



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 Morfa Rhianedd
Ffordd Cwm
Llandudno
Conwy
LL30 1EG**

Date of report: January 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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Publication date: 17/03/2015

Context

Ysgol Morfa Rhianedd is a designated Welsh-medium school situated in the town of Llandudno in the county of Conwy. There are 123 pupils aged between 3 and 11 on roll, including 43 part-time nursery children. They are arranged into four classes, three of which are mixed age. The county's resourced classroom, which is situated in the school, provides specialist support for pupils in the area that have additional learning needs.

Very few pupils are from homes in which Welsh is spoken as a first language. Forty-seven per cent of pupils have additional learning needs, which is much higher than the national average. No pupils have a statutory statement of special educational needs. Thirty-seven per cent of pupils are eligible for free school meals, which is considerably higher than the national average.

The individual school budget per pupil for Ysgol Morfa Rhianedd in 2014-2015 is £5,461. The maximum per pupil in primary schools in Conwy is £15,278 and the minimum is £3,190. Ysgol Morfa Rhianedd is in 14th position of the 59 primary schools in Conwy in terms of the school budget per pupil.

The headteacher was appointed to the post in September 2013.

The school was last inspected by Estyn in September 2010.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Standards of literacy and numeracy are good throughout the school
- Almost all pupils make good progress in their learning
- All pupils have a sound understanding of how to keep healthy
- Behaviour is good and pupils are considerate of the feelings of others around them
- The school's attendance rates are consistently high
- Learning needs meet pupils' needs successfully
- The school is a happy, homely and welcoming community
- The school provides an inclusive environment that ensures equal opportunities for all pupils

However:

- In a few lessons, tasks are not suitable for the full range of pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for developing and setting a definite strategic direction for the school's work
- Governors have a good knowledge of the school's performance and needs
- There are thorough self-evaluation arrangements for monitoring and evaluating standards and provision
- Teachers fulfil their roles and responsibilities effectively
- A range of partnerships has had a positive effect on standards and provision
- The school is staffed appropriately and has an appropriate supply of resources
- Considering pupils' outcomes and the quality of provision, the school provides good value for money.

Recommendations

- R1 Ensure that the quality of teaching is consistently good in all classes
- R2 Ensure that tasks have been planned appropriately in order to meet the particular needs of the whole range of pupils
- R3 Ensure that teachers set personal targets for numeracy, in addition to literacy, for pupils

What happens next?

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 the outcomes?

Good

Standards: Good

Considering their starting point at the school, especially in their ability to speak Welsh, most pupils make good progress in their learning. They show interest in their tasks and work hard in lessons, and co-operate diligently for extended periods. Many of them concentrate well and contribute enthusiastically during sessions. Pupils of all ages recall previous learning easily and apply it successfully to new situations. When addressing problem-solving tasks, such as creating an electrical circuit in the Foundation Phase or complex mosaics in key stage 2, most pupils make effective use of their thinking skills.

Most pupils in the Foundation Phase make good progress in their ability to communicate in Welsh and use an increasing range of vocabulary when conversing with adults or discussing their work. By the end of the phase, most of them make good progress in their reading skills. They build words systematically and the most able read fluently and meaningfully in Welsh and English. By the end of the phase, many pupils produce short pieces of writing for a range of purposes, and with increasing accuracy. With support, a few pupils write at length and creatively when recording their learning experiences or writing a story, for example as they write the story of 'Jack and the Beanstalk' in their own words.

In key stage 2, most pupils listen attentively during lessons and contribute purposefully in group and class discussions. Many are confident readers, especially in English and, by the end of the key stage, they collect and record information in an orderly way from various sources such as books and websites. By Year 5, many pupils are able to use information collected from English reference books to support their work in Welsh effectively. They write confidently for a number of purposes, for example when recording information about the seven wonders of the world or when describing the character of Barti Ddu (Black Bart). Usually, they express their ideas clearly, although some errors in syntax and grammar hinder the quality of the work. Across the key stage, pupils' presentation of work, as well as the quality of handwriting, is of a good standard.

Most pupils in the Foundation Phase develop their numeracy skills successfully in mathematics lessons and when undertaking practical activities in learning areas. Older pupils show a firm grasp of number facts and use this knowledge effectively to solve number problems in their activities, for example when counting a sum of money up to £1 and giving change. They interpret information presented in different graphs or diagrams with good accuracy and use correct mathematical vocabulary when discussing their work.

Most pupils in key stage 2 tackle practical activities confidently and systematically, for example when keeping a record of the temperature of water as it cools. By Year 5, the majority use number facts appropriately to perform mental calculations. Nearly

all pupils deal with seven digit numbers and percentages confidently and use a suitable range of strategies to check their answers. When undertaking practical work in mathematics, for example keeping accounts of sales in a shop, these pupils collect data from a number of sources and present it skilfully in the form of tables, graphs and spreadsheets. The ability of most pupils in the key stage to apply their skills in order to solve practical problems is good.

In comparison with other similar schools, the proportion of pupils in the Foundation Phase who achieved outcome 5 in the last three years, has placed the school mostly in the lower 50% for literacy and mathematics. With few exceptions, the proportion achieving at outcome 6 has placed the school in the lower 50% for literacy and in the bottom 25% for mathematics.

In two of the last four years, performance at the end of key stage 2 at level 4 in Welsh, English, mathematics and science has placed the school in the higher 50% in comparison with similar schools. Performance during the other years at level 4 has placed the school mostly in the bottom 25% in the four subjects.

During at least two of the last four years, performance at the end of key stage 2 at level 5 in Welsh, mathematics and science has placed the school in the higher 50% of similar schools. Performance in English has placed it mostly in the bottom 25% of similar schools.

In the Foundation Phase and in key stage 2, girls and boys achieve as well as each other. There are no significant differences between the performance of those who are eligible for free school meals and the remainder of pupils.

Wellbeing: Good

Nearly all pupils feel safe at the school and free from any physical or verbal abuse. They have a sound understanding of how to keep healthy and appreciate opportunities to have healthy food and drink and to develop fitness.

Nearly all pupils behave in a responsible manner and are considerate of the feelings and desires of other pupils around them. One of the school's strong features is the way in which pupils of all ages co-operate in a friendly way in large and small groups and show respect and concern for each other. They get along easily with teachers and other adults at the school and are very willing to help.

Older pupils shoulder responsibilities, such as helping during lunch times and undertaking the role of 'Mêts Morfa,' (Morfa Mates) and 'Cyfeillion Cŵl (Cool Friends), in a very mature manner. The school council and the eco group, which meet regularly and include representatives from Years 1 to 6, have had a positive effect on various aspects, including health, the school environment and resources for pupils. They respond very enthusiastically to the opportunities they have to raise money for good causes. Through the 'taith y tymor' (termly journey) strategy, pupils have valuable opportunities to contribute their ideas to the content of their class's current theme. Adopting assessment for learning strategies has begun to improve pupils' understanding of the strengths in their work and what they could do to improve it.

The regular opportunities that pupils have to take part in community activities have a positive effect on the development of their social skills. A good example of this is the way in which pupils at the school co-operate with a local building firm in order to create posters warning the public of the dangers of the building site.

Attendance rates are consistently high, and have placed the school among the top 25% of similar schools over the last four years. With few exceptions, nearly all pupils arrive at school punctually in order to begin sessions.

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

The school provides a range of stimulating learning experiences that meet the needs of the full range of pupils successfully. Teachers' and assistants' thorough planning ensures that teaching experiences deal fully with the requirements of the Foundation Phase as well as the National Curriculum, religious education and the National Literacy and Numeracy Framework. The good range of extra-curricular activities, various visits and contributions from the wider community enrich the curriculum and contribute considerably to the quality of learning experiences. A good example of this is the visit from the Welsh Children's Laureate and residential visits to Cardiff.

The wide range of cross-curricular activities that are provided ensures that there are good opportunities for pupils to use and develop their literacy, numeracy and information and communication technology (ICT) skills in a variety of contexts. This provision has a positive effect on pupils' progress and quality of learning.

The wide provision for developing the Welsh language and the Welsh dimension in various contexts enables pupils to make good progress. In addition, the stimulating opportunities that pupils have to learn about the history and culture of Wales strengthen their Welsh identity. Through the activities of the Urdd, interesting and stimulating opportunities are provided for pupils to practise and develop the Welsh language outside lessons. This contributes to pupils' enjoyment when learning and using Welsh in their everyday lives.

Education for sustainable development is promoted effectively in the school's life and work. The school's day-to-day practices, such as recording and monitoring waste, recycling materials and saving energy, contribute significantly to raising pupils' awareness of their responsibility towards protecting the environment.

Pupils' learning experiences contribute significantly to raising their awareness of their role as global citizens. During the international week that is held annually, visitors from European schools visit the school and pupils also visit schools in Europe.

Teaching: Adequate

Teachers and learning assistants are strong language models for pupils. They co-operate effectively in order to provide stimulating opportunities to develop pupils' skills in the Welsh language. The sessions, which are planned carefully and which include clear objectives for learning experiences, enable most pupils to make good

progress in their skills and understanding. Nearly all lessons are managed effectively and teachers make purposeful use of various teaching methods, including group work or a whole-class arrangement.

Where there are shortcomings in teaching, the tasks that are provided are not planned appropriately in order to meet the needs of the whole range of pupils. As a result, many pupils in a few classes lose interest in the task in hand and make limited progress in their learning skills.

The school has appropriate arrangements for assessing and recording pupils' progress. Staff make effective use of assessment information in order to track the progress of all pupils throughout their time at the school. This enables them to arrange an intervention programme as needed.

The work of pupils of all ages is marked regularly. At its best, teachers' oral and written feedback gives appropriate guidance to pupils about what they have achieved and what they need to do to improve. However, the quality of teachers' comments is not consistent across the school.

Assessment for learning strategies are at an early stage of development. Although the practice of setting targets is leading to suitable progress in pupils' learning and literacy, very few targets are set for raising their standards in numeracy.

Annual reports to parents present beneficial information to them about their children's development and progress.

Care, support and guidance: Good

The school is happy, homely and welcoming community, which gives a high priority to pupils' health and wellbeing. The comprehensive policies and procedures that are in place promote these values and support learning effectively. As a result, the school environment is safe and inclusive. The school has effective arrangements for promoting eating and drinking healthily.

Wide-ranging learning experiences within the personal and social education programme, as well as the collective worship sessions, contribute well to pupils' spiritual, moral, social and cultural development.

The quality of support and care for pupils is good. A robust example of this is the 'Clwb Clebran' (Chat Club), which pays particular attention to vulnerable pupils. The school co-operates effectively with a wide range of specialist agencies such as the police and social inclusion, and this contributes effectively to pupils' health and wellbeing. The school has appropriate and practical procedures to promote pupils' attendance and punctuality. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is effective and enables these pupils to have full access to the curriculum and to make good progress in their learning. Staff make effective use of a range of assessments in order to identify pupils' learning needs at an early stage and arrange purposeful support and

individual programmes for them. Individual education plans are of appropriate quality and, in consultation with parents and pupils, are reviewed every term. The school makes effective use of assistants and external agencies to respond to pupils' particular requirements and to promote continuous development.

Learning environment: Good

The school's ethos creates a welcoming and happy environment, which contributes well to supporting learning and teaching. The school is a friendly and caring community that celebrates diversity and appreciates all learners. It ensures equal opportunities for all pupils and strengthens individuals' self-confidence.

There is an extensive supply of purposeful resources of good quality in classrooms. This includes computer equipment, which is used appropriately by pupils and teachers to support learning and teaching.

The school's polished displays place a clear emphasis on celebrating pupils' achievement and success and promote stimulating learning. A notable example of this is pupils' artwork, which has a prominent place in the school's hallways. The school makes good use of the external areas to enrich learning and teaching and this includes play facilities, an adventure course and green areas.

The buildings are of good quality, safe and maintained effectively. The physical environment and the good use of resources meet pupils' needs well.

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

The headteacher has a clear vision for developing and setting a definite strategic direction for the school's work. In a short period of time, he has shared his vision successfully with staff, parents and governors. He has high expectations and has established purposeful and clear procedures for all staff for raising standards and improving provision. Development aims match national priorities clearly, especially those which are associated with raising standards in literacy and numeracy.

All members of staff have current job descriptions, which identify their responsibilities clearly. Subject co-ordinators contribute well to the development of the school by creating evaluative reports on their subjects. These address underperformance and are used purposefully to set objectives and targets that are strategic priorities. Regular meetings of staff and governors, which pay clear attention to raising standards, are used effectively to discuss the school's priorities, along with pupils' progress.

The governing body receives detailed and clear reports in the form of a newsletter from the headteacher regularly. These reports include useful information about pupils' performance, along with an evaluation of progress that has been made in implementing the priorities in the current improvement plan. The striking layout of these reports enables governors to have a clearer picture of the school's performance, and in particular how it compares with the performance of similar schools. This strengthens their role as critical friends to the school and enables them to contribute more effectively to strategic planning processes.

Improving quality: Good

Self-evaluation procedures are robust and are a core part of the school's work. The school has continuous, clear and purposeful processes to monitor and evaluate pupils' standards and outcomes, in addition to provision. Data analysis is detailed and reporting on it is an integral part of the process. One of the school's strengths is the way in which members of the senior management team collect their data. They do this effectively through classroom observations, scrutinising pupils' work and listening to the views of pupils and parents. By discussing and evaluating in teachers' meetings, a regular evaluation is conducted on how priorities are implemented.

The self-evaluation report is a detailed document that is based on a wide range of direct evidence and gives an objective and accurate picture of the school's current situation in terms of the quality of learning and teaching and standards.

There is an obvious link between the findings of the self-evaluation report and the priorities in the improvement plan. The plan's main priorities, which focus clearly on raising the standards of attainment of particular groups of pupils, include an appropriate range of relevant actions. It identifies the members of staff who are responsible for implementing them, includes success criteria and sets specific time limits for completing tasks. However, reference in the plan to the specific number of pupils who are to attain various levels is not quantitative enough.

Leaders and staff monitor the progress and effect of developments regularly in staff meetings and governing body meetings and, according to need, set further priorities.

Partnership working: Good

The school works effectively with a wide range of partners, which has a positive effect on standards of achievement and the quality of provision. There is a productive partnership between the school, parents and the local community. A good example of this is the allotment project in which the care of these areas, which are in the school grounds, is shared between the school during term time and parents during school holidays. The active links between the school and local companies, such as a food co-operative, enrich pupils' experiences and extend considerably their awareness of the world of work and how to grow food.

The strong partnership and close co-operation between the school and the nursery group, which is situated on the same site, facilitate transition arrangements as children are admitted to the school. The effective transition arrangements and successful co-operation with local secondary schools ensure that there is progression and continuity in pupils' learning experiences as they move to the next stage of their learning.

The school works effectively with similar schools through activities to standardise and moderate teachers' assessments. This co-operation assists teachers well to plan and develop their understanding of expectations at the end of key stage 2.

There is a good partnership with external agencies. The police liaison officer visits the school on a termly basis to hold sessions on matters including keeping safe, technological cyber-bullying and dangers linked to drugs. These visits contribute significantly to raising pupils' awareness of their personal safety.

Resource management: Good

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

The school gives due attention to continuous professional development, and performance management processes for the whole staff support this appropriately. Effective networks of professional practice with other schools and partners have a positive effect on pupils' standards and attainment, especially to improve standards of reading through the project that focuses on 'guided reading'.

Governors and the headteacher manage expenditure carefully in order to ensure that there is no over-expenditure and that the amount of reserve funds is reasonable. They ensure that there is an appropriate supply of resources available, which respond to pupils' needs. They allocate a sum of money to provide a subsidy for instrumental lessons for pupils who wish to follow them. They make budgetary decisions according to the school's needs and priorities appropriately.

The school makes appropriate use of the deprivation grant to raise the standards of literacy and numeracy of pupils who are eligible for free school meals.

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

Appendix 1: Commentary on performance data

6622063 - Ysgol Morfa Rhianedd

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	36.4
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	6	9	21
Achieving the Foundation Phase indicator (FPI) (%)	83.3	66.7	47.6
Benchmark quartile	1	3	4
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	6	9	21
Achieving outcome 5+ (%)	83.3	77.8	57.1
Benchmark quartile	2	3	4
Achieving outcome 6+ (%)	0.0	0.0	9.5
Benchmark quartile	2	3	3
Mathematical development (MDT)			
Number of pupils in cohort	6	9	21
Achieving outcome 5+ (%)	83.3	66.7	66.7
Benchmark quartile	2	4	4
Achieving outcome 6+ (%)	0.0	0.0	0.0
Benchmark quartile	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	6	9	21
Achieving outcome 5+ (%)	83.3	77.8	95.2
Benchmark quartile	3	4	2
Achieving outcome 6+ (%)	0.0	22.2	28.6
Benchmark quartile	4	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.

6622063 - Ysgol Morfa Rhianedd

Number of pupils on roll	103
Pupils eligible for free school meals (FSM) - 3 year average	36.4
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	11	7	20	7
Achieving the core subject indicator (CSI) (%)	54.5	85.7	60.0	85.7
Benchmark quartile	4	1	4	1
English				
Number of pupils in cohort	11	7	20	7
Achieving level 4+ (%)	63.6	85.7	65.0	100.0
Benchmark quartile	4	1	4	1
Achieving level 5+ (%)	9.1	0.0	15.0	28.6
Benchmark quartile	4	4	4	2
Welsh first language				
Number of pupils in cohort	11	7	20	7
Achieving level 4+ (%)	63.6	71.4	65.0	85.7
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	0.0	0.0	5.0	14.3
Benchmark quartile	2	3	3	2
Mathematics				
Number of pupils in cohort	11	7	20	7
Achieving level 4+ (%)	63.6	85.7	70.0	85.7
Benchmark quartile	4	1	4	2
Achieving level 5+ (%)	27.3	14.3	30.0	42.9
Benchmark quartile	2	4	2	1
Science				
Number of pupils in cohort	11	7	20	7
Achieving level 4+ (%)	54.5	85.7	75.0	85.7
Benchmark quartile	4	2	4	2
Achieving level 5+ (%)	9.1	0.0	30.0	42.9
Benchmark quartile	4	4	2	1

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 the learner questionnaire

Primary survey (all pupils)

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.	39	38 97%	1 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	39	37 95%	2 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	39	37 95%	2 5%	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	39	38 97%	1 3%	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.	39	39 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	38	35 92%	3 8%	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.	39	39 100%	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.	39	38 97%	1 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.	37	33 89%	4 11%	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.	39	39 100%	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.	38	32 84%	6 16%	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	38	33 87%	5 13%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to 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.	15	13 87%	2 13%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	13 87%	2 13%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	13 87%	2 13%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	6 40%	9 60%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	12 86%	1 7%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	15	12 80%	3 20%	0 0%	0 0%	0	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.	15	12 80%	3 20%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	14	12 86%	2 14%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	15	10 67%	5 33%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	13 87%	2 13%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	15	8 53%	6 40%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	15	13 87%	1 7%	0 0%	0 0%	1	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.	14	10 71%	1 7%	0 0%	0 0%	3	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	15	11 73%	3 20%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr William Edward Williams	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Miss Angharad John	Peer Inspector

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.