



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

**A report on**

**Ysgol Waunfawr  
Waunfawr  
Caernarfon  
Gwynedd  
LL55 4LJ**

**Date of inspection: April 2016**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 23/06/2016**

## Context

Ysgol Waunfawr is situated in the centre of the rural village of Waunfawr near Caernarfon in Gwynedd. It serves the village and the surrounding rural areas.

The school provides education for pupils aged between 3 and 11 years. Pupils are admitted to the school on a part-time basis in the September following their third birthday, and full-time in the September following their fourth birthday.

There are 121 full-time pupils on roll, as well as 25 part-time nursery-age pupils. They are arranged into five classes, four of them being mixed-age classes.

Welsh is the main language of the home of approximately 73% of pupils. Nineteen per cent of pupils are eligible for free school meals, which is similar to the national average. Twenty per cent of pupils have additional learning needs, which is a little lower than the national average. This percentage has decreased recently. Very few pupils have a statement of special educational needs.

The headteacher was appointed to the post in September 2001 and the school was last inspected in April 2009.

The individual school budget per pupil for Ysgol Waunfawr in 2015-2016 is £3,533. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Waunfawr is in 81<sup>st</sup> place of the 98 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning during their time there
- Most pupils' speaking and listening skills are good
- Most pupils write at length to a good standard
- Most pupils apply their literacy and numeracy skills effectively across the curriculum
- Most pupils' standards of achievement in lessons and in their books are good
- Pupils' high attendance levels are a very robust feature
- Most pupils have positive attitudes to learning
- Staff provide a wide range of interesting learning experiences
- The school is an inclusive community

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior management team have a clear vision in terms of its development
- Members of the governing body hold it to account well
- Leaders pay good attention to local and national priorities
- It has a variety of purposeful monitoring procedures in place
- The development plan includes appropriate priorities
- Leaders manage its resources well
- It has a central role in the community
- There is good co-operation between the school and its partners in promoting pupils' wellbeing and education

## Recommendations

- R1 Develop the role of the school council to enable pupils to contribute more actively to school life
- R2 Ensure that there are regular opportunities for pupils to respond to teachers' written comments
- R3 Set more specific and quantitative targets for pupils who have additional learning needs
- R4 Ensure that monitoring procedures place a clear focus on the effect of improvement plans on provision and pupils' standards of achievement

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Pupils' skills on entry to the school vary greatly. Pupils' work in their books and in lessons shows that most of them make sound progress in their learning.

Across the school, most pupils listen well. They recall previous learning, and use their knowledge purposefully in their work.

In the Foundation Phase, many pupils speak confidently and express themselves clearly with an increasing range of vocabulary. A few pupils provide extended responses to a very good standard and offer explanations for their views. In key stage 2, most pupils communicate effectively in Welsh and English and demonstrate a firm grasp of subject and general vocabulary when discussing their work.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. Many converse about their favourite characters with increasing understanding. In key stage 2, most pupils read correctly and meaningfully in Welsh and English. They make purposeful use of their reading skills to glean information from books and websites. A few pupils at the top end of the school succeed in presenting a script that they have not seen before confidently.

By the end of the Foundation Phase, most pupils write independently with good accuracy. A few older pupils are beginning to write at length for a range of purposes. This includes compiling a questionnaire for Grandpa and Grandma to trace information about when they were young, writing clear instructions to find treasure, and creating an information booklet about the properties of materials.

In key stage 2, many pupils write at length and accurately in various contexts in Welsh and English. Examples include preparing propaganda posters, historical reports about the Second World War, records of scientific investigations, and a script that is set in the Sixties. Most pupils' standard of handwriting and presentation of work is good.

In the Foundation Phase, most pupils demonstrate a firm grasp of number facts and use them confidently in their activities. They apply their measuring skills effectively in investigative activities and use mathematical vocabulary correctly to discuss their work. Most pupils present information in the form of graphs and analyse their results effectively. They complete reasoning activities intelligently, for example calculating to discover whether they have enough money to buy various combinations of goods and calculating the change.

In key stage 2, most pupils have a firm grasp of a wide range of numeracy skills. They apply their skills confidently in tasks, for example measuring the length of shadows and presenting the results in the form of a graph. They solve puzzles involving shapes and handling data with good accuracy. They collect information in

various ways and present data and their findings in the form of graphs in various subjects. Pupils make effective use of their problem-solving skills in everyday contexts, for example by calculating travel time and the distance between one location and another.

Most pupils in the Foundation Phase solve problems independently. For example, they rebuild a demolished chapel in the building area and create an animal pen by using various combinations of blocks. At times, however, pupils in key stage 2 do not make enough use of their independent learning skills in their activities.

Most pupils who have additional learning needs make good progress. With support, they produce pieces of extended work in different subject areas.

At the end of the Foundation Phase, the percentage of pupils who achieve the expected outcomes in comparison with levels in similar schools has been among the lower 50% or the bottom 25% for mathematical development and language over four years. The percentage achieving the higher outcomes, although inconsistent, has been among the upper 50% and the top 25% for mathematical development and language in three out of the last four years.

At the end of key stage 2, over four years, the percentage of pupils who achieve the expected levels in comparison with levels in similar schools has been among the bottom 25% in mathematics, and often in English and science. Results in Welsh vary, moving the school between the upper 50% and the bottom 25% of similar schools. The percentage of pupils who achieve the higher levels is inconsistent and varies between the bottom 25% and the top 25% of similar schools.

Pupils' standard of work in their books and in classrooms is better than the data suggests at the expected levels and the higher levels.

Over a period of four years, in general, girls achieve better than boys, but this is not evident in lessons. There is no consistent pattern of difference between the performance of pupils who are eligible for free school meals and their peers.

### **Wellbeing: Good**

Nearly all pupils enjoy the life and work of the school and feel safe there. Most pupils have positive attitudes towards staying healthy and they understand the characteristics of eating healthily and the importance of taking regular physical exercise.

Most pupils' behaviour is good during lessons and play times and they are courteous to each other and to adults. However, a very few pupils misbehave at times and are receiving support from the school to improve their behaviour. Older pupils undertake the role of 'Ffrindiau Ffeind' (Fine Friends) during play time effectively, which means that there is a strong sense of care and friendship among most pupils.

Pupils' attendance over the last three years has placed the school among the top 25% in comparison with similar schools. This is a strong feature. Nearly all pupils arrive at school punctually.

Most pupils show an interest in their learning and concentrate well on their tasks. Contributing to activities in the community, such as harvest festivals, concerts and eisteddfodau, develops their social and life skills effectively.

Pupils are willing to contribute to the school's overall life and work by taking various responsibilities. The school council contributes energetically to planning successful activities, for example Wythnos Cymru Cŵl (Cool Wales Week) and activities to raise money for a number of charities. However, the council's role has not developed fully in terms of influencing policies and the daily life of the school.

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

Teachers provide a wide variety of interesting experiences that meet most pupils' interests and needs. Provision responds fully to statutory requirements.

Teachers incorporate the requirements of the Literacy and Numeracy Framework effectively into their planning through purposeful activities that develop pupils' skills across the curriculum. This ensures that there are relevant opportunities for pupils to use what they have already learnt in practical situations. For example, pupils use number skills confidently in science lessons by collecting and interpreting temperature data.

Teachers provide successful intervention programmes to develop the skills of specific groups of pupils.

Provision for Welsh and the Welsh dimension manifests itself effectively across the school. For example, there are opportunities to enrich provision through visits from Welsh authors and well-known people, and visits to historical locations such as the home of T H Parry Williams in Rhyd Ddu.

There are beneficial opportunities for pupils to attend residential courses. This enriches pupils' experiences and fosters good social skills by enabling them to co-operate as a team on various adventure activities.

International charitable activities and studies involving Fair Trade within the curriculum contribute positively to developing pupils' understanding of sustainability issues and global citizenship.

### **Teaching: Good**

Teachers have sound subject knowledge and most provide effective opportunities to develop pupils' skills in different contexts.

In most classrooms, teachers have high expectations of what pupils are expected to achieve. They share clear lesson aims with pupils and ask purposeful questions that encourage them to think and improve their understanding of the work. They set interesting tasks and use resources effectively to ensure pupils' active involvement in their learning. In these classrooms, teachers plan and arrange activities effectively in order to meet the learning needs of pupils of all abilities.

In a few classrooms, however, an uneven pace hinders the effectiveness of lessons and tasks do not always provide an appropriate challenge for all pupils. At times, the over-use of worksheets tends to limit opportunities for pupils to foster and use their skills independently.

The school has appropriate arrangements to enable teachers to assess, record and track pupils' progress. Teachers make suitable use of this information to plan learning activities and provide additional support as needed. This contributes constructively towards pupils' progress and good achievement. Teachers mark pupils' work regularly and there are a number of good examples where teachers use assessment for learning strategies productively. However, there are few opportunities for pupils to respond to teachers' written comments and address those aspects that need attention.

Annual reports to parents respond fully to statutory requirements.

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

The school is a caring community and has effective arrangements for supporting its pupils' health and wellbeing. There are purposeful opportunities for pupils to take part in physical education lessons and there are appropriate arrangements for promoting eating and drinking healthily.

The school provides effectively for pupils' spiritual, moral, social and cultural development. Activities across the curriculum, residential programmes and links with a range of agencies contribute productively to this. For example, the school arranges walking trips and outdoor skills courses with Antur Waunfawr to promote pupils' awareness of the physical environment and heritage of their locality.

The school pays beneficial attention to pupils' personal and emotional needs and there is a robust working relationship between the school and external agencies and specialist services. This support helps the school effectively with procedures to encourage good behaviour among all pupils. Plans to promote regular attendance among pupils are highly successful. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

There are robust procedures for supporting pupils who have additional learning needs. Teachers identify pupils' learning needs at an early stage and provide purposeful support for them in the classroom, in intervention groups, and on an individual level from committed assistants. Although pupils' individual education plans include appropriate targets and information to promote progress, targets are not always specific and quantitative enough to extend pupils' learning consistently.

### **Learning environment: Good**

The school has an inclusive and Welsh ethos that encourages respect for children and adults alike. Relevant policies and procedures ensure equal opportunities and full access to provision for all pupils.

The school makes full use of the school's building and site. Although the building is old, a programme of improvements has improved facilities for staff and pupils. There is creative use of the school's small hall as a canteen, and for learning activities and collective worship. Displays contribute well to creating an attractive environment across the school but there are few examples of displays of pupils' work.

The school has a good supply of up-to-date resources for lessons and developing learners' digital skills. The school's building and site provide an appropriate and safe environment for pupils. The school fields, the garden and the Foundation Phase outdoor area provide purposeful opportunities for pupils to use their learning skills, to stay healthy and to learn more about the natural environment of their locality.

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

The headteacher and senior management team have a clear vision and distinct aims for developing the school. They are based firmly on ensuring and celebrating pupils' achievement, and their development as rounded individuals. Leaders share the vision effectively with pupils, staff, parents and governors. In order to achieve the vision, there are purposeful procedures in place to ensure that the school's strategic planning places a clear focus on raising standards and responding to its priorities for improvement.

Performance management arrangements ensure that teachers fulfil their duties in line with their job descriptions and the priorities in the development plan.

Staff meetings focus clearly on the school's agenda for improvement. This ensures that all staff understand their role in responding to the priorities for improvement and the action plans.

Staff respond positively to a number of national priorities. For example, they plan purposefully in response to the requirements of the Literacy and Numeracy Framework and the local authority's Welsh Language Charter. This contributes to improving pupils' achievements, especially their oral, reading and writing skills in Welsh.

Members of the governing body are committed to the school's development and undertake their duties conscientiously. They have thorough knowledge of the school's performance data and strengths, and the areas to be developed. Their regular visits to the school enable them to identify progress and they hold the school to account well.

### **Improving quality: Good**

The school has effective self-evaluation procedures that ensure that leaders and staff identify the school's strengths and areas that need to be developed. Procedures are based on a comprehensive monitoring timetable over a specific period and include scrutinising books, observing lessons, discussing with pupils and seeking the views of parents, governors and other partners. Arrangements enable staff, leaders and

governors to produce purposeful reports on their findings as they evaluate particular areas. These reports are discussed thoroughly in staff meetings and governors' meetings.

The self-evaluation report, although extensive, is based on the outcomes of monitoring activities and provides a balanced picture of pupils' attainments and achievements, the quality of teaching, and leadership. It includes a detailed analysis of pupils' attainment data, lesson observations and responses to questionnaires. There is a close link between the issues that have been identified as areas to be improved and the priorities in the school development plan.

The school development plan is a useful document that includes appropriate strategies for action, as well as suitable success criteria and monitoring arrangements. The school has made good progress against the priorities in the previous plan. Specific examples include maintaining and improving standards in classrooms and sharing good practice in order to develop aspects of literacy and numeracy across the school. Although leaders plan steps for improvement constructively, they do not always place a clear enough focus on their effect on provision and pupils' standards of achievement.

### **Partnership working: Good**

The school co-operates well with a range of partners which extends pupils' experiences and contributes effectively to their development and wellbeing.

There is a positive relationship between the school and parents. Most parents support the school effectively and respond readily to activities to raise money to buy resources such as information and communication technology equipment and reading books. This contributes well to improving the quality of resources and pupils' standards.

There is a constructive partnership between the school and the local community. Visits to local businesses, as well as contributions from local residents, enhance pupils' experiences well. Practical co-operation with Antur Fachwen develops pupils' knowledge of their local area, and also expands their understanding of conservation and the environment.

Through a beneficial partnership with a group of artists and nearby schools, pupils extend their creative skills effectively and display their finished work in public.

The productive use of the local authority's services, along with visits to local schools, promotes contemporary learning and teaching strategies, which have a positive effect on improving standards in the classroom.

The successful co-operation between the school and the local nursery setting ensures that pupils settle in well on entry to the school. There are effective transfer arrangements with the secondary school and the school co-operates well with nearby schools to arrange residential visits to centres such as the Urdd camp.

Teachers co-operate closely with schools in the cluster and the secondary school to moderate pupils' work. This helps teachers to validate the accuracy of their assessments.

**Resource management: Good**

The school has a sufficient number of staff who have suitable qualifications to deliver the curriculum effectively. Staff manage their resources well and ensure that all pupils have access to a wide range of suitable equipment.

Teachers and assistants co-operate well together. This has a positive effect on pupils' achievement and wellbeing, for example through holding intervention sessions to strengthen pupils' literacy skills.

The performance management system helps staff to identify their further professional needs in addition to meeting the school's improvement needs. All staff benefit from training which has a positive influence on teaching and learning. Staff make purposeful use of their planning, preparation and assessment periods to provide appropriately for pupils' wide learning needs across the classes.

Staff contribute effectively to networks of local primary schools to develop plans to raise standards of reading. This work has a positive effect on developing pupils' literacy skills.

The headteacher and governors manage expenditure carefully when setting and monitoring the budget, and ensure that it focuses appropriately on responding to priorities in the school development plan. They make efficient use of the Pupil Deprivation Grant to raise standards in literacy and numeracy and develop the social skills of pupils who are eligible to receive it. This has a positive effect on the standards of this group.

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

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April 2016

**Appendix 1: Commentary on performance data**

**6612113 - Ysgol Waunfawr**

Number of pupils on roll	131
Pupils eligible for free school meals (FSM) - 3 year average	19.9
FSM band	3 (16%<FSM<=24%)

**Foundation Phase**

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	21	15	20	18
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	71.4	60.0	85.0	72.2
Benchmark quartile	4	4	3	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	21	15	20	18
Achieving outcome 5+ (%)	81.0	60.0	85.0	77.8
Benchmark quartile	3	4	3	4
Achieving outcome 6+ (%)	47.6	26.7	35.0	38.9
Benchmark quartile	1	3	2	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	21	15	20	18
Achieving outcome 5+ (%)	76.2	66.7	90.0	77.8
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	33.3	26.7	25.0	33.3
Benchmark quartile	1	2	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	21	15	20	18
Achieving outcome 5+ (%)	90.5	86.7	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving outcome 6+ (%)	57.1	46.7	90.0	66.7
Benchmark quartile	1	2	1	2

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.

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6612113 - Ysgol Waunfawr

Number of pupils on roll	131
Pupils eligible for free school meals (FSM) - 3 year average	19.9
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	19	17	10	13
<b>Achieving the core subject indicator (CSI) (%)</b>	73.7	82.4	70.0	69.2
Benchmark quartile	4	3	4	4
<b>English</b>				
Number of pupils in cohort	19	17	10	13
Achieving level 4+ (%)	78.9	88.2	80.0	69.2
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	*	*	*	38.5
Benchmark quartile	*	*	*	3
<b>Welsh first language</b>				
Number of pupils in cohort	19	17	10	13
Achieving level 4+ (%)	78.9	88.2	70.0	69.2
Benchmark quartile	3	2	4	4
Achieving level 5+ (%)	31.6	*	*	38.5
Benchmark quartile	1	*	*	2
<b>Mathematics</b>				
Number of pupils in cohort	19	17	10	13
Achieving level 4+ (%)	73.7	82.4	70.0	69.2
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	*	*	*	38.5
Benchmark quartile	*	*	*	3
<b>Science</b>				
Number of pupils in cohort	19	17	10	13
Achieving level 4+ (%)	78.9	88.2	80.0	69.2
Benchmark quartile	4	3	4	4
Achieving level 5+ (%)	*	*	*	53.8
Benchmark quartile	*	*	*	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 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.	73	73 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	72	71 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	73	72 99%	1 1%	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	72	72 100%	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.	72	72 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	69	66 96%	3 4%	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.	72	72 100%	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.	73	73 100%	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.	72	69 96%	3 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	73	72 99%	1 1%	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.	72	63 88%	9 12%	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	73	69 95%	4 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

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## Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	60	39 65%	16 27%	4 7%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	61	46 75%	11 18%	4 7%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	60	41 68%	18 30%	1 2%	0 0%	1	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.	61	36 59%	18 30%	5 8%	2 3%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	58	30 52%	20 34%	5 9%	3 5%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	61	43 70%	13 21%	4 7%	1 2%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	61	41 67%	17 28%	2 3%	1 2%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	60	35 58%	18 30%	6 10%	1 2%	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.	60	35 58%	18 30%	3 5%	4 7%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	60	38 63%	21 35%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	61	42 69%	15 25%	3 5%	1 2%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	58	33 57%	21 36%	4 7%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	61	33 54%	22 36%	4 7%	2 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	8%	2%		

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	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	61	42 69%	11 18%	6 10%	2 3%	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.	60	32 53%	19 32%	6 10%	3 5%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	59	31 53%	24 41%	3 5%	1 2%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	46	28 61%	11 24%	5 11%	2 4%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	61	39 64%	16 26%	5 8%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	60	36 60%	17 28%	4 7%	3 5%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

Emma Rofe	Reporting Inspector
Glyn Griffiths	Team Inspector
Owen Jenkins	Lay Inspector
Gwyn Jones	Peer Inspector
Gwenan Williams	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

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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.