



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Gynradd Eglwyswrw
Eglwyswrw
Crymych
Pembrokeshire
SA41 3SN**

Date of inspection: December 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 14/02/2014

Context

Ysgol Eglwysrwr is a Welsh-medium school. It is a community school within the state sector in the village of Eglwysrwr, near the town of Fishguard in north Pembrokeshire.

The school provides education for pupils aged between four and eleven years. There are 114 pupils on roll. It admits pupils on a full-time basis at the beginning of the term following their fourth birthday.

Six per cent of pupils are entitled to free school meals, which is considerably lower than the national percentage. Eighteen per cent of pupils have additional learning needs, which is a little lower than the national percentage. Fifty-five per cent of pupils come from homes where Welsh is not the first language. About 2% of pupils come from minority backgrounds and a very small number of pupils are learning English as an additional language.

The school was last inspected in October 2007.

The headteacher has been in post since September 2010 and a new deputy headteacher was appointed to the school in April 2013.

The individual school budget per pupil for Ysgol Eglwysrwr in 2013-2014 is £3,586. The maximum per pupil in primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. Ysgol Eglwysrwr is in 49th position out of the 61 primary schools in Pembrokeshire in terms of school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils make good progress in their learning and develop to be confident and independent learners;
- nearly all pupils make good progress in their ability to apply their literacy and numeracy skills across a wide range of learning areas;
- nearly all pupils show genuine respect for each other, for staff and for adults;
- most teachers plan a wide range of lively learning experiences which engage the interest of many pupils; and
- the headteacher, staff and governors work effectively to foster a supportive ethos across the school, in which pupils feel that they are appreciated.

Prospects for improvement

The school's prospects for improvement are adequate because:

- teachers make appropriate use of performance data to scrutinise the progress of each pupil;
- the headteacher has a clear vision and a sound understanding of the school's strengths;
- teachers co-operate well and there is a clear focus on raising standards;
- governors are very supportive of the school's work and they are well-informed about the school's day-to-day activity; and
- the self-evaluation report presents a clear picture of the school's strengths in addition to some aspects that need improvement.

However:

- work that is set for more able and talented pupils is not always challenging enough;
- the governing body does not have enough of an understanding of the aspects that need improvement;
- the role of the subject co-ordinators has not been developed fully and lesson observations are not currently part of the school's formal monitoring process; and
- not all the priorities in the school development plan include detailed success indicators or appropriate measurable targets.

Recommendations

- R1 Improve standards in Welsh in key stage 2, especially in writing
- R2 Ensure more differentiated planning and teaching in order to provide an effective challenge for more able and talented pupils
- R3 Ensure consistency in the process of responding to pupils' work across the school in order for them to understand how well they are doing and what they need to do to improve their work
- R4 Develop governors' ability to monitor and challenge the school's performance effectively
- R5 Ensure a thorough system of self-evaluation and planning for improvement that uses direct evidence of standards and the quality of provision

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all pupils at Ysgol Eglwyswrw strive hard in lessons and make good progress in their learning. Many pupils concentrate well and show a suitable understanding of their own progress. Many pupils are developing to be confident and independent learners. The majority work effectively in pairs, in a group or as individuals and respond enthusiastically to tasks.

Nearly all pupils make good progress in their ability to apply their literacy and communication skills, along with their numeracy and information and communication technology skills. This progress, across a wide range of learning areas, is appropriate to their age and ability. Most pupils use the Welsh language fluently in formal and informal situations. This is a strong feature throughout the school.

The oral standards of many pupils in the Foundation Phase are good. Many communicate confidently and turn naturally orally to use a wide and rich vocabulary. Many develop into confident learners and, by the end of the Foundation Phase, the majority of them read with very good fluency, accuracy and expression. Many are able to discuss aspects of a book confidently in order to show an understanding of events and their favourite characters.

Many Foundation Phase pupils use different styles when writing for various purposes. A minority of the most skilful writers begin to maintain, develop and extend their ideas when presenting imaginative pieces. However, they do not write at enough length across the range of learning areas. By the end of the Foundation Phase, the standard of handwriting of a minority of pupils is inconsistent and untidy at times.

In key stage 2, nearly all pupils are able to read meaningfully with good expression in both languages. The best pupils use intonation effectively to convey meaning when reading aloud. The majority of pupils are able to discuss their favourite books and authors, and many of them read regularly and widely. The majority of pupils' higher reading skills are good and their ability to skim read factual information in order to discover the main facts is developing appropriately.

Many pupils in key stage 2 confidently express their ideas, opinions and feelings orally. They speak clearly and at length about their work and use polished natural language in a variety of different situations.

Overall, pupils' writing is structured appropriately and many of them write for different purposes in suitable styles. The majority write at length in English and produce work of a consistently good standard. However, the majority of pupils do not write at sufficient length in Welsh.

In the Foundation Phase, most pupils develop their numeracy skills successfully in activities across the learning areas. Many pupils add and subtract accurately using tens and units, halve and double numbers and solve simple problems.

In key stage 2, standards in numeracy activities across a range of subjects are good. Most pupils use a good variety of strategies to solve number and word problems of increasing difficulty. Many pupils use their understanding of place value to multiply and divide whole numbers and decimals, and read scales on simple maps. Across key stage 2, the majority of pupils apply the numeracy skills that they learn in mathematics lessons to other subjects, especially science and geography.

Many pupils plan their work carefully and measure their success against personal criteria that have been set for them at the beginning of activities.

Pupils who have additional learning needs make good progress in relation to the targets that have been set for them. Most pupils attain the expected levels consistently at the end of key stage 2. However, the most able pupils are not challenged regularly enough and therefore they do not achieve as well as they should, especially in Welsh.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 has been fairly consistent. In general, in comparison with similar schools, the school's performance across the learning areas has placed it in the lower 50% for the last two years. However, the performance of more able pupils in outcome 6 in language development has placed it in the upper 50% for the last two years.

In key stage 2, performance at the expected level 4 has been consistently good over the last four years in comparison with that of similar schools. However, more able pupils' performance at level 5 over time is not as good. Although the school's performance in Welsh and science has raised the school to the higher 50% of similar schools for the first time in 2013, performance for all subjects for the last five years has varied, moving the school between the bottom 25% and the lower 50%.

Wellbeing: Good

Most pupils have a good awareness of eating and drinking healthily, in addition to the importance of a balanced diet and regular physical exercise. Many pupils develop their confidence by taking part in a wide range of sports activities locally and nationally, in addition to a variety of other after-school activities.

Most pupils' behaviour is very good during lessons and in informal situations. Nearly all pupils show genuine respect for each other, for staff and for adults, and this is a strength at the school.

Nearly all pupils understand how to keep safe in school and outside it and on the internet. If something is worrying them from time to time, they know to whom to turn for support. The majority of pupils feel that adults listen to them and that their voice is important. The school council makes a positive contribution to some aspects of school life. They have co-operated with the headteacher to create rules for the outside area and have established a 'faithful friends' area in order to look after any

pupils who are unhappy or lonely. Pupils are proud of their school and appreciate opportunities to undertake additional responsibilities such as contributing to the eco club's energy-saving and recycling activity.

Many pupils in the Foundation Phase make decisions that have a positive effect on their learning. Many older pupils possess important skills that help them to plan and improve their own learning.

Attendance levels have placed the school in the lower 50% in comparison with similar schools for the last four years. Nearly all pupils arrive punctually at the school.

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

The school provides a wide and rich curriculum that meets the requirements of the National Curriculum, the Foundation Phase and the Skills Framework in full. Most teachers plan a wide range of lively learning experiences that engage the interest of many pupils. These activities build successfully on pupils' previous experiences and ensure robust development and progress. Many teachers plan jointly and share best practice within and across ages. This positive effect can be seen in many pupils' work.

Educational visits and the wide range of extra-curricular experiences enrich pupils' experiences. Many teachers pay comprehensive attention to developing pupils' skills effectively within their plans. This ensures appropriate opportunities to enable the majority of pupils to acquire their skills well across the curriculum.

Provision for developing the Welsh language and the Welsh dimension in various contexts is rich. Pupils' learning experiences are enriched considerably by visits and activities that are linked to the local community and Welsh culture, such as Craig Rhos-y-Felin and local 'unnos' (one night) houses. They are proud of their area and their heritage and this element is a strength at the school.

The school promotes sustainable development effectively through practical activities in the school grounds, which include recycling, composting and gardening. The eco council is active and gives appropriate guidance to the school in those areas that contribute positively to pupils' experiences. Provision for promoting global citizenship is good and there are beneficial links with a few foreign countries. European Day and fair trade activities enrich provision effectively.

Teaching: Good

Most teachers have good subject knowledge and they plan a range of interesting activities that stimulate pupils. Teaching in many lessons ensures that pupils are motivated and show interest in their learning. Classroom management is consistently effective throughout the school and adults in the class create a friendly, caring ethos.

Teachers give supportive feedback orally during lessons and praise is used consistently to encourage less confident pupils. In the best practice, purposeful use was seen of assessment for learning strategies in order to identify the next steps in learning. In many cases, marking in pupils' books is detailed and effective. It responds constructively to their work and helps them to understand how to develop. However, this is not consistent across the school as written comments do not always identify clearly enough what pupils need to do to improve.

Teachers assess and track the progress of pupils and groups regularly and the information is used effectively by the majority to plan their work. Most of them include pupils appropriately when assessing and levelling the quality of their work in many lessons. However, the work that is set for older pupils is not always challenging enough, for example when writing at length in Welsh.

Many teachers have a good understanding of expected outcomes for each year group. The school's internal processes to moderate teachers' assessments are developing appropriately.

Reports for parents meet statutory requirements.

Care, support and guidance: Good

The school is a caring community that gives a high priority to pupils' wellbeing and safety. Effective arrangements to develop pupils' moral and social values have been embedded across the school. The school has appropriate arrangements for promoting healthy eating and drinking and, through physical activities and after-school clubs, pupils have a wide variety of opportunities to increase their levels of fitness and health.

Pupils' needs are identified early on by teachers, by conducting thorough baseline assessments. Teachers arrange appropriate intervention, which has a positive effect on their standards. Pupils have suitable individual education plans, which are reviewed regularly in consultation with parents. The school has developed beneficial links with external agencies which offer successful support and guidance for these pupils. Appropriate use is made of performance data to scrutinise all pupils' progress.

The school has effective contact arrangements with a range of support services, including an educational psychologist, a nurse and specialist teachers. This ensures that sound information and guidance is available for pupils, staff and parents as needed.

Periods of collective worship support pupils' moral and spiritual needs successfully. This has a positive impact on pupils' behaviour and their spiritual development, as well as the school's ethos.

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

Learning environment: Good

The school is close, welcoming and very caring community that creates a very inclusive ethos. Nearly all pupils at the school are encouraged by staff to take a full part in school life and a strong emphasis is placed on promoting equality among pupils.

The school is on a pleasant site and effective use is made of the extensive grounds. The school yard and fields are in good condition and they are kept in good order. The wooded areas, the vegetable gardens and the climbing area are valuable resources that are used effectively by staff in order to provide interesting and stimulating experiences for pupils. There is a good range of suitable equipment and resources in the Foundation Phase outdoor area, which enriches learning experiences and raises standards of achievement appropriately. The school takes good advantage of the resources that are available in the community to add to pupils' learning experiences.

The learning environment in every classroom is attractive. All staff display pupils' work well.

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

The headteacher has a clear vision and a strong understanding of the school's strengths. He leads the staff successfully to develop an active, caring community that has a positive influence on pupils' achievement and wellbeing. The headteacher, staff and governors work effectively to foster a supportive whole-school ethos in which pupils feel that they are appreciated. This is reflected in the high standards in terms of pupils' wellbeing.

Recently, the management team, which includes the new deputy headteacher, has introduced strategies to try to raise pupils' standards and provide a consistent curriculum across the school. The headteacher has identified important aspects for improvement on the basis of thorough analyses of data. A concise list of priorities has been established in relation to the school's development, which includes appropriate intentions to improve aspects of standards of literacy. However, it is too early to judge the effect of this work.

All members of staff co-operate well and contribute constructively in staff meetings to discussions about pupils' standards. This ensures that their contribution to strategic planning is increasing. This work is beginning to have a positive effect on the quality of provision across the school.

Teachers work hard to raise standards in their own classes. Although all of them now have specific aspects to lead, their role as subject co-ordinators has not developed fully to date.

Governors are very supportive of the school's work, meet regularly and are aware of their responsibilities. They are well informed about the school's day-to-day activity.

Following presentations by the headteacher on the school's performance data, they have an appropriate understanding of pupils' annual attainment. However, the governing body does not have a sufficient understanding of the aspects that need improvement in order to act effectively as a critical friend. Specifically, the governing body does not know enough about how the school's performance compares with that of similar schools.

Improving quality: Adequate

The self-evaluation report presents a clear picture of the school's performance and its strengths, as well as some aspects that need improvement. On the whole, it expresses accurate opinions about pupils' standards of work. However, the report is too descriptive at times and self-evaluation arrangements are not probing enough to allow the school to prioritise the important elements that need to be improved. There is not sufficient use of lesson observations at present and formal monitoring processes have not been established fully. This means that evidence that feeds into the self-evaluation report is not always clear and there is no opportunity for staff or governors to have a sufficient influence on the contents of the report.

There are appropriate opportunities for parents, pupils, governors and staff to give their opinions about the life and work of the school, which contribute well to the school's leaders' understanding of provision and standards of wellbeing. Questionnaires on pupils' attitudes towards themselves and the school, for example, give a clear picture to the school in order to improve wellbeing effectively.

On the whole, there is an appropriate link between the majority of the outcomes of self-evaluation and the targets in the development plan. The plan has been costed carefully, and it identifies staff responsibilities and appropriate timescales for completing them. However, not all priorities and the associated activities always include detailed success indicators or appropriate measurable targets. A minority of the priorities that were set in previous development plans have not been completed.

Partnership working: Good

The school works effectively with a range of strategic partners. This has a positive effect on pupils' wellbeing and attainment. A firm and collaborative relationship exists between the school and the majority of parents.

The school co-operates closely with the local nursery group and this ensures that children settle in quickly when they start school. Arrangements for transferring pupils to the secondary school are suitable and prepare older pupils well for the next step in their education. The close co-operation with the secondary school has resulted in effective arrangements for standardising and moderating pupils' work. The school also works successfully with other schools in the cluster and plans materials jointly for improving pupils' skills.

The school has a good relationship with relevant external agencies and the local authority. There is an effective partnership between the school and the community. For example, activities involving history and local wildlife result in a good understanding of sustainability. Pupils' contribution towards community activities, as

well as the large number of visitors who come to the school, enrich learning experiences well. This also promotes their sense of the importance of community and their pride in their Welshness effectively.

The school supports appropriate charities, which strengthens children's awareness of other people's needs.

Resource management: Good

The school is staffed appropriately and this ensures that all pupils at the school have full access to the Foundation Phase and the National Curriculum. Effective use is made of staff expertise and assistants support teaching and learning appropriately. Teachers make effective use of their planning, preparation and assessment time and the arrangements are managed effectively.

The school pays due attention to the continuous professional development of all staff and performance management processes support this appropriately. Effective networks of professional practice with other schools and partners have a positive effect on pupils' standards and attainment.

Expenditure is managed carefully by the school and the governing body. This ensures a good supply of resources that responds to pupils' needs. The headteacher and governors manage their resources effectively. The governing body and the finance sub-committee meet regularly, and with the support of the authority's finance officer they monitor the budget carefully. They make budgetary decisions according to the school's needs and priorities.

Considering the good outcomes, and the effective monitoring of funds, the school provides good value for money.

Appendix 1

Commentary on performance data

Pupils' results at the expected outcome (outcome 5 or higher) in the Foundation Phase outcome indicator are a little lower than the average for the other schools in the family. Pupils' achievements in language, literacy and communication development and also mathematical development are a little lower than the averages for the family of schools. Pupils' achievements in personal and social development are a little higher than the average for the family. Pupils' attainment at the higher levels (outcome 6) is considerably higher than the averages for the family in all learning areas.

In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, pupils' achievements in language, literacy and communication and mathematical development have placed the school in the lower 50% for the last two years. Achievement in personal and social development has raised the school from the bottom 25% in 2012 to the top 25% in 2013. Pupils' achievement at the higher levels places the school in the higher 50% in language, literacy and communication development and mathematical development. Achievement in personal and social development places the school in the lower 50% in comparison with similar schools.

In key stage 2, pupils' attainment at the expected level (level 4 or higher) is higher than the average for the family in all subjects.

The percentage of pupils who achieved a level higher than expected (level 5) is higher than the average for the family in Welsh and science but lower than the family in English and mathematics.

When comparing the school's achievement with that of similar schools in terms of the proportion of pupils entitled to free school meals, the school's achievement at the expected level (level 4) has been in the higher 50% for the last five years for all subjects except mathematics. Performance in science has placed the school in the top 25% of similar schools for the last five years.

Achievement in Welsh and English over the last two years has varied, moving the school between the higher 50% and the top 25% of similar schools. Performance in mathematics has fallen this year, moving the school from the top 25% to the lower 50%.

When comparing the school's achievement with that of other schools in terms of the proportion of pupils entitled to free school meals, the school's achievement until 2013 at level 5 varied from the bottom 25% to the lower 50% in all subjects. There has been a gradual increase over time but the school continues to be in the bottom 25% of similar schools for mathematics and the lower 50% for English. The school's performance this year has risen to the higher 50% in Welsh and science.

There is no significant pattern in the achievement of boys and girls over a period. Over time, pupils who have free school meals achieve as well as or better than those who do not.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All Pupils)

Designating 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.	62	59	3	Rwy'n teimlo'n ddiogel yn fy ysgol.
		95%	5%	
The school deals well with any bullying.	62	58	4	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		94%	6%	
I know who to talk to if I am worried or upset.	62	60	2	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw l'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	61	61	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		100%	0%	
There are lots of chances at school for me to get regular exercise.	62	60	2	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		97%	3%	
I am doing well at school	60	56	4	Rwy'n gwneud yn dda yn yr ysgol.
		93%	7%	
The teachers and other adults in the school help me to learn and make progress.	62	62	0	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		100%	0%	
I know what to do and who to ask if I find my work hard.	62	60	2	Rwy'n gwybod beth l'w wneud a gyda phwy i siarad os ydw l'n gweld fy ngwaith yn anodd.
		97%	3%	
My homework helps me to understand and improve my work in school.	61	61	0	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		100%	0%	
I have enough books, equipment, and computers to do my work.	61	60	1	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		98%	2%	
Other children behave well and I can get my work done.	61	46	15	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		75%	25%	
Nearly all children behave well at playtime and lunch time	59	52	7	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		88%	12%	
		84%	16%	

Responses to parent questionnaires

Designating 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.	57	31 54%	23 40%	2 4%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	57	43 75%	13 23%	0 0%	1 2%	0	Mae fy mhlentyn 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.	56	42 75%	12 21%	2 4%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	56	36 64%	17 30%	2 4%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	57	31 54%	23 40%	1 2%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	57	35 61%	18 32%	0 0%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	57	38 67%	18 32%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	56	20 36%	26 46%	5 9%	1 2%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	57	36 63%	15 26%	3 5%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	57	35 61%	19 33%	1 2%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	55	39 71%	16 29%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	55	24 44%	23 42%	2 4%	0 0%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	57	20 35%	30 53%	7 12%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	57	27 47%	20 35%	5 9%	4 7%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	56	22 39%	25 45%	5 9%	1 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	57	31 54%	21 37%	2 4%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	52	23 44%	13 25%	3 6%	0 0%	13	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	57	30 53%	26 46%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	56	27 48%	21 38%	2 4%	3 5%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Dyfrig Ellis	Reporting Inspector
Anthony John Bate	Team Inspector
Ruth Elaine Rhydderch	Lay Inspector
David Watkin Bundock	Peer Inspector
Shan Harries	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.