



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

A report on

**Ysgol Dôlafon
Llanwrtyd Wells
Powys
LD5 4RA**

Date of inspection: February 2017

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 Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Ysgol Dôlafon is an English-medium primary school situated in Llanwrtyd Wells and maintained by Powys local authority. It serves the town and the surrounding area.

There are 60 pupils between 3 and 11 years on roll. The school has three classes, including a pre-school setting.

Approximately 22% of pupils are eligible for free school meals, which is above the national average (19%). The school identifies around 17% of pupils as having additional learning needs, which is below the national average (25%). No pupil has a statement of special educational needs. Nearly all pupils are from a white British ethnic background. Very few pupils have English as an additional language. Approximately 10% of pupils come from Welsh-speaking homes.

The current headteacher took up her post in September 2003. The school was last inspected in November 2010.

The individual school budget per pupil for Ysgol Dôlafon in 2016-2017 means that the budget is £4,309 per pupil. The maximum per pupil in the primary schools in Powys is £5,561 and the minimum is £2,960. Ysgol Dôlafon is 17th out of the 83 primary schools in Powys.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress from their starting points
- Most pupils with additional learning needs and those who are eligible for free school meals make good progress
- Nearly all pupils behave extremely well in lessons and around the school
- Nearly all pupils engage in tasks with enthusiasm and display positive attitudes to learning
- Teachers plan interesting lessons that engage pupils successfully
- The school uses assessment information well to help raise the achievement of targeted pupils
- There is a strong emphasis on teaching pupils about values and showing respect and consideration for others

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear, purposeful vision and a strong commitment to raising standards
- The headteacher is very ably supported by the deputy headteacher
- The school has robust and well-established procedures for self-evaluation
- The school has many effective partnerships that have a beneficial effect on pupils' achievement and wellbeing
- The school makes effective use of the Pupil Deprivation Grant to develop the literacy skills of disadvantaged pupils
- The senior management team and the governing body manage the budget effectively

Recommendations

- R1 Raise standards in Welsh second language
- R2 Improve standards in information and communications technology
- R3 Ensure that teaching consistently challenges pupils of all abilities, especially the more able
- R4 Develop marking so that it consistently shows pupils how to improve their work
- R5 Provide opportunities for staff to share good practice with schools outside of the local area

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, most pupils have skills that are below average for their age. During their time at the school, most pupils make good progress from their starting points.

In the Foundation Phase, most pupils make good progress in their oracy skills. They speak enthusiastically about their work and listen attentively. In key stage 2, most pupils listen well and respond purposefully to questions. They express themselves clearly and use a wide range of phrases and sentence patterns correctly. The more able pupils use more complex sentences successfully.

In the Foundation Phase, most pupils display a keen interest in books and they develop a sound understanding of letters and the meaning of words. They use this knowledge well when they tackle unfamiliar words in their reading. Most pupils in key stage 2 read fluently and many use expression effectively to convey meaning when they read to others. Older pupils are able to read a passage successfully to gain its meaning and they gather information well for their class projects.

Most pupils in the Foundation Phase make good progress with their early writing skills and mark-making. They write simple accounts and stories using appropriate punctuation. In key stage 2, most pupils write confidently and accurately in a variety of genres. For example, they produce thoughtful pieces of work on India and Martin Luther King. Most pupils write well across the curriculum, for example in science and religious education.

In Welsh, most pupils throughout the school develop appropriate oracy skills. In the Foundation Phase, most respond with understanding to basic instructions in Welsh. In key stage 2, most pupils understand various phrases and simple sentences. However, pupils are not always confident enough to respond to others and they do not use the language sufficiently during the day. Most pupils' reading and writing skills develop appropriately.

In the Foundation Phase nearly all pupils add and subtract numbers to 20 securely. Most use standard and non-standard units to measure length accurately. By Year 2, many pupils create symmetrical patterns, for example when designing and decorating biscuits. More able pupils add and subtract three-digit numbers and identify halves and quarters of regular shapes. Many pupils successfully choose the most suitable operation to solve problems, for example when helping Santa and his elves to decorate a Christmas tree.

In key stage 2, nearly all pupils make good progress in developing their mathematical skills. By Year 6, most pupils have a secure knowledge of multiplication facts. They use grid references to specify locations and calculate the area of regular shapes accurately. Many pupils understand fraction, decimal and percentage equivalents and can convert between them. Nearly all pupils make good use of their numeracy skills across the curriculum. For example, they create a formula to compare the price of ingredients from three supermarkets when making bread rolls.

By the end of the Foundation Phase, most pupils develop their information and communication technology (ICT) skills appropriately. Most produce simple texts, graphs and pictures confidently. They use word-processing programs successfully and access digital resources, using a range of applications satisfactorily. Most pupils have a sound knowledge of internet safety.

By the end of key stage 2, most pupils use appropriate software and display a sound level of competence. A majority of pupils create interesting electronic presentations, for example when applying to be elected to the school council. Many pupils use different programmes to create simple graphs and pie charts on the topic of India. However, most pupils have limited understanding of spreadsheets, coding and modelling. Pupils' understanding of the importance of e-safety is secure.

Due to the small numbers of pupils in each year group, the school's performance data is unreliable.

At the end of the Foundation Phase over the last four years, pupils' performance at the expected and higher outcomes in literacy and mathematical development has generally placed the school in the top 25% of similar schools.

At the end of key stage 2, over the same period, pupils' performance at the expected level in English has varied, moving the school between the top 25% and bottom 25% when compared to similar schools. In mathematics and science, pupils' performance has generally placed the school in the top 25%. At the higher level 5, pupils' performance in the three core subjects has varied, moving the school between the top 25% and the lower 50%.

Most pupils with additional learning needs and those who are eligible for free school meals make good progress. However, more able pupils do not always achieve as well as they could.

Wellbeing: Good

Nearly all pupils feel safe in school and are very confident that adults will promptly resolve any conflicts that may occur. Nearly all have a good understanding of maintaining a healthy diet, with many choosing to buy fruit from the pupil-run fruit shop at break times. Many pupils participate enthusiastically in sports and health-related extra-curricular activities, such as tag rugby, hockey and regular physical literacy lessons. During break times, nearly all pupils actively engage in physical activities as part of the 'Dal i Fynd' play programme.

Nearly all pupils behave extremely well in lessons and around the school. They are courteous and polite at all times. Nearly all engage in tasks with enthusiasm and display positive attitudes to learning.

The school and eco councils carry out their responsibilities effectively. They meet regularly and make decisions that have a positive effect on the life of the school, for example by making effective improvements to the playground and successfully promoting the importance of recycling, fair trade and saving energy. Pupils undertake a wide range of leadership responsibilities conscientiously, such as playground buddies and digital leaders.

Over the last four years, attendance levels have increased from the bottom 25% to the higher 50% when compared with those of similar schools. Nearly all pupils arrive punctually for the start of the school day.

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

The curriculum is broad and balanced, and meets the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers' planning ensures that pupils develop their literacy and numeracy skills well and takes good account of the Literacy and Numeracy Framework. Topic work provides a successful context for the development of pupils' skills, knowledge and understanding in each class and builds effectively on their previous learning as they move through the school.

Learning experiences are enriched by inviting visitors to the school and through visits to different places of interest, such as the Brecknock Regimental War Museum. There is a good range of extra-curricular activities available for pupils that enhance their experiences and expand opportunities. These include the school choir, gardening, hockey, dance and tag rugby clubs.

There is appropriate provision for the development of pupils' Welsh language skills. However, teachers often miss opportunities to reinforce pupils' learning outside of Welsh lessons. The curriculum develops pupils' understanding of the history and culture of Wales successfully, for example through St David's Day activities and visits to the Urdd centre in Llangrannog.

The school provides a wide range of opportunities for pupils to gain a better understanding of sustainable development. For example, the eco committee undertakes detailed surveys of electricity and oil consumption in school and pupils are encouraged to develop the orchard and vegetable patches. Regular links with a French town and detailed studies of various countries, such as India, help to promote pupils' understanding of global citizenship.

Teaching: Good

Teachers have a good knowledge and understanding of the curriculum and they plan interesting lessons which engage pupils successfully. They use a wide range of stimulating strategies skilfully to promote pupils' learning. Teachers make suitable provision for different ages and use praise and encouragement well to raise pupils' self-esteem. They provide enough opportunities for pupils to contribute to what they learn.

In nearly all lessons, teachers have high expectations of pupils' behaviour. Most lessons proceed at a brisk pace and teachers use skilful questioning to encourage pupils to think about their work. Teachers and non-teaching assistants are positive role models, who provide good levels of support for pupils. However, teachers do not always challenge pupils, especially the more able, to reach their full potential.

The school has recently revised its tracking system to monitor pupils' progress thoroughly. Staff use assessment information well to plan appropriate interventions and to raise the achievement of targeted pupils. Teachers mark pupils' work regularly and celebrate pupils' achievements. However, the marking does not always show pupils how to improve their work. Peer and self-assessment are developing well in classes.

The annual reports to parents are very informative and include opportunities for parents to respond.

Care, support and guidance: Good

The school makes effective arrangements for promoting healthy eating and drinking and provides a wide range of opportunities for pupils to keep fit through the curriculum and extra-curricular activities.

Care, support and guidance are strong features of the school. Members of staff know their pupils well and focus effectively on developing pupils' wellbeing. Provision for pupils' spiritual, moral, social and cultural development is good. There is a strong emphasis on teaching pupils about values and showing respect and consideration for others. The school's values feature prominently in collective worship and in the personal and social education curriculum. The school promotes good attendance and ensures that parents are aware of the implications of absence.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school works well with a number of outside agencies, including educational psychologists, health visitors, physiotherapists, the team around the family, speech and occupational therapists and health professionals.

Provision for pupils with additional learning needs is a strong feature of the school. Teachers identify pupils' needs at an early stage and use a wide range of information to provide effective support programmes. Individual education plans contain clear, purposeful and measurable targets. There is very effective communication and collaboration between the school and parents and this has a positive impact on pupils' progress.

Learning environment: Good

The school is a welcoming, inclusive and caring community that has a calm and purposeful ethos. Adults and pupils treat each other with respect and courtesy and pupils have equal access to the school's curriculum. The school recognises and celebrates cultural diversity effectively. For example, it celebrates the Chinese New Year and successfully promotes pupils' understanding of various world religions.

Teachers make good use of the available space to support pupils' learning. Colourful displays in the corridors and classrooms celebrate pupils' achievements successfully and enhance the learning environment. There are good quality resources that support learning well. These include an ICT suite and a well-stocked library.

The school has adapted the outside area imaginatively to provide sufficient space for pupils' physical activities, including a yard, grassed area, orchard and pond. The nursery and reception class have their own colourful and stimulating outside teaching area. The grounds are maintained well. The school site and buildings are safe and secure.

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

The headteacher has a strong commitment to raising standards and providing stimulating learning experiences for all pupils. She shares this vision successfully with staff, governors, pupils and parents. The headteacher is very ably supported by the deputy headteacher.

All members of staff undertake their responsibilities diligently. They are clear about their roles and work effectively to secure continued improvement. Leaders set high expectations of staff and regular staff meetings focus well on pupils' achievement and school priorities. Very effective team work between all members of staff and a corporate approach to the life and work of the school are prominent features.

The school gives good attention to national and local priorities. For example, it has embedded the Literacy and Numeracy Framework successfully and the current school development plan includes purposeful actions to implement the digital competency framework.

Governors are very supportive of the school and know the community well. The headteacher's detailed and relevant reports ensure that all governors are kept well informed. Although there have been changes to the membership of the governing body recently, more experienced governors continue to play a very active role in monitoring the work of the school by attending senior management team meetings, listening to learners and scrutinising books.

Improving quality: Good

The school has robust and well established procedures for self-evaluation. All members of staff and governors contribute effectively to the self-evaluation cycle. The leadership team uses a wide range of evidence to determine the school's strengths and areas for improvement. These include lesson observations, detailed analysis of pupils' outcomes, scrutiny of pupils' work and listening to learners. Staff make effective use of this information to plan further steps for improvement and to identify the needs of individual and specific groups of pupils. These procedures have supported improvements in literacy, numeracy and pupils' wellbeing well.

The school uses the results of the self-evaluation process to produce a detailed, analytical self-evaluation report. There is a clear link between the outcomes of self-evaluation and the school development plan. The plan is a comprehensive document that includes measurable success criteria, realistic timescales and funding implications. The roles and responsibilities of staff and governors in implementing and monitoring the plan are clearly set out. Priorities in the development plan focus well on raising standards and improving provision.

Leaders monitor progress against the plan effectively and end-of-year evaluations provide a valuable platform to set challenging targets for the future. For example, the school's evaluation of the previous development plan accurately identified that there have been substantial improvements in reading standards and that ICT is an area for further development.

Partnership working: Good

The school has many effective partnerships that have a beneficial effect on pupils' achievement and wellbeing. The school has a strong relationship with parents, who are very supportive of the school. The active Friends' Association helps the school to improve the resources available to pupils and to broaden their experiences. For example, it has purchased ICT equipment and new reading books. As a result, pupils now have improved access to the internet and a wider range of books to engage their interest.

The very close partnership with the pre-school setting ensures that younger pupils settle confidently into the nursery class. Comprehensive transition arrangements with the secondary school successfully prepare older pupils for the next phase in their education.

Teachers work effectively with the local cluster of schools to standardise and moderate pupils' work. This ensures secure and consistent teacher assessments at the end of the key stages.

The school works closely with a number of specialist external agencies, including various social services and a behavioural support unit. These partnerships provide valuable support for vulnerable pupils and their families.

The school is at the heart of the community and pupils make good use of the available facilities, for example to learn about local history. The school contributes to numerous events in the town, including the local show and eisteddfod. Members of the community enrich pupils' learning experiences, for example by organising dance lessons for key stage 2 pupils and contributing to their science lessons.

Resource management: Good

The school deploys a well-qualified team of experienced staff successfully. Leaders have managed the recent significant changes to the school structure extremely well and ensured that there have been no adverse effects on pupils' standards or wellbeing. All members of staff work successfully together and share expertise to ensure the best possible opportunities for pupils.

The school's arrangements for teachers' planning, preparation and assessment time are appropriate. As a result of the performance management process, training is planned carefully to match the school's priorities and individuals' needs. Recent training opportunities, for example, have led to improvements in pupils' mental mathematics skills. Staff benefit from sharing good practice with local schools and this has helped to improve the provision for pupils with additional learning needs. However, staff do not have sufficient opportunities to share good practice with schools beyond the local area.

The senior management team and the governing body manage the budget effectively. Expenditure is linked closely to the school's priorities for improvement. The school makes effective use of the Pupil Deprivation Grant to improve the literacy skills of disadvantaged pupils. As a result, most of these pupils make good progress with their reading skills.

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

Appendix 1: Commentary on performance data

6662084 - Ysgol Dôlafon

Number of pupils on roll	77
Pupils eligible for free school meals (FSM) - 3 year average	10.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	2	13	13	5
Achieving the Foundation Phase indicator (FPI) (%)	100.0	69.2	100.0	100.0
Benchmark quartile	1	4	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	2	11	11	3
Achieving outcome 5+ (%)	100.0	81.8	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	50.0	45.5	54.5	66.7
Benchmark quartile	1	1	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	2	2	2
Achieving outcome 5+ (%)	*	100.0	100.0	100.0
Benchmark quartile	*	1	1	1
Achieving outcome 6+ (%)	*	0.0	100.0	0.0
Benchmark quartile	*	4	1	4
Mathematical development (MDT)				
Number of pupils in cohort	2	13	13	5
Achieving outcome 5+ (%)	100.0	76.9	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	50.0	38.5	53.8	60.0
Benchmark quartile	1	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	2	13	13	5
Achieving outcome 5+ (%)	100.0	92.3	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	100.0	53.8	84.6	60.0
Benchmark quartile	1	2	1	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.

6662084 - Ysgol Dôlafon

Number of pupils on roll	77
Pupils eligible for free school meals (FSM) - 3 year average	10.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	9	6	11	10
Achieving the core subject indicator (CSI) (%)	88.9	66.7	100.0	90.0
Benchmark quartile	3	4	1	3
English				
Number of pupils in cohort	9	6	11	10
Achieving level 4+ (%)	88.9	66.7	100.0	90.0
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	44.4	33.3	54.5	40.0
Benchmark quartile	2	3	1	3
Welsh first language				
Number of pupils in cohort	1	1	2	*
Achieving level 4+ (%)	100.0	100.0	100.0	*
Benchmark quartile	1	1	1	*
Achieving level 5+ (%)	0.0	0.0	50.0	*
Benchmark quartile	4	4	1	*
Mathematics				
Number of pupils in cohort	9	6	11	10
Achieving level 4+ (%)	100.0	83.3	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving level 5+ (%)	33.3	50.0	54.5	40.0
Benchmark quartile	3	1	1	3
Science				
Number of pupils in cohort	9	6	11	10
Achieving level 4+ (%)	100.0	83.3	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving level 5+ (%)	33.3	33.3	54.5	40.0
Benchmark quartile	3	3	1	3

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 since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	22		22 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	22		22 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	22		22 100%	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	22		22 100%	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.	22		22 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	21		19 90%	2 10%	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.	22		22 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	22		22 100%	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.	21		20 95%	1 5%	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.	22		18 82%	4 18%	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.	21		18 86%	3 14%	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	22		21 95%	1 5%	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 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.	16	11 69%	5 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	16	14 88%	2 12%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	16	14 88%	2 12%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	16	11 69%	5 31%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	16	10 62%	6 38%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	16	10 62%	6 38%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	16	13 81%	3 19%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	9 60%	5 33%	1 7%	0 0%	0	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	16	11 69%	5 31%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	16	13 81%	3 19%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	15	14 93%	1 7%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	9 56%	7 44%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	16	8 50%	7 44%	1 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	9%	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.	16	12 75%	3 19%	1 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	16	9 56%	5 31%	1 6%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	15	10 67%	5 33%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	9 60%	5 33%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	16	9 56%	5 31%	1 6%	1 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	16	10 62%	5 31%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Ms Michaela Leyshon	Lay Inspector
Mrs Gemma Powell	Peer Inspector
Mrs Gill Lloyd	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.