance data, planning and monitoring progress against the school's priorities.

The school has thorough performance management arrangements for teachers, which identify and support relevant aspects for professional development. It also helps to develop personal and whole-school targets such as developing literacy skills through a published work programme.

The school responds successfully to local and national priorities. The use of the Literacy and Numeracy Framework to map skills across the curriculum has been interwoven effectively. The school has specific and effective arrangements to improve the wellbeing and achievement of pupils who are underachieving, through various intervention programmes.

Governors understand the school's strengths and areas that need to be developed further. Regular visits to the school to monitor progress enable them to contribute more effectively to the self-evaluation process and to challenge the school successfully to maintain standards and ensure high quality provision.

Improving quality: Good

Under the headteacher's robust leadership, a culture of self-evaluation and planning for improvement is developing well. Self-evaluation arrangements are embedded in the life and work of the school. Thorough data analysis in staff meetings and governors' meetings ensures a sound understanding of the school's strengths and the areas that need to be improved.

The self-evaluation report is detailed and provides an accurate picture of the school. It provides evidence that leaders know the school well. The school uses a varied range of evidence to support the judgements in the report, including scrutinising pupils' work, monitoring teaching and collecting input from parents and governors regularly.

The school uses the information that is collected through the self-evaluation procedures purposefully to set priorities for improvement. The development plan is comprehensive. It identifies relevant and specific targets and the success criteria focus appropriately on pupils' outcomes. It gives a clear outline of the implementation timetable, and identifies staff responsibilities, funding requirements and a thorough programme for monitoring progress.

Self-evaluation procedures have resulted in a recent professional network between schools, which has had a positive effect on pupils' work through developing various forms of extended writing. Following the previous inspection, the school has made appropriate progress in all of the recommendations.

Partnership working: Good

The school works successfully with a range of strategic partnerships that have a positive effect on pupils' standards and wellbeing and extend and enrich learning experiences effectively.

The school has a strong relationship with parents who contribute considerable sums of money regularly to provide resources and equipment, such as information technology equipment and the wooden play park. The school holds curricular evenings for parents regularly to equip them to help their children with their work effectively. Parents appreciate this.

The robust links with local associations and organisations that enrich pupils' learning experiences are very effective. Pupils visit various organisations and old people's homes regularly to entertain the residents. As well as the extensive number of visitors who come to the school, this strengthens the link between the school and the local community and raises pupils' awareness of their community responsibilities. The school also co-operates closely with local businesses that contribute to resources for the school garden regularly. Examples of this are buying picnic tables and contributing a bird feeding station and enough food for the winter.

Successful links with the nearby nursery group ensure positive co-operation with a member of the school's staff. This relationship ensures that pupils settle quickly at the school. The close co-operation with the secondary school provides various experiences in order to facilitate a smooth transition for older pupils.

Teachers co-operate effectively in standardisation and moderation meetings with primary schools in the cluster and the secondary school. Useful portfolios that arise from these meetings to exemplify attainment levels are accurate and help teachers when levelling pupils' work.

Resource management: Good

With the support of the governors and guidance from the education authority, the headteacher monitors and manages funds carefully, ensuring that there is a close link to the priorities in the school development plan. The use that is made of the Pupil Deprivation Grant has a positive effect on the standards of pupils who are eligible for free school meals. For example, the school uses intervention programmes to improve these pupils' oracy and writing skills.

The school is staffed appropriately in order to ensure that it responds fully to the principles of the Foundation Phase and the National Curriculum. Teachers make effective use of their planning, preparation and assessment time and arrangements are managed efficiently. Assistants support teachers very effectively and make a valuable contribution to pupils' outcomes.

There is a range of suitable training opportunities, and robust performance management arrangements, to ensure that appropriate opportunities are available to meet the staff's development needs and the school's priorities. The school has an appropriate range of resources and they are used effectively to support learning.

The school is developing as a strong learning community and is part of a number of networks that have a positive effect on raising standards, for example developing numeracy skills through science. Staff develop their professional skills and knowledge by co-operating with other schools through these networks.

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

Appendix 1: Commentary on performance data

6633045 - Ysgol Llanfair Dyffryn Clwyd

Number of pupils on roll	109
Pupils eligible for free school meals (FSM) - 3 year average	8.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	10	10	13	12
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	92.3	100.0
Benchmark quartile	1	1	2	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	8	9	10	8
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	37.5	33.3	30.0	25.0
Benchmark quartile	2	2	3	4
Mathematical development (MDT)				
Number of pupils in cohort	10	10	13	12
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	40.0	40.0	38.5	25.0
Benchmark quartile	1	1	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	10	10	13	12
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	70.0	40.0	46.2	50.0
Benchmark quartile	1	3	3	3

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

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

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

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

6633045 - Ysgol Llanfair Dyffryn Clwyd

Number of pupils on roll	109
Pupils eligible for free school meals (FSM) - 3 year average	8.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	12	17	15	16
Achieving the core subject indicator (CSI) (%)	100.0	94.1	93.3	100.0
Benchmark quartile	1	1	2	1
English				
Number of pupils in cohort	12	17	15	16
Achieving level 4+ (%)	100.0	94.1	93.3	100.0
Benchmark quartile	1	2	3	1
Achieving level 5+ (%)	66.7	29.4	46.7	50.0
Benchmark quartile	1	3	2	2
Welsh first language				
Number of pupils in cohort	11	11	11	11
Achieving level 4+ (%)	100.0	90.9	90.9	90.9
Benchmark quartile	1	2	2	3
Achieving level 5+ (%)	45.5	45.5	*	*
Benchmark quartile	2	1	*	*
Mathematics				
Number of pupils in cohort	12	17	15	16
Achieving level 4+ (%)	100.0	94.1	93.3	100.0
Benchmark quartile	1	2	3	1
Achieving level 5+ (%)	*	35.3	40.0	43.8
Benchmark quartile	*	3	3	3
Science				
Number of pupils in cohort	12	17	15	16
Achieving level 4+ (%)	100.0	94.1	93.3	100.0
Benchmark quartile	1	3	3	1
Achieving level 5+ (%)	*	35.3	40.0	31.3
Benchmark quartile	*	3	3	4

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	45		45 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	45		43 96%	2 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	45		43 96%	2 4%	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	45		44 98%	1 2%	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.	45		43 96%	2 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	45		45 100%	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.	45		45 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	45		45 100%	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.	45		45 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	45		44 98%	1 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.	45		39 87%	6 13%	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	45		38 84%	7 16%	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.	39	28 72%	11 28%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	39	33 85%	5 13%	1 3%	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.	39	32 82%	7 18%	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.	37	28 76%	8 22%	1 3%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	38	22 58%	16 42%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	38	28 74%	10 26%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	28 74%	10 26%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	24 69%	10 29%	1 3%	0 0%	4	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.	37	26 70%	9 24%	1 3%	1 3%	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.	37	24 65%	12 32%	1 3%	0 0%	2	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.	39	26 67%	12 31%	1 3%	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'.	30	21 70%	9 30%	0 0%	0 0%	8	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.	37	20 54%	13 35%	3 8%	1 3%	1	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.	38	31 82%	6 16%	0 0%	1 3%	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.	33	22 67%	8 24%	2 6%	1 3%	6	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.	38	25 66%	13 34%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	20 71%	7 25%	0 0%	1 4%	10	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.	38	26 68%	10 26%	1 3%	1 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	38	31 82%	7 18%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Sioned Hywel Thomas	Reporting Inspector
Hazel Hughes	Team Inspector
Gareth Williams	Team Inspector
Jeremy Turner	Lay Inspector
Steffan Griffiths	Peer Inspector
Llinos Hughes	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.