



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

A report on

**Ysgol Pont Y Gof
Botwnnog
Pwllheli
Gwynedd
LL53 8RA**

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 Pont y Gof is situated in the village of Botwnnog on the Llyn Peninsula, Gwynedd, and it is under the voluntary control of the Church in Wales. The school serves the villages of Sarn Mellteyrn, Llaniestyn and Garn Fadryn.

The school provides for pupils between 3 and 11 years old. Welsh is the school's day to day language and the main medium of teaching and learning. English is taught formally in key stage 2. Approximately 86% of pupils come from Welsh-speaking homes. There are very few pupils from ethnic minority backgrounds.

Children are admitted to the reception class on a full-time basis in the September following their fourth birthday. During the inspection, there were 117 pupils on roll.

Approximately 7% of pupils are eligible for free school meals, which is significantly lower than the national average.

Thirty-two per cent (32%) of pupils are on the school's additional learning needs register. This figure is significantly higher than the percentage for Wales. Very few pupils have a statement of special educational needs.

The new headteacher has recently accepted a secondment to work for the North Wales Regional Consortium's challenge team, and the deputy headteacher has been appointed to be in charge of the school in his absence. The school was last inspected in April 2013.

The individual school budget per pupil for Ysgol Pont y Gof in 2015-2016 is £3,429. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Pont y Gof is in 88th position of the 98 primary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils make sound progress and achieve well
- The standard of pupils' key skills is good and nearly all pupils are confidently bilingual by the end of key stage 2
- Standards of pupils' behaviour and self-discipline are high
- Nearly all pupils are enthusiastic and eager to learn
- Rich and stimulating learning experiences and imaginative and effective teaching motivate nearly all pupils to learn and take pride in their work
- There is a familial, caring and very welcoming ethos in which pupils feel safe and happy and are treated with respect

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision that is based on promoting high standards
- The vision is conveyed successfully to staff, pupils, parents and governors
- Members of staff work together effectively as a team
- The governing body is very supportive of the school's life and work, challenges sensibly and holds the school to account effectively about its performance
- The school has thorough and robust procedures for self-evaluation and clear plans for improvement
- It co-operates very effectively with a range of partnerships, which has a positive effect on pupils' wellbeing and achievement

Recommendations

R1 Provide more opportunities for key stage 2 pupils to write in English across the curriculum

R2 Give pupils more freedom to take responsibility for aspects of their own learning

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils' baseline assessments on entry to the school show that their achievement varies naturally in line with their ability. Nearly all pupils participate fully in class activities and build well on their previous learning experiences. By the end of Year 6, nearly all pupils have made good progress in all areas of learning.

All pupils with additional learning needs make good progress in line with their age and ability.

In the Foundation Phase, most pupils have good speaking and listening skills and show high levels of confidence when using these skills. They use Welsh confidently when discussing their experiences and interests, using a wide vocabulary.

In key stage 2, most pupils use Welsh and English orally with confidence in a range of interesting situations. They listen well and contribute confidently to discussions, using a varied vocabulary that is relevant to the topic. When recalling previous learning, many pupils are able to discuss the main characters and events from the novel, *Kenzuke's Kingdom*, very knowledgeably. By the end of key stage 2, nearly all pupils are confidently bilingual.

In the Foundation Phase, most pupils are able to read fluently and meaningfully at a level that is appropriate for their age and ability. They use appropriate strategies when reading unfamiliar words. By the end of the Foundation Phase, most pupils are able to discuss the content of text meaningfully and refer confidently to events and characters in the books that they read. They use their reading skills effectively across the areas of learning.

In key stage 2, most pupils read a range of materials confidently in Welsh and English. By the end of the stage, most pupils discuss the content of text and characters in a mature manner. They gather relevant information about a particular subject from more than one source confidently, for example facts about space.

By the end of the Foundation Phase, many pupils' written work conveys a clear meaning and uses appropriate and interesting vocabulary. Many pupils now use a capital letter at the beginning of a sentence and a full-stop at the end consistently. Their ideas develop in a sequence of sentences. Pupils make good use of their writing skills across the areas of learning, for example to write a letter to Father Christmas. Many pupils' spelling is developing well.

In key stage 2, many pupils' written work in Welsh and English is ordered, imaginative and clear. Pupils make appropriate use of the main characteristics of different forms of writing, and begin to adapt them appropriately for different readers. However, pupils do not use their English writing skills consistently across the

curriculum. Most pupils make good progress in punctuating their work correctly. On the whole, many pupils spell familiar words correctly. Nearly all pupils' handwriting is legible and work is presented neatly.

Most pupils throughout the school have a sound grasp of numeracy skills and they succeed in using them effectively to solve problems. They are confident when using addition, subtraction, division and multiplication strategies to solve verbal problems and number reasoning problems. Nearly all pupils use equipment and standard measuring units correctly in their tasks, for example when measuring temperature and time in a scientific investigation. They collect and analyse data and explain results and procedures very effectively. Most pupils use their numeracy skills very successfully across the curriculum.

At the end of the Foundation Phase, over a period of four years, the school's performance at the expected outcome (outcome 5) in comparison with similar schools has varied and has placed the school between the top 25% and the lower 50% in language skills. The school's performance in mathematics has consistently placed it in either the lower 50% or bottom 25%. Over the same period, performance at the higher outcome (outcome 6) in language and mathematical skills has varied, moving the school between the top 25% and the lower 50%.

At the end of key stage 2, over a period of four years, the school's performance at the expected level (level 4) in Welsh has placed it in the top 25% in three of the four years. In English, mathematics and science, performance has varied, moving the school between the top 25%, the lower 50% or the bottom 25% of similar schools. At the higher level (level 5), performance has varied again in all subjects, moving the school between the top 25% and the bottom 25%.

In the Foundation Phase and key stage 2, very few pupils are eligible for free school meals and there is no obvious difference between them and other pupils. However, it appears that pupils who are eligible for free school meals do not do as well at the higher level in key stage 2.

Wellbeing: Excellent

Nearly all pupils feel safe at school and appreciate that they are given high quality support from members of staff. They are confident in approaching any member of staff if they have any concerns. Most pupils have an excellent understanding of the importance of eating healthily and keeping fit.

The standard of behaviour is very high and nearly all pupils treat their peers with care and respect, and work happily and very conscientiously together from a young age. Many older pupils shoulder additional responsibilities in a confident and conscientious manner, for example caring for the youngest children on the playground. Most pupils' attitude towards learning is excellent. Their interest, enthusiasm and dedication are very clear in all activities.

Pupils' ability to improve their own learning is a very strong aspect of the work in each class. By the end of key stage 2, most pupils have a very sound understanding of how well they are doing and what they need to do to improve their work.

Members of the school council are very enthusiastic and understand that they represent other pupils' point of view within the school community. Pupils show obvious pride in their contribution to several aspects of school life. A particular example of this is their role in the process of reviewing the anti-bullying and discipline policy each year, in partnership with the headteacher and the governing body.

The school's older pupils lead commercial enterprises in an excellent way. They grow their own produce, make jam and chutney to sell and use the money to support a child in Mozambique. These projects develop pupils' life skills and social skills very successfully. By taking part in several community activities enthusiastically, pupils develop to become well-rounded and responsible members of their community and take pride in their Welshness.

Attendance levels are good and have either been in the upper 50% or the top 25% over the last three years, in comparison with attendance levels in similar schools. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of rich and stimulating learning experiences for its pupils, which satisfy all requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers have incorporated the requirements of the Literacy and Numeracy Framework successfully into planning and provide regular opportunities to reinforce these skills and information and communication technology (ICT) skills successfully. However, opportunities to develop English writing skills across the curriculum are scarce.

The learning experiences that are provided are enriched effectively by educational visits and by inviting visitors to the school to talk to pupils. This is particularly effective as a prompt at the beginning of units of work. Through detailed planning, teachers ensure that pupils have good opportunities to build purposefully on their previous learning.

The school has a natural, Welsh ethos, which offers various opportunities for pupils to develop a positive attitude towards the Welsh language. The school plans effectively for studying local history and Welsh history. These experiences are central to all of the school's work, extend pupils' understanding of their heritage, and support them effectively in understanding their role within the community.

The school offers rich experiences that ensure that pupils have a good awareness of sustainability issues. It provides rich experiences to raise their awareness of global citizenship through charitable activities, such as sponsoring a boy in Mozambique. This means that they are able to discuss the differences between being a child in Wales and a child in Africa knowledgeably.

Teaching: Good

The quality of teaching is consistently high and teachers show a sound knowledge of the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers have high expectations and all pupils understand this and respond appropriately. Presentations are lively and have a good pace, and this prompts pupils to work conscientiously.

Teachers ask probing questions in order to expand pupils' understanding, and encourage them to use their thinking skills throughout lessons. However, teachers have a tendency to over-direct pupils. This limits the opportunities pupils have to take responsibility for aspects of their learning.

Teachers use a wide range of teaching methods and resources very thoughtfully to support learning. They share learning objectives clearly with pupils, and discuss success criteria with them consistently during lessons. Support staff contribute significantly to the quality of pupils' learning, and all members of staff model language very effectively. There is a particularly effective working relationship between staff and pupils, which fosters successful learning.

Teachers make skilful use of an appropriate range of assessment strategies in order to provide tasks that are suitable for all pupils' needs. They offer useful oral feedback during lessons, and write constructive comments on pupils' written work. Giving pupils regular opportunities to respond to these comments enables them to improve their work successfully. Similarly, teachers provide effective opportunities for pupils to evaluate their own work and the work of others. This ensures that pupils understand at a very early stage how well they are doing and what they need to do in order to improve their work.

The school has very rigorous and effective procedures for tracking pupils' progress. These include effective use of standardised tests and teachers' assessments. It has developed a comprehensive information file for all pupils, which gives a clear picture of their attainment along with the next steps. As a result, teachers understand pupils' needs well and use the information sensibly to set appropriate tasks in order to enable them to move forward to the next stage in their learning.

There are suitable arrangements for reporting to parents on their children's progress and achievement, and these meet statutory requirements in full.

Care, support and guidance: Good

The quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for promoting eating and drinking healthily, and for ensuring that pupils understand how to stay safe. A wide range of after-school clubs reinforce this.

The school promotes pupils' spiritual, moral and cultural development successfully by providing regular collective worship assemblies and through curricular activities. Provision for personal and social education is of high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect

towards others. Pupils of all ages are given beneficial opportunities to develop strong links with the local community. A good example of this is holding coffee mornings at the school to promote Fairtrade. The school's arrangements for safeguarding meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is good and enables them to make good progress. Teachers identify any additional learning needs at an early stage, provide appropriate support, and monitor pupils' progress regularly and effectively. Staff ensure that individual education plans are detailed and rigorous, and include parents' opinions when they are reviewed.

The school has very strong and supportive links with a number of specialist services and external agencies, which ensure support and guidance of high quality for pupils and parents.

Learning environment: Good

A particular feature of the school is the familial ethos that exists within in. It is a very inclusive and caring community in which pupils feel happy and safe.

There is an obvious emphasis on ensuring equal opportunities and full access to the wide curriculum for all pupils. Respect for diversity and racial equality is promoted successfully through varied work, which includes studying countries such as Africa.

There is a varied range of good quality equipment and resources at the school, which are used very effectively. The outdoor learning areas have been developed appropriately in order to make purposeful use of the space available and to improve pupils' learning and play experiences. Pupils make excellent use of the garden to grow vegetables as part of their entrepreneurship project.

Stimulating and attractive displays of teachers' work and pupils' achievements and successes in the classrooms and around the school create an interesting learning environment, and support learning effectively. They also engender pupils' pride in their work. The standard of cleanliness is high and the school building and grounds are well maintained. The school site is safe for pupils.

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

The headteacher provides very robust and effective leadership, which ensures a clear strategic direction and a culture that promotes continuous improvement. He is supported extremely effectively by the deputy headteacher. Together, they succeed in promoting very high expectations among staff and pupils. This ensures that all aspects of school life have a very clear and positive influence on pupils' achievement and wellbeing, and ensures a homely ethos and an orderly community. This is an excellent feature of the school's life and work.

All members of staff are aware of their roles and responsibilities and fulfil them particularly effectively. They work very closely together as a team and meet regularly

to discuss and plan jointly. They are very willing to share their expertise for the benefit of the pupils. This is a very prominent and effective feature, which creates a strong foundation to address raising standards and providing a wide curriculum throughout the school.

There are specific structures for staff and governors' meetings that ensure opportunities to discuss key issues regularly, which focus on pupils' standards and wellbeing.

Rigorous performance management arrangements contribute to improvements in teaching and learning and offer very effective opportunities to promote staff's professional development through a programme of relevant and specific training. The school makes good progress in introducing initiatives that meet local and national priorities. The expectations of the Literacy and Numeracy Framework have been established successfully and the Language Charter's recommendations are given prominent attention in the school's life and work.

Governors have an excellent understanding of the school's strengths and of the areas that need to be developed further. The monitoring plan enables governors to observe teaching and scrutinise pupils' work very effectively. It has ensured the governors' commitment to the evaluation process when forming a sound judgement about the standards of pupils' work and attainment. The school has prepared an extremely useful booklet that lists examples of challenging questions for governors to ask the headteacher. The questions prepare them very well to hold the school to account for its performance. This enables them to offer a very sound strategic direction for the school.

Improving quality: Good

The self-evaluation procedure is comprehensive and develops the understanding of all members of staff of the school's strengths and areas for improvement. The self-evaluation report is a detailed document that is based on a wide range of first-hand evidence, including classroom observations, scrutinising pupils' work, and listening to the opinions of pupils, governors and parents.

There is a clear link between the outcomes of the self-evaluation process and the priorities in the school development plan. The plan focuses well on raising standards and improving provision for pupils. It includes an appropriate range of relevant steps and identifies members of staff who are responsible for achieving them. It also includes challenging success criteria within specific timescales for completing tasks. The school monitors progress effectively.

The school has a strong record of implementing improvements. For example, the steps taken since the last inspection have led to clear improvements to the outdoor area for the Foundation Phase.

Partnership working: Excellent

The school works very effectively with a wide range of partners. This has a very positive effect on pupils' standards and wellbeing and extends their learning experiences effectively.

There is exceptionally successful co-operation and planning between the school and four other schools within the partnership that have a positive effect on raising standards of teaching and learning. The school plays a prominent part in the joint planning process and has developed a very effective system for tracking progress. It has developed a comprehensive information file for all pupils, and this gives an accurate picture of their attainment and what they need to do in order to move to the next stage. This has led to raising standards, particularly when ensuring imaginative and stimulating experiences that promote pupils' contribution towards a sound understanding of the success criteria that are set for each lesson. They also share experiences in terms of developing staff and assistants, and share ideas and presentation methods for a variety of subjects. This has had a strong influence of the standard of teaching and on raising standards.

The school has a strong relationship with parents and carers. They support the school practically and financially. This, for example, has led to a clear improvement in the outdoor area for the Foundation Phase.

There are valuable links with the nursery groups that feed the school. This ensures that pupils settle in quickly on entry. There is effective co-operation with schools in the catchment area and the local secondary school to standardise and moderate pupils' work jointly in the core subjects. This ensures a sound understanding of the expected standards at the end of key stage 2. Effective transition programmes exist between the school and the nearby secondary school in order to ensure a smooth and trouble-free transition.

The school has co-operated successfully with the community, local businesses, and national organisations to improve pupils' learning experiences.

Resource management: Good

There is an appropriate number of suitably qualified teachers and support staff to teach the curriculum. Good use is made of their expertise and the sense of a teaching team is a strong feature of the school.

Provision for teachers' planning, preparation and assessment is arranged well and they make purposeful use of their time.

The school is an effective learning community. The number of learning networks within the school and beyond offer a wide range of appropriate opportunities for teachers and assistants to work together to plan interesting and stimulating work programmes. These have a positive effect on pupils' learning experiences.

The headteacher and governors monitor and control expenditure very carefully. The school makes appropriate use of the Pupil Deprivation Grant to improve provision further and to ensure that pupils who are eligible for free school meals achieve well at the expected levels at the end of the key stages.

The school manages learning and teaching resources well and the building and grounds are used to their full potential.

Considering the good outcomes and the prudent use of funding, the school provides good value for money.

Appendix 1: Commentary on performance data

6613004 - YSGOL PONT Y GOF

Number of pupils on roll	122
Pupils eligible for free school meals (FSM) - 3 year average	7.7
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	18	14	10	18
Achieving the Foundation Phase indicator (FPI) (%)	94.4	85.7	80.0	88.9
Benchmark quartile	2	3	4	3
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	18	14	10	18
Achieving outcome 5+ (%)	94.4	85.7	100.0	88.9
Benchmark quartile	2	3	1	3
Achieving outcome 6+ (%)	27.8	64.3	40.0	44.4
Benchmark quartile	3	1	2	2
Mathematical development (MDT)				
Number of pupils in cohort	18	14	10	18
Achieving outcome 5+ (%)	94.4	85.7	90.0	94.4
Benchmark quartile	3	4	3	3
Achieving outcome 6+ (%)	22.2	64.3	40.0	44.4
Benchmark quartile	3	1	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	18	14	10	18
Achieving outcome 5+ (%)	100.0	100.0	90.0	94.4
Benchmark quartile	1	1	4	4
Achieving outcome 6+ (%)	55.6	100.0	80.0	72.2
Benchmark quartile	2	1	2	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.

6613004 - YSGOL PONT Y GOF

Number of pupils on roll	122
Pupils eligible for free school meals (FSM) - 3 year average	7.7
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	14	5	14	18
Achieving the core subject indicator (CSI) (%)	92.9	100.0	92.9	94.4
Benchmark quartile	2	1	3	3
English				
Number of pupils in cohort	14	5	14	18
Achieving level 4+ (%)	78.6	100.0	100.0	94.4
Benchmark quartile	4	1	1	3
Achieving level 5+ (%)	*	*	35.7	72.2
Benchmark quartile	*	*	3	1
Welsh first language				
Number of pupils in cohort	14	5	14	18
Achieving level 4+ (%)	100.0	100.0	100.0	94.4
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	*	100.0	42.9	44.4
Benchmark quartile	*	1	2	2
Mathematics				
Number of pupils in cohort	14	5	14	18
Achieving level 4+ (%)	92.9	100.0	92.9	100.0
Benchmark quartile	3	1	3	1
Achieving level 5+ (%)	*	*	35.7	55.6
Benchmark quartile	*	*	3	2
Science				
Number of pupils in cohort	14	5	14	18
Achieving level 4+ (%)	92.9	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	*	100.0	35.7	77.8
Benchmark quartile	*	1	3	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 learner questionnaires

Denotes the benchmark – this is the 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.	62	62 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	62	61 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	62	62 100%	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	62	62 100%	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.	62	62 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	62	62 100%	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.	62	62 100%	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.	62	62 100%	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.	62	62 100%	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.	62	62 100%	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.	62	61 98%	1 2%	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	62	62 100%	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 the 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.	28	24 86%	4 14%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	28	26 93%	2 7%	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.	28	23 82%	5 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.	28	21 75%	7 25%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	26	19 73%	7 27%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	28	22 79%	6 21%	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.	28	26 93%	2 7%	0 0%	0 0%	0	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.	27	23 85%	4 15%	0 0%	0 0%	1	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.	27	26 96%	1 4%	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.	28	24 86%	4 14%	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.	26	23 88%	2 8%	1 4%	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'.	27	23 85%	4 15%	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.	28	22 79%	6 21%	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.	28	21 75%	7 25%	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.	28	20 71%	8 29%	0 0%	0 0%	0	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.	28	20 71%	8 29%	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.	25	18 72%	7 28%	0 0%	0 0%	0	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.	27	19 70%	8 30%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	28	23 82%	5 18%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Rosemarie Wallace	Team Inspector
David Owen Jenkins	Lay Inspector
Derfel Mon Griffiths	Peer Inspector
Euros Davies	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.