



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report on**

**Ysgol Gynradd Mynyddygarreg  
Mynyddygarreg  
Kidwelly  
Carmarthenshire  
SA17 4RL**

**Date of inspection: June 2014**

**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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**This document has been translated by Trosol (Welsh to English).**

**© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 12/08/2014**

## Context

The school is situated in the village of Mynyddygarreg near Kidwelly in Carmarthenshire. It serves the village and the surrounding rural area.

There are 45 pupils on roll, including five full-time nursery age pupils. They are organised into two mixed-age classes. Pupils are admitted on a full-time basis at the beginning of the term in which they reach their fourth birthday. Pupil numbers have remained constant over recent years.

The school has identified about 35% of pupils as those who have additional learning needs, which is higher than the national average. This includes a small number of pupils who have a statement of special educational needs. About 24% of pupils are eligible for free school meals, which is a little higher than the national average.

Welsh is the main medium of the school's life and work and the aim is to ensure that pupils are fully bilingual by the time they transfer to the secondary sector. English is the main home language of about 70% of pupils.

The school was last inspected in May 2008. Since April 2013, the school has been part of an informal federalisation scheme with Ysgol Gymunedol Trimsaran.

The current headteacher was appointed in April 2013.

The individual school budget per pupil for Ysgol Gynradd Mynyddygarreg in 2013-2014 is £3,916. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Gynradd Mynyddygarreg is in 37th position of the 106 primary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- teachers provide a range of interesting learning experiences;
- pupils benefit from sessions to strengthen their reading skills;
- pupils make effective use of their numeracy skills in their mathematics lessons;
- the standard of teaching is good on the whole;
- most pupils behave well, are courteous and have good attitudes towards learning; and
- the school is a happy, inclusive and homely community.

However:

- the development of pupils' oral and reading skills in Welsh is uneven;
- many pupils do not make enough progress in extended writing skills, especially across subjects;
- the handwriting and presentation of work of the majority of pupils in key stage 2 are untidy;
- tasks do not always extend the skills of more able pupils; and
- marking methods are not implemented consistently enough to improve the standard of pupils' work.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher's leadership sets a clear direction and high expectations for further improvement;
- self-evaluation procedures identify appropriate areas to be improved and target additional support effectively;
- there is a clear link between the self-evaluation report and priorities in the school development plan;
- there is evidence of planning and implementing improvements successfully;
- pupils and staff benefit from the close partnership with the other school in the federation; and
- close co-operation with the governing body, parents and other partners has a very positive influence on the school's work.

## Recommendations

- R1 Improve pupils' writing skills
- R2 Strengthen pupils' oral and reading skills in Welsh
- R3 Extend the skills of more able pupils consistently
- R4 Improve the standards of handwriting and presentation of work of pupils in key stage 2
- R5 Develop the methods of responding to pupils' work and involve them more in the process

### **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?

Adequate

#### Standards: Adequate

Across the school, most pupils listen well and show an appropriate understanding of what they have learnt in their lessons and their activities. However, more able pupils do not always extend their skills across activities.

By the end of the Foundation Phase, the majority of pupils speak about their work confidently and express themselves clearly and correctly. In key stage 2, many pupils converse fluently and confidently in Welsh and English. More able pupils discuss and voice an opinion effectively in English, and use extended vocabulary. In general, the range of pupils' vocabulary and accuracy of expression in Welsh varies. Many pupils, especially more able pupils, do not contribute at enough length when answering questions in Welsh.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. Many pupils read fluently, and are able to discuss stories and characters effectively. In key stage 2, the majority of pupils read aloud fluently and meaningfully in Welsh and English. A minority read carelessly and make errors. Many older pupils discuss the content of their books appropriately, including expressing an opinion about their favourite authors. Pupils' ability generally to discuss the content of their books has not developed as well. Most pupils make appropriate use of their reading skills to glean information from books and websites.

By the end of the Foundation Phase, most pupils write independently when recording their learning experiences. They use a range of punctuation with appropriate accuracy and spell an increasing number of words correctly.

In key stage 2, most pupils make appropriate use of stories as a stimulus for their writing. They understand the structure of a story and develop their writing skills to present their ideas clearly in a sequence of paragraphs. However, many pupils have not developed the skills that are needed to write for a variety of purposes robustly enough. As a result, pupils, especially more able pupils, do not produce enough pieces of extended writing across the subjects. Pupils are beginning to develop the skills of drafting and improving their work. However, many pupils' grasp of Welsh spelling skills and sentence patterns is insecure. Scrutinising the work in pupils' books shows that the handwriting and presentation of work of the majority of pupils are untidy.

In the Foundation Phase, most pupils show an appropriate grasp of mental mathematics and use this knowledge effectively to solve number problems in their activities. They have good knowledge about the properties of shapes and many pupils use mathematical language correctly to discuss their work. They are able to collect, record and present data correctly. Block graphs to show the results of a survey on birds are an example of this.

In key stage 2, most pupils develop a sound understanding of number facts. Many pupils are prepared to offer answers and share their conclusions, and use correct mathematical terms. They apply their understanding of division, multiplication, measurement and estimating effectively in different contexts. Many pupils are able to collect and represent data accurately in number tasks and investigative activities in science. However, many pupils do not always pay enough attention to ensuring a clear order to their mathematical calculations.

Across the school, pupils who have additional learning needs make consistent progress and achieve their targets.

Data on the school's performance must be treated carefully because the number of pupils in a year and the percentage of pupils who have additional learning needs can have a significant effect on the school's performance from one year to the next.

At the end of the Foundation Phase, the school's performance at the expected outcome (outcome 5) over a period of two years is uneven. In comparison with schools that have similar levels of free school meals, the school's performance in language, literacy and communication skills and in mathematical development varies, moving the school between the bottom 25% and the top 25%. The school's performance at the higher outcome (outcome 6) moves the school between the lower 50% and the bottom 25% of similar schools.

At the end of key stage 2, the school's performance over time at the expected level (level 4) is uneven but on an upward trend in 2013 in most subjects. In comparison with schools that have similar levels of free school meals, results at the expected level and the higher level (level 5) move the school between the bottom 25% and the top 25%.

### **Wellbeing: Good**

Most pupils are aware of the importance of keeping healthy by eating fruit and vegetables regularly and taking physical exercise.

Pupils feel safe at school and are able to turn to members of the school staff for help when needed. Most pupils' behaviour is good. They co-operate constructively in their groups and respond appropriately to the tasks that are set.

Most pupils enjoy their learning. They have good attitudes to learning and benefit from the regular links with Ysgol Trimsaran. Key stage 2 pupils state strongly that they enjoy the opportunities to play in a team, to be a member of a choir and to go on visits regularly.

Pupils play an active part in school life. Members of the school council who are also responsible for eco work contribute constructively to decisions about their school. They are responsible for running the fruit shop and have secured trays in order to facilitate lunch arrangements. They have been prominent in introducing and monitoring schemes to save water and energy in the building.

Over the last four years, levels of pupils' attendance have placed the school in the

top 25% in comparison with similar schools in most years.

The school's ethos and opportunities to contribute to activities in the community, such as the harvest festival, sports day and the eisteddfod, develop pupils' social and life skills effectively.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Good**

The school provides a varied and interesting range of learning experiences for pupils. Schemes of work are thorough and respond well to the requirements of the National Curriculum and the Foundation Phase. The use of themes gains pupils' interest successfully in a number of learning areas. They are supported by a good range of extra-curricular activities that enrich learning experiences further. Teachers provide personal programmes for pupils who have specific needs.

Lesson plans offer appropriate opportunities for pupils to develop communication, numeracy and information and communication technology (ICT) skills, as well as thinking skills. There are robust plans to develop pupils' literacy skills. For example, activities to promote pupils' reading skills are beginning to have a positive effect on standards. Provision to promote pupils' independent writing skills and spelling skills has not developed fully. Teachers prepare suitable activities for pupils. However, tasks do not always offer enough of a challenge to extend the skills of more able pupils.

Robust provision for promoting and developing the Welsh language permeates all the school's work. There are various opportunities for pupils to learn about the history, traditions and culture of Wales as well as regular opportunities to study and co-operate with organisations within the local area.

There are appropriate opportunities for pupils to learn about their roles and responsibilities as global citizens through the curriculum, initiatives to raise money for international charities, and activities to promote fair trade. There is effective provision to promote pupils' understanding of the importance of protecting the environment.

### **Teaching: Good**

The changes to the system of planning and organising lessons ensure a clear structure for teaching and improving standards. Teachers plan their lessons carefully with clear learning objectives. Thorough planning, interesting tasks and effective use of resources ensure pupils' active involvement in their learning. Purposeful presentations and good questioning, in mathematics lessons for example, extend pupils' understanding. Support staff offer pupils positive assistance in the lessons and in other activities across the school.

Scrutinising pupils' books shows progress in the quality and standards of pupils' work. However, expectations in terms of aspects of the provision, such as the standard of presentation of work in key stage 2, are not consistent enough.



Pupils' progress across the school is tracked effectively in order to identify pupils who are underachieving, and to provide additional support as needed. Staff use the information that arises from the assessment systems appropriately when planning further work. Pupils receive constructive oral feedback on their work. However, teachers' written comments do not always offer pupils enough guidance on what they need to do to improve. There are opportunities for pupils to assess their own and other pupils' work but provision is not embedded fully.

Parents receive good information about their children's progress, and reports meet statutory requirements.

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

The school operates as a happy and caring community. High priority is given to pupils' wellbeing. The school has appropriate arrangements for promoting healthy eating and drinking.

The school provides valuable learning experiences that promote pupils' spiritual, moral, social and cultural development successfully. Collective worship sessions, the focus on promoting values, and co-operating with the local community offer beneficial experiences that contribute to this.

Members of staff work effectively with external agencies and specialist services, such as social and health services, and welfare officers, in order to ensure appropriate support for pupils, staff and parents alike.

The school has thorough arrangements to identify additional learning needs. They identify pupils' different needs quickly and act in a timely and purposeful manner. Individual education plans include clear targets and specific activities to ensure progress. Parents and pupils are included fully in the process of reviewing progress and development.

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

### **Learning environment: Good**

The school provides a positive and supportive environment, and there is a homely atmosphere among staff and pupils. The inclusive ethos promotes equal opportunities and appreciates diversity. The curriculum is accessible to all pupils.

The school makes full use of the buildings and the site. Although parts of the main building are old and need further maintenance work, they are clean and tidy. The building provides enough rooms although a number of them are small. Adapting the old outbuildings to create role-play activity areas for the youngest children is an imaginative use of space. Displays in classrooms and across the school create an interesting environment that celebrates pupils' work and successes.

The school has a range of appropriate resources that match pupils' needs and interests effectively. The outdoor areas are extensive. In the Foundation Phase, the

outdoor learning area is a stimulating resource to develop pupils' skills across the areas of learning.

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

### **Leadership: Good**

In the short period since she was appointed, the headteacher has given the school robust strategic leadership. She has high expectations and a purposeful vision that is shared successfully with all stakeholders. Recent arrangements, which focus on raising standards of pupils' work and refining the school's procedures, are having a significant effect on the quality of provision and on improving standards.

Staff are aware of their roles and responsibilities and meet regularly to discuss jointly with the staff of Ysgol Trimsaran. This is an opportunity to share expertise and good practice. All staff create a homely and inclusive ethos for pupils and they co-operate well together.

Thorough performance management arrangements contribute to improvements in teaching and learning, and offer opportunities to promote staff's professional development through a comprehensive training programme.

The governing body is very supportive of the school. Members have a good understanding of the school's strengths and the areas that need to be developed. They co-operate effectively with the local authority to address important strategic issues such as developing the informal federal partnership with another school. Members make increasing use of data in order to review the school's performance and compare it with the performance of similar schools. Visits to the school to observe provision and to discuss with teachers develop their knowledge about the quality of the educational provision effectively.

The school is making appropriate progress in introducing initiatives that meet local and national priorities such as the Literacy and Numeracy Framework and developing the Welsh language.

### **Improving quality: Good**

The headteacher has developed robust self-evaluation procedures that use a wide range of direct evidence. They include analysing performance data, observing lessons, scrutinising books and seeking the regular opinions of pupils, parents and governors. The process to identify the school's needs through conducting detailed investigations of the whole provision is a strong feature. One example of this is the regular discussions with parents, and the opportunities that they have received to contribute to the process of creating a strategic plan for the school, which is the basis for all current priorities.

All members of staff and governors understand their roles and responsibilities in the self-evaluation process and offer a valuable input into discussions. The outcomes of

these processes provide an accurate assessment of the school's strengths and areas that need to be developed and, as a result, leaders know the school well.

The school makes effective use of the information that is collected through the self-evaluation process to set key priorities and focus areas for improving the school. The development plan is comprehensive and identifies relevant and specific targets, and it includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, financial requirements and methods of monitoring progress.

The headteacher's effective management ensures good attention to the main objectives of the development plan. Improvements in planning and teaching, and progress in pupils' reading, mathematics and ICT skills are examples of this.

### **Partnership working: Good**

The school has good strategic partnerships that contribute to improving pupils' standards and wellbeing.

There is a strong relationship with parents and friends, who contribute a considerable amount of money for the benefit of pupils. The headteacher's focus on promoting an open and co-operative culture ensures parents' commitment to their children's education.

A thriving partnership is developing with the school in the federation through purposeful co-operation, and sharing expertise and good practice. This has a positive effect on pupils' wellbeing and standard of work, and on staff's professional development.

There is a strong partnership with the local community. Pupils' contribution to community activities, along with the extensive number of visitors who come to the school, enriches learning experiences. It also promotes pupils' sense of the importance of community and their pride in their local area. The opportunity to be a part of a community project to plan a pavement from the main road to the school is an example of this.

There are effective links with the nursery group, which contribute considerably towards ensuring that pupils settle quickly in the Foundation Phase. The school has successful partnerships with the local secondary schools. Effective transition arrangements and visits ensure smooth transfer.

The school has co-operated purposefully with schools in the cluster and the secondary school as a part of the local authority's arrangements to standardise and moderate pupils' work. These processes help teachers to understand better the expected standards at the end of the key stages.

### **Resource management: Adequate**

The school has thorough budgetary arrangements, and expenditure links well to the school's objectives, targets and plans. The headteacher, clerk and governors

monitor and manage expenditure carefully. Financial resources are used effectively to support priorities for development.

Teachers make purposeful use of their planning, preparation and assessment time and arrangements are managed effectively. Assistants offer good support and have a positive influence on pupils' attainment.

Learning resources are managed carefully to ensure that they are suitable for the needs of all pupils. The recent investment in information technology equipment provides valuable opportunities to develop pupils' skills. Effective use is made of the outdoor area to promote pupils' learning experiences in the Foundation Phase.

The school is part of a number of learning networks that offer a wide range of good opportunities for staff to improve their skills and professional knowledge. This has a positive effect on improving skills, for example pupils' numeracy skills.

Thorough arrangements are in place to manage teachers' performance. Across the school, all staff benefit from the numerous training opportunities that support their continuous professional development.

Considering pupils' outcomes, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

The school's performance data over time must be treated carefully because the number of pupils in a year and the percentage of pupils with additional learning needs can have a significant impact on the school's performance from one year to the next.

At the end of the Foundation Phase, the school's performance is uneven. In the 2012 assessments, the school's performance at the expected outcome (outcome 5) and the higher outcome (outcome 6) was lower than the averages for the family of schools in all areas assessed. In the 2013 assessments, the percentage of pupils who achieved the expected outcome was higher than the averages for the family of schools in language, literacy and communication skills, mathematical development and personal and social development. In comparison with similar schools in terms of eligibility for free school meals, the results placed the school in the top 25% in all areas.

The percentage of pupils who achieved the higher outcome in 2013 was lower than the family average in all areas. In comparison with similar schools, results placed the school in the upper 50% for personal and social development, and in the bottom 25% for language, literacy and communication skills, and mathematical development.

At the end of key stage 2 over four years, the school's performance at the expected level (level 4) is uneven but on an upward trend in 2013 in most subjects. Results in Welsh are consistently lower than the family average. In comparison with schools with similar levels of free school meals, results in 2013 placed the school in the top 25% in most subjects. Results in Welsh placed it in the bottom 25%.

Results at the higher level (level 5) are uneven in comparison with the family averages but show improvement in English in the last two years. In comparison with schools that have similar levels of free school meals, results in 2013 have varied, moving the school between the top 25% and the lower 50%.

There is no consistent pattern of difference between the performance of boys and girls or when comparing the performance of pupils who are eligible for free school meals with those who are not.

## Appendix 2

### Stakeholder satisfaction report

#### Response to learner questionnaire

#### Primary Survey (All Pupils)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	20	20 100%	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.	20	20 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	20	20 100%	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.	20	20 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	20	20 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	20	20 100%	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.	20	20 100%	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.	20	20 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	20	19 95%	1 5%	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.	20	19 95%	1 5%	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.	20	19 95%	1 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response 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.	15	8 53%	5 33%	1 7%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	10 67%	5 33%	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.	15	10 67%	5 33%	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.	15	7 47%	6 40%	1 7%	1 7%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	15	6 40%	8 53%	1 7%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	15	8 53%	6 40%	0 0%	1 7%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	9 60%	5 33%	0 0%	1 7%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	5 36%	7 50%	2 14%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	15	6 40%	8 53%	1 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	6 40%	7 47%	1 7%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	15	7 47%	7 47%	1 7%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	15	6 40%	6 40%	1 7%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	15	5 33%	7 47%	1 7%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	8 53%	6 40%	1 7%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	15	5 33%	8 53%	1 7%	0 0%	1	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.	15	6 40%	8 53%	0 0%	0 0%	1	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.	15	5 33%	6 40%	2 13%	0 0%	2	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.	15	7 47%	6 40%	1 7%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	15	6 40%	8 53%	1 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Dorothy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
David Jenkins	Lay Inspector
Ann Fox	Peer Inspector
Sharon Owen	Nominee



## Copies of the report

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