



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

**A report on**

**Ysgol Gymraeg Rhydaman  
Lôn yr Ysgol  
Ammanford  
SA18 2NS**

**Date of inspection: June 2017**

**by**

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

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

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

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

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

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

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

<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: 08/08/2017**

## Context

Ysgol Gynradd Gymraeg Rhydaman is a designated Welsh-medium primary school, which is situated in the town of Ammanford, Carmarthenshire. There are 293 pupils on roll, including 30 full-time nursery age pupils. The school has eight classes.

Approximately 7% of pupils are eligible for free school meals, which is lower than the national average. The school has identified that approximately 4% of pupils have additional learning needs, which is lower than the national average. Very few pupils have a statement of special educational needs. A majority of pupils come from Welsh-speaking homes.

The school was last inspected in April 2010. The headteacher was appointed in September 2002.

The individual school budget per pupil for Ysgol Gymraeg Rhydaman in 2016-2017 is £3,114. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gymraeg Rhydaman is in 99<sup>th</sup> place of the 100 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>Adequate</b>

### Current performance

The school's current performance is adequate because:

- Most pupils' speaking and listening skills are particularly good across the school, and most use their local dialect wholly confidently when conversing in Welsh
- Most pupils have a sound awareness of number, measuring, shape and data-handling skills
- Most pupils' standards of information and communication technology (ICT) are effective across the school
- The school's attendance percentage over the last four years has been very good and has placed the school in the top 25% in comparison with similar schools
- The school provides a range of purposeful learning activities that engage many pupils' interest
- Teachers and learning assistants manage behaviour skilfully and, as a result, nearly all pupils behave exceptionally well during lessons and around the school
- The school provides very well for pupils' spiritual, moral, social and cultural development
- There is a clear relationship of respect between pupils, staff and other adults, which leads successfully to a caring and inclusive atmosphere

However:

- Although many pupils achieve well by Year 6, they do not always make the best possible progress from their starting points, particularly those who are more able
- Pupils' ability to work independently and make choices in relation to their work has not been developed robustly enough
- Plans do not identify enough effective opportunities, on the whole, for pupils to use the full range of literacy and numeracy skills at the appropriate level across the curriculum
- Overuse of worksheets and unnecessary re-drafting activities limit pupils' ability to achieve to the best of their ability and to develop as independent learners

## Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a robust vision that has been shared successfully with pupils, staff, parents, the community and governors
- All staff support the headteacher competently and they work closely as a team to realise the vision
- On the whole, senior management team meetings and teachers' meetings focus purposefully on priorities for improvement
- Governors are very supportive of the school's work and work purposefully with leaders to ensure a clear strategic direction
- The school works successfully with a wide range of strategic partners, which has a positive effect on aspects of pupils' standards and wellbeing and extends and enriches learning experiences effectively
- Performance management processes lead to valuable training opportunities that are based on the school's priorities for improvement

However:

- Through monitoring processes, leaders have not identified important aspects that need to be improved
- Reports that derive from the self-evaluation process are ineffective in terms of providing a clear picture of standards, provision and leadership
- The self-evaluation report is not effective enough in identifying all of the areas for improvement, and therefore the school improvement plan is not a purposeful enough tool to move the school forward
- Governors are too dependent on the information that they receive and they have not identified a number of areas for improvement in terms of standards, provision or leadership

## Recommendations

- R1 Strengthen the strategic role of all leaders in order to improve the quality of self-evaluation processes and the accuracy of reports to identify all strengths and areas for improvement
- R2 Ensure that pupils achieve to the best of their ability
- R3 Plan purposefully to ensure progression and continuity in developing pupils' skills
- R4 Improve the quality of teaching to provide sufficient challenge for pupils and develop them as independent learners who make decisions about their learning
- R5 Ensure the accuracy of assessments of pupils' work
- R6 Improve assessment for learning procedures to enable pupils to know exactly what they need to do in order to improve the content of their work and their skills

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Adequate</b>
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### **Standards: Adequate**

On entry to the school, most pupils' basic skills at least correspond to what is expected for their age. Although many pupils achieve well by Year 6, they do not always make the best possible progress from their starting points, particularly those who are more able. The very few pupils with additional learning needs make good progress towards their targets. Many pupils' thinking skills develop appropriately from a young age, for example when planning a route for a programmable toy.

Most pupils have particularly good speaking and listening skills across the school. By the end of the Foundation Phase, most communicate confidently in Welsh and use an increasing range of language patterns and vocabulary correctly. They use their language very well while role-playing, for example when creating a weather bulletin. Across key stage 2, most pupils develop their oral skills very soundly in both languages. By Year 6, most pupils discuss their work maturely and use formal language, by giving consideration to the audience. Across the school, most pupils use their local dialect completely naturally when conversing in Welsh.

Across the school, many pupils' reading skills are developing effectively. By Year 2, many read fluently and with expression although, at times, reading books do not offer sufficient challenge to a few pupils. Many discuss the plot and characters of class books enthusiastically. By Year 6, many pupils read meaningfully in both languages. More able pupils discuss the styles of different authors successfully, and the few more able pupils compare features of their styles that are similar and different skilfully. In general, many apply their reading skills appropriately when working across the curriculum.

Many pupils' early writing skills are developing effectively. They write simple sentences to convey meaning and punctuate their work appropriately, for example when writing a description of the pirate 'Barti Smarti' in the Reception class. By Year 2, many write interestingly in a suitable range of writing forms. When they work under the direction of staff, most arrange their sentences sensibly by using appropriate punctuation. However, a few pupils do not apply their understanding of punctuation and spelling robustly enough when writing independently. By Year 6, many pupils write competently in both languages. They write creative extended pieces and choose vocabulary carefully to create effect. Many pupils apply their writing skills to the same level as in their language lessons when working across the curriculum in a few areas of learning. An effective example of this is writing a diary from the perspective of a child during the Second World War. Across the school, in general, a majority of pupils do not have a sound enough awareness of the features of different writing forms to enable them to apply their writing skills independently.

In the Foundation Phase, most pupils' number, measurement, shape and data-handling skills are developing appropriately. By Year 2, they use their number knowledge suitably to solve simple word problems. Most measure objects correctly by using standard units, for example when measuring the length of shadows in a science experiment.

In key stage 2, most pupils have an effective understanding of number strategies. They present and interpret a range of data soundly. When they are given an opportunity, many apply their numeracy skills confidently across the curriculum, for example when completing enterprise tasks. This allows them to apply their understanding of number work successfully in real life situations. However, in general, across the school, pupils do not apply their numeracy skills consistently enough or to the appropriate level.

From a very young age, pupils' standards when using information and communication technology (ICT) across the areas of learning in the Foundation Phase are very good. Most use art packages successfully, for example to create pictures of animals. Most are able to program toys or a screen image successfully. Nearly all are able to log in to the computer system independently and fairly confidently.

By the end of key stage 2, nearly all pupils use word processing programs effectively, for example when creating a front page of the newspaper about a character from a reading book. Many develop their skills to produce and find information from databases successfully when completing work on Welsh singers. Most pupils develop a sound understanding of how to use a spreadsheet to calculate the cost of building a shelter and the profit of stalls at the Christmas Fair.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome and the higher outcome in literacy and mathematical development, in general, has placed the school in the top 25% in comparison with similar schools. At the end of key stage 2, pupils' performance at the expected and higher levels over the same period has usually placed the school in the top 25% in comparison with similar schools in all core subjects. However, at times, teachers' assessments are too generous and do not always reflect pupils' standards correctly.

In the Foundation Phase, girls tend to perform better than boys in attaining the higher outcome in literacy and numeracy. In key stage 2, boys tend to perform better than girls at the higher levels in all core subjects.

The number of pupils who are eligible for free school meals is low, and therefore comparisons of their performance against the performance of other pupils are unreliable.

### **Wellbeing: Good**

One of the school's strengths is the genuine respect that all pupils show towards their peers, adults and others. They behave exceptionally well during lessons and around the school. This leads significantly towards creating an effective learning environment. Nearly all pupils feel safe at school and know whom to approach if they are upset. Nearly all pupils have a good awareness of how to stay safe on the internet.

Most pupils have a sound awareness of the importance of eating and drinking healthily. They discuss what is needed for a balanced diet successfully. Most pupils have a very good understanding of the importance of regular exercise; for example, they take advantage of sports clubs that promote their health and fitness effectively. A few pupils experience success at a national level.



Most pupils concentrate well in lessons. They are eager to learn and persevere for extended periods of time. However, pupils' ability to work independently and make decisions in relation to their work has not developed robustly enough.

The school has a good range of pupil working groups that represent the voices of nearly all pupils successfully; for example, the school council plays a leading part in improving the outdoor area. Most pupils make a valuable contribution towards the school community and the wider community; for example, the eco committee has created a video on how to keep Wales tidy. This work has been shared nationally and pupils take pride in the opportunity to share their message with other schools.

The school's attendance percentage over the last four years has been very good and has placed the school in the top 25% in comparison with similar schools. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of learning experiences that meet the requirements of the Foundation Phase, the National Curriculum and religious education appropriately. Teachers plan in detail and provide a range of purposeful learning activities that engage many pupils' interest. However, planning does not ensure progression and continuity in skills across all areas of learning and National Curriculum subjects.

The Literacy and Numeracy Framework has been incorporated into the school's plans. However, on the whole, plans do not identify enough effective opportunities for pupils to use the full range of literacy and numeracy skills at the appropriate level across the curriculum. As a result, they do not ensure progression and continuity in skills in order to meet the framework's requirements in full. The school provides beneficial learning experiences to develop pupils' ICT skills progressively.

Provision for the Welsh language and Welsh dimension is a strength across the school. Teachers plan rich opportunities for pupils to learn about their local area, in addition to Wales' links with countries across the world. The school reinforces pupils' learning experiences purposefully by arranging residential visits and by inviting a large number of visitors from the community to the school, for example a former local coal miner to tell his story. A wide range of extra-curricular activities are held regularly, which provide rich sporting and cultural experiences for pupils. Recently, the school has had national success on the rugby pitch and in the Urdd Eisteddfod.

The school has effective provision to develop pupils' awareness of sustainability and caring for the environment. Through recycling projects, pupils are given valuable opportunities to learn about the importance of re-using goods and equipment to protect the environment. Charitable activities and studies relating to Fair Trade contribute effectively to developing pupils' sound understanding of issues relating to global citizenship.

### **Teaching: Adequate**

Many teachers plan interesting lessons that engage pupils' interest and build successfully on their previous experiences. In a majority of classes, teachers have

high expectations of pupils. As a result, pupils in these classes make purposeful progress in their lessons. However, in general, tasks do not always meet the needs of all pupils, particularly those who are more able. Across the school, overuse of worksheets and unnecessary re-drafting activities limit pupils' ability to achieve to the best of their ability and to develop as independent learners.

Nearly all members of staff are good language models and this has a positive effect on most pupils' spoken language. All members of staff manage behaviour very effectively and enjoy a productive working relationship with pupils. Teachers and assistants work together closely in order to support individuals and specific groups of pupils.

Teachers give pupils regular feedback, both orally and in writing. Nearly all teachers mark work and give positive comments to pupils on their successes, in addition to a few targets for improvement. However, often, these comments do not give pupils enough guidance on how they can improve the content of their work or their skills. Pupils are not given enough opportunities to respond beneficially to teachers' feedback. Use of assessment for learning strategies varies across the school. In the best example, teachers share lesson objectives regularly and question pupils skilfully in order to extend their understanding. However, other practices, such as self-assessment and peer assessment, have not been developed to the same extent.

The school has detailed arrangements for recording and tracking pupils' progress. However, teachers do not always assess pupils' work correctly, particularly on entry to the school and at the end of key stages. Data is used purposefully in order to provide additional educational programmes as necessary. Annual reports for parents provide comprehensive information about their children's progress, in addition to targets for improvement.

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

The school has effective arrangements for promoting eating and drinking healthily. Teachers teach pupils about the importance of keeping fit and personal safety successfully. This is done beneficially through class themes, effective links with the secondary school, extra-curricular sports activities and the fruit shop.

The school provides very well for pupils' spiritual, moral, social and cultural development. An effective example of this is the morning assemblies and periods for reflection that are a prominent part of school life. These promote nearly all pupils' spiritual development effectively. Provision for personal and social education is effective and means that pupils develop valuable values, such as respect and fairness.

The school has consistently good links with a variety of external agencies, including speech therapists, the fire service, the police and the school nurse. These agencies and services provide beneficial support to pupils and enrich their knowledge and understanding of wellbeing issues well.

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

Provision for the very few pupils with additional learning needs is rigorous and includes the effective use of early assessment plans on entry to the school. Pupils' individual education plans include targets with a clear focus. Under the guidance of the additional learning needs co-ordinators, teachers evaluate these regularly and review them purposefully three times a year with parents. The school provides appropriate speech and literacy intervention programmes for specific groups of pupils in all classes. As a result, these pupils make good progress towards their targets.

### **Learning environment: Good**

The school has a strong Welsh and familial ethos, which encourages pupils to be friendly towards each other. There is a clear relationship of respect between pupils, staff and other adults. This leads to a successful caring and inclusive atmosphere. The school has appropriate statutory policies and documents that promote equality and diversity among staff and pupils effectively.

The school has a wide range of good quality resources in order to enrich learning. Although limited at times, effective use is made of all parts of the building and the outdoor areas to create stimulating learning environments.

Stimulating and attractive displays celebrate pupils' work successfully. This ignites pupils' respect and pride in their work.

The school has purposeful outdoor learning areas, which include a stage, a garden and climbing equipment. These areas provide valuable opportunities for pupils to learn, play and socialise effectively. The Foundation Phase staff plan beneficial activities in order to develop pupils' skills outdoors. Standards of cleanliness are high and the building and grounds are safe and well maintained.

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

The headteacher has a robust vision that is based on trying to ensure the 'best possible start in life for young children through excellent education'. He has shared this vision successfully with pupils, staff, parents, the community and governors. All staff have supported the headteacher competently and they work closely as a team to realise the vision.

On the whole, senior management team meetings and teachers' meetings focus purposefully on priorities for improvement. This contributes purposefully to developing the staff's understanding of their responsibilities and their contribution to developing these priorities. Performance management arrangements are appropriate and provide good opportunities to promote the staff's professional development.

Staff have job descriptions that link purposefully with their responsibilities. This enables them to take responsibility for specific aspects of the school's work. An example of this is the way in which leaders have developed ICT across the school. Through a purposeful audit and specific training, they ensure ICT provision of a high

standard across the school. As a result, most pupils' ICT skills are very good. However, leaders do not ensure that other elements of standards, provision and monitoring are as effective. For example, they have not identified that overuse of worksheets limits pupils' ability to work independently or to ensure that more able pupils are challenged adequately.

On the whole, the school responds appropriately to local and national priorities. Arrangements for preparing for the Digital Competence Framework are developing well, and the school acts successfully to reduce the effect of poverty and deprivation on vulnerable pupils. However, although the Literacy and Numeracy Framework has been incorporated in the school's plans, leaders do not ensure thoroughly enough that pupils develop the full range of skills to the appropriate standard across the curriculum.

Governors are very supportive of the school's work and work purposefully with the senior management team to ensure a clear strategic direction. In general, governors have a sound knowledge of the school's performance and systems, in addition to an appropriate understanding of the school's strengths and areas that need to be developed further. Through regular meetings and visits to the school, they are developing the ability to challenge the school competently. However, they are too dependent on the information that they receive and they have not identified a number of areas that are in need of improvement in terms of standards, provision and leadership.

### **Improving quality: Unsatisfactory**

Important elements of the school's self-evaluation need to be improved. Although the school has appropriate self-evaluation arrangements, leaders do not use this information effectively enough to feed into reports or to show that they know the school rigorously enough.

Self-evaluation processes use a relevant range of evidence that provides suitable opportunities for leaders and teachers to analyse pupils' performance data, scrutinise their work, in addition to observing lessons and considering the views of parents and pupils. Through this range of activities, they identify many of the school's strengths. Where processes have been more effective, they have led to improvements, for example in terms of developing pupils' ICT skills.

On the whole, reports that derive from the self-evaluation process are ineffective, as they do not provide a clear picture of standards, provision and leadership. They are too generalised and are not incisive enough to evaluate elements of the school's work rigorously. For example, they do not provide a clear picture of pupils' achievement, nor whether provision and teaching are effective enough to meet the needs of pupils of all abilities.

The self-evaluation report is not detailed or incisive enough. The report includes many statements of excellence without providing any basis for the evaluations. These positive statements are not always accurate, for example the judgement on the quality of provision for developing pupils' numeracy skills across the curriculum. Although the school identifies issues that require attention in the future clearly at the end of each section, it does not identify all of the important issues that need to be developed in full.

There is an appropriate link between the school's findings in terms of the areas for improvement and the priorities in the school improvement plan this year. The improvement plan is of appropriate quality and includes clear elements of accountability. Quantitative targets help governors to hold the school to account for its performance. However, because the self-evaluation report is not effective enough in identifying all areas for improvement, the school improvement plan is not a purposeful enough tool for moving the school forward.

### **Partnership working: Good**

The school works successfully with a range of strategic partners, which has a positive effect on pupils' standards and wellbeing, and extends and enriches learning experiences effectively.

The school has a strong relationship with parents. The parents' association is very supportive of the school and raises significant amounts of money regularly to provide resources and equipment, for example for the outdoor area and educational and residential visits. The school provides regular opportunities for parents to contribute their views on the school and acts on the results effectively, for example by improving communication methods.

Robust links with local associations and organisations enrich pupils' learning experiences very effectively. Pupils visit various associations and homes for the elderly regularly to entertain residents. This, in addition to the large number of visitors who come to the school, strengthens the link between the school and the local community successfully and raises pupils' awareness of their community responsibilities. The school works closely with local businesses, which contributes beneficially to pupils' understanding of the business world.

Successful links with pre-school settings ensure that pupils settle quickly at the school. Close co-operation with the secondary school provides various experiences to facilitate smooth transition for older pupils.

The school works purposefully within learning partnerships. The Foundation Phase network contributes effectively to developing the continuous provision in the Foundation Phase's outdoor area. In addition, networking with the two local secondary schools develops ICT, design and technology, and physical exercise skills well, by providing purposeful opportunities to enrich pupils' experiences.

### **Resource management: Adequate**

The school is staffed generously with teachers and assistants who are qualified to deliver a curriculum that engages the interest of many pupils successfully. Leaders deploy learning assistants purposefully. Assistants work effectively with teachers and make a valuable contribution within the classes.

Arrangements for inducting newly qualified teachers and arrangements for planning, preparation and assessment time meet statutory requirements. Performance management processes lead to valuable training opportunities that are based on the school's priorities for improvement. An example of this is the internal ICT training

that has a positive effect on pupils' progress. Leaders use the strengths of teachers and assistants skilfully to enrich pupils' experiences. A good example of this is the use of the expertise of the part-time music teacher and the disco dancing and gymnastics expertise of teaching assistants. This has led to winning national competitions.

The school has a good range of good quality resources, and they are managed purposefully to ensure that pupils have full access to all aspects of the curriculum.

Leaders make appropriate use of the Pupil Deprivation Grant in order to improve the wellbeing of vulnerable pupils successfully. As a result, most of these pupils make appropriate progress.

The headteacher and governors monitor expenditure regularly and carefully. They ensure that financial resources are used effectively to support priorities for improvement.

Considering pupils' standards of achievement, provision and leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6692179 - YSGOL GYMRAEG RHYDAMAN

Number of pupils on roll	276
Pupils eligible for free school meals (FSM) - 3 year average	5.5
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	36	32	39	27
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
<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	36	32	39	27
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	52.8	56.3	59.0	48.1
Benchmark quartile	1	1	1	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	36	32	39	27
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	58.3	56.3	61.5	51.9
Benchmark quartile	1	1	1	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	36	32	39	27
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	88.9	87.5	92.3	85.2
Benchmark quartile	1	1	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.

**6692179 - YSGOL GYMRAEG RHYDAMAN**

Number of pupils on roll	276
Pupils eligible for free school meals (FSM) - 3 year average	5.5
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	29	30	31	30
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	96.7	100.0	100.0
Benchmark quartile	1	2	1	1
<b>English</b>				
Number of pupils in cohort	29	30	31	30
Achieving level 4+ (%)	100.0	96.7	100.0	100.0
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	72.4	63.3	67.7	56.7
Benchmark quartile	1	1	1	2
<b>Welsh first language</b>				
Number of pupils in cohort	29	30	31	30
Achieving level 4+ (%)	100.0	96.7	100.0	100.0
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	58.6	53.3	61.3	56.7
Benchmark quartile	1	1	1	1
<b>Mathematics</b>				
Number of pupils in cohort	29	30	31	30
Achieving level 4+ (%)	100.0	96.7	100.0	100.0
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	69.0	56.7	67.7	56.7
Benchmark quartile	1	1	1	2
<b>Science</b>				
Number of pupils in cohort	29	30	31	30
Achieving level 4+ (%)	100.0	96.7	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving level 5+ (%)	58.6	60.0	77.4	60.0
Benchmark quartile	1	1	1	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>



## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	97	97 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	97	97 100%	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.	97	97 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	97	96 99%	1 1%	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.	97	97 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	97	97 100%	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.	97	97 100%	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.	97	97 100%	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.	97	96 99%	1 1%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	97	97 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	97	96 99%	1 1%	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	97	96 99%	1 1%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	69	52 75%	14 20%	2 3%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	68	50 74%	18 26%	0 0%	0 0%	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.	69	55 80%	14 20%	0 0%	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.	67	50 75%	14 21%	3 4%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	69	56 81%	10 14%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	69	53 77%	14 20%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	68	53 78%	14 21%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	69	48 70%	17 25%	2 3%	2 3%	0	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	69	51 74%	11 16%	4 6%	2 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	68	48 71%	18 26%	2 3%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	69	50 72%	18 26%	0 0%	1 1%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	69	43 62%	19 28%	3 4%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	68	49 72%	16 24%	3 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	69	49 71%	15 22%	3 4%	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.	69	44 64%	19 28%	2 3%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	69	53 77%	15 22%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	69	47 68%	14 20%	1 1%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	69	49 71%	9 13%	5 7%	6 9%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	69	52 75%	13 19%	1 1%	1 1%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Mr Jonathan Cooper	Reporting Inspector
Mr Maldwyn Pryse	Team Inspector
Mr Hywel Jones	Team Inspector
Ms Michaela Leyshon	Lay Inspector
Ms Delyth Jones	Peer Inspector
Mr Geraint Davies (Headteacher)	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.

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.