



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

**Llandeilo C.P. School
20 Rhosmaen Street
Llandeilo
Carmarthenshire
SA19 6LU**

Date of inspection: March 2015

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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Context

Llandeilo Community Primary School is in the town of Llandeilo, in the Carmarthenshire local authority. There are 217 pupils aged three to eleven years at the school, including 29 pupils in the nursery. There are eight mainstream classes, including the nursery class.

About 22% of pupils are eligible for free school meals. This is very close to the national average. A very few pupils are looked after by the local authority. Nearly all pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. A very few pupils speak Welsh as a first language at home and have English as an additional language.

The school has identified around 32% of pupils as having additional learning needs. This is well above the average for Wales. A very few pupils have a statement of special educational needs. There have been no fixed-term exclusions in the last year.

The last inspection was in 2009. The current headteacher took up her post in September 2007.

The individual school budget per pupil for Llandeilo Community Primary School in 2014-2015 means that the budget is £3,516 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Llandeilo Community Primary School is 74th out of the 95 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make good progress as they move through the school
- Nearly all pupils feel safe and enjoy coming to school
- The school provides a wide range of interesting and stimulating learning experiences
- All staff create a positive learning environment and establish good working relationships with pupils
- There is an effective and caring ethos in the school which develops pupils' understanding of respect and equality

However:

- Pupils attain at only an adequate level overall at the end of the Foundation Phase and key stage 2
- Too many pupils do not make enough progress in developing their writing skills
- Overall, the attendance rate has placed the school in the bottom 25% or lower 50% when compared with similar schools
- The quality of teaching varies too much and does not consistently challenge more able pupils
- The teacher assessments at the end of the Foundation Phase and key stage 2 are not accurate and reliable enough

Prospects for improvement

The school's prospects for performance are adequate because:

- The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected
- The school meets both local and national priorities appropriately
- The governing body has a good understanding of the school's strengths and the areas that need to improve
- The school works very effectively with a wide range of partners in supporting pupils' learning experiences and wellbeing

However:

- Leaders have not done enough to address the inconsistency in teaching and the need to improve achievements across the school
- Leaders and managers do not have high enough expectations of standards that

pupils can achieve

- The outcomes of the self-evaluation process do not identify shortcomings robustly enough
- Regular monitoring arrangements to evaluate the impact of initiatives lack rigour
- The success criteria in the school improvement plan are not clearly measurable

Recommendations

R1 Improve outcomes for pupils in end-of-key-stage assessments at both the expected and higher-than-expected levels

R2 Improve writing skills in key stage 2

R3 Improve attendance

R4 Ensure that the standard of teaching is consistently good in all classes

R5 Make better use of assessment information so pupils know how to improve their work and teachers can track pupils' progress more effectively

R6 Ensure that rigorous monitoring by leaders at all levels results in improvement in pupils' outcomes

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The majority of pupils enter the nursery with levels of skills below those expected for their age. Many pupils make an appropriate progress as they move through the school.

Pupils' speaking skills develop well and most talk willingly to adults and are keen to engage in conversation. For example, in the Foundation Phase, pupils show effective listening skills during 'amser enfys' and are able to complete tasks independently without further instructions. In key stage 2, most pupils listen well and speak confidently to the class, sharing ideas and opinions confidently. By Year 6, many pupils listen well to their peers and take part in discussions freely.

Across the school, most pupils read with fluency and use a range of strategies effectively when reading unfamiliar words. By the end of the Foundation Phase, most pupils are able to discuss the content of texts meaningfully and refer to events and characters in the books they read. By the end of key stage 2, many pupils use a wide range of reading skills appropriately for finding information about their topic work. The more able pupils read with fluency and expression. They show good understanding of what they have read and they can discuss a suitably wide range of authors.

The majority of pupils make appropriate progress in their writing. By the end of the Foundation Phase, the majority of pupils can produce work that is well organised and imaginative. A few more able pupils extend their ideas in sequenced sentences, using an appropriate range of punctuation and vocabulary effectively. In key stage 2 many pupils develop their ideas imaginatively and express opinions clearly in persuasive text and formal letter writing. By the end of key stage 2, many pupils adapt their writing appropriately for different purposes, for example, writing a report about the benefits of a wind farm and producing an instruction sheet for travellers entering Abu Dhabi during Ramadan. Many pupils apply their literacy skills effectively across other areas of the curriculum. A few pupils edit and redraft their work successfully to improve the standard and quality of their written work. The presentation of pupils' work, mainly in key stage 2, is untidy and the quality of the handwriting varies too much.

Throughout the school, a majority of pupils make appropriate progress in their numeracy skills. In the Foundation Phase, many pupils are able to sort and classify objects successfully. By the end of the Foundation Phase, a majority can the appropriate standard of measure, for example when measuring a range of classroom objects. Many younger pupils key stage 2, have a good understanding of place value and time. By the end of the key stage, most pupils can subtract numbers using whole numbers and decimals confidently. However, many pupils do not apply their numeracy and mathematical reasoning skills consistently to solve real-life problems in other curriculum areas.

Most pupils' understanding of Welsh develops effectively across the school. They respond well to a range of simple instructions, greetings and questions in Welsh. Many pupils in key stage 2 lack confidence in speaking Welsh in lessons and outside of the classroom. However, the more able and talented group from upper key stage 2 are confident speakers and demonstrate a good understanding of the language. They act as good role models for their peers. A majority of pupils in the Foundation Phase and key stage 2 can use basic sentence structure appropriately in their writing. However, pupils across the school do not make enough progress in their ability to write at length. They read Welsh books competently with an appropriate level of understanding according to their age and ability.

Pupils with special educational needs make appropriate progress against their personal targets. Those who are eligible for free school meals perform as well as other pupils in their class. In many lessons, pupils of higher ability do not achieve as well as they could in many aspects of their work.

In the Foundation Phase, pupils' performance at the expected outcome 5 has generally placed the school in the bottom 25% when compared with similar schools across all learning areas. At the higher-than-expected outcome 6, pupils' performance in literacy and mathematical development has placed the school between the upper 50% and the bottom 25% when compared with similar schools.

In key stage 2, over the last four years, pupils' performance at the expected level 4 has fluctuated and has placed the school between the upper 50% and the bottom 25% when compared with similar schools. Performance at the higher-than-expected level (level 5) placed the school between the upper 50% and the bottom 25% when compared with similar schools. Pupils' performance in 2014 remained in the bottom 25% for all core subjects when compared with similar schools.

Wellbeing: Adequate

Nearly all pupils feel safe and enjoy coming to school. They have a good understanding of the importance of a healthy lifestyle and take part in regular exercise in physical education lessons and in extra-curricular clubs. The sports ambassadors contribute effectively to promoting the importance of physical education by organising games for pupils during break times.

Most pupils have positive attitudes towards their learning. They demonstrate good levels of concentration and show motivation and interest and work well on their own and with others. They are beginning to contribute to their own learning. Most pupils are becoming more involved in assessing their own work, and this is helping them to gain an understanding of what they need to improve.

Pupils behave well and are courteous to each other and to adults in lessons and around the school. Over the last four years, the overall attendance rate has placed the school in the bottom 25% or lower 50% when compared with similar schools. The school has begun to implement strategies to increase pupil attendance. These are beginning to have a positive impact on attendance levels. Most pupils are punctual at the start of the day.

Many pupils contribute to a wide range of social events and activities and they have a strong awareness of the local community. For example, many pupils' develop their social skills further by taking part in the local literature and jazz festival. The school council is an effective forum for the pupils' voice. They respond well to suggestions from the school community about improvement ideas, for example in relation to enhancing the outdoor environment.

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

The school provides an appropriate range of interesting and stimulating learning experiences. There are effective arrangements in place that allow staff to plan together and they collaborate successfully to ensure that the provision meets the requirements of the Foundation Phase, the National Curriculum and religious education. Educational trips and extra-curricular activities enhance pupils' learning experiences very effectively.

The school is making steady progress in implementing the national literacy and numeracy framework. Work is underway to adapt planning to ensure that literacy and numeracy skills develop progressively across the curriculum. This is generally having a good impact in relation to the development of pupils' literacy skills. However, pupils do not receive enough opportunities to develop their numeracy skills fully.

The Welsh language is prominent in the school. Regular activities promote pupils' understanding of their Welsh heritage purposefully, for example by visiting Castell Henllys and by working with local Welsh authors. The school provides regular opportunities for pupils to develop their Welsh reading skills. However, they do not have opportunities to develop their speaking and writing skills often enough. The eco committee promotes sustainable development successfully by leading school-based activities and by using the school and community allotment. Pupils have a good knowledge of the wider world through supporting charities abroad and by promoting fair trade within the school.

Teaching: Adequate

All staff create a positive learning environment in their classrooms and establish good working relationships with pupils. In almost all lessons, there is a suitable balance between whole-class sessions and opportunities for pupils to work in small groups or in pairs. Teaching assistants make a very positive contribution to enhancing pupils' learning experiences across a range of activities throughout the school.

In the minority of lessons where teaching is at its best, learning activities are well-planned and ensure that all pupils learn and concentrate well throughout the lessons. Teachers identify clear learning objectives and share these appropriately with pupils. They use a range of suitable questions to develop pupils' understanding and to provide them with appropriate opportunities to develop their speaking and listening skills.

In around half of the lessons, teachers do not have a high enough expectation of what pupils can achieve. As a result planned activities do not challenge the more able pupils enough and the lessons do not progress at an appropriate pace. There are very few opportunities for pupils to develop their skills as independent learners.

Teachers mark pupils' work regularly and give pupils plenty of praise. Written feedback is beginning to help pupils to improve their own work. The majority of pupils have useful opportunities to assess their own work and that of their peers. The school has a suitable system to track pupils' progress and teachers use it appropriately to identify pupils' needs and to provide additional support. The teacher assessments at the end of key stage 2 and end of the Foundation Phase are not accurate or reliable enough.

Annual reports to parents meet requirements. They provide appropriate information about each child's progress and set suitable targets for improvement.

Care, support and guidance: Good

There are appropriate policies and good arrangements for promoting pupils' spiritual, social and cultural development. Initiatives, such as emotional attitude surveys, promoting pupils' rights and values through the curriculum and the use of school 'ambassadors' impact positively on pupils' moral purpose. The pupils benefit from an effective partnership with the local church, which supports their spiritual development well. The school has suitable arrangements to improve pupils' attendance, and these are beginning to have a positive impact on attendance rates. Pupils contribute to the success of the behaviour management policy by creating their own charters, which set out their own expectations for pupils' behaviour.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. It has appropriate arrangements to promote healthy eating and drinking.

Early identification of pupils with additional learning needs is a good feature. The school tracks their progress effectively through a range of data sources, ensuring that most pupils achieve their personal targets for improving their learning. Involvement with specialist agencies, such as speech and language advisors, educational psychologists and social services are effective. They help to improve the outcomes for pupils with additional learning needs and they provide valuable support for vulnerably pupils and parents. Nearly all pupils with ALN receive specific planned support within and outside the classroom in withdrawal groups. Teaching assistants make valuable contributions to supporting the progress of identified pupils and contribute to the review and setting of targets within pupils' individual education plans.

Learning environment: Good

The caring ethos in the school promotes a strong sense of belonging, respect and equality among pupils. The school appreciates and celebrates differences very well and pupils have effective opportunities to take responsibility. The school is an inclusive community for all pupils.

The site and accommodation present a variety of challenges both structurally and physically. However, the accommodation and outside areas provide creative and imaginative learning areas for pupils. The building meets the needs of pupils appropriately and the colourful classroom displays help to create a stimulating and rich learning environment. The school has a wide range of resources of good quality, which support the learning well. All staff and pupils use the suitable outdoor facilities for both the Foundation Phase and key stage 2 well to enhance pupils' learning and their knowledge of the environment.

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

The headteacher, staff and governors have a clear and shared vision for the school where all staff and pupils are valued and respected. Senior leaders have clear roles and responsibilities and they are beginning to make contributions towards improving aspects of standards and provision. Overall, however, leaders and managers do not always have high enough expectations of standards that pupils can achieve.

Regular senior leadership and staff meetings focus appropriately on strategic issues and school improvement. These priorities lead to suitable actions and are beginning to impact in practice. For example, staff have set out to establish criteria for pupils' self and peer assessment and this is beginning to improve pupils' involvement in their own learning effectively.

The school meets both local and national priorities appropriately. In particular, it has developed effective strategies to promote pupils' wellbeing and to address, in most respects the requirements of the literacy and numeracy framework.

The governing body has a good understanding of the school's strengths and the areas that need to be improve. They analyse a range of performance data thoroughly and their understanding of how the school is performing in comparison with similar schools is improving. The governors are beginning to contribute to the process of self-evaluation appropriately following regular focused visits that include lesson observations and learning walks. The governing body fulfils its statutory requirements appropriately.

Improving quality: Adequate

The headteacher has established appropriate processes for self-evaluation that includes lesson observations and the scrutiny of pupils' work. Staff are beginning to analyse performance data appropriately and consider purposefully how pupils' outcomes compare with those of other schools, both locally and nationally. As a result, the staff have a reasonable understanding of the school's strengths and areas for improvement. However, regular monitoring arrangements to evaluate the impact of initiatives lack rigour. To date, leaders have not done enough to address the inconsistency in teaching and the need to improve achievements across the school. The school takes account of views of governors and parents regularly. For example, the school has recently organised a working party, which includes parents and pupils to improve the quality of the reports to parents. Through the school council, there are

effective opportunities for pupils to express an opinion about provision. As a result, the organisation of the curriculum in the younger classes in key stage 2 now follows Foundation Phase strategies.

There are appropriate links between the school's self-evaluation reports, recommendations in consortia reviews and the targets identified in the school improvement plan. Improvement plans provide suitable detail in relation to targets, success criteria and actions to bring about improvement. The most recent improvement plan pays purposeful attention to improve pupils' literacy and numeracy skills. Plans contain useful information in relation to success criteria, areas of responsibility, timescales, resource implication and funding.

Over time, self-evaluation and strategic planning have not had sufficient impact on raising standards and improving provision.

Partnership working: Good

The school works very effectively with a wide range of partners in supporting pupils' learning experiences and wellbeing. There is a very positive relationship between the school and parents. For example, parents attend half-termly open mornings to see how their children learn in class, and the school organises family learning programmes to enable parents to support their children with homework and numeracy. The school also draws upon the expertise of parents to enhance the pupils' learning experiences further. The parent-teacher association makes a valuable financial contribution to help the school improve the resources for pupils.

Partnerships with the wider community are effective. Visits to the local church and participating in special services make a positive contribution to enriching pupils' experiences. The many links with local shop owners contribute effectively towards enhancing pupils' life skills. For example, the local bridal shop provided a wedding dress for the school's 'mock wedding' and a local chef gave cookery demonstrations during the Chinese New Year celebrations. The local community police officer supports the provision for personal and social education well, through a variety of planned lessons, such as those promoting pupils' understanding of internet safety.

Well-established transition arrangements with the local secondary school ensure pupils are confident to move on to the next stage in their education. However, there are less effective links with other schools to moderate and assess pupils' work. The guidelines for preparing new pupils to settle into the nursery are effective.

Resource management: Adequate

The school deploys teachers and support staff purposefully and makes effective use of their experience and expertise. Support staff work very effectively alongside teachers to provide support of high quality which improves pupils' achievements.

The school makes effective use of teachers' planning, preparation and assessment time by using a specialist teacher to deliver personal, social and religious education throughout the school. This ensures continuity and progression and has a positive impact on pupils' wellbeing. The school has appropriate arrangements for managing

the performance of teachers. The training needs of teachers and learning support assistants are addressed effectively through planning specific programmes tailored in line with school development priorities. This is beginning to have a positive impact on the quality of teaching and learning.

Staff collaborate effectively within the school. Teachers and assistants work well as a team, they share good practice regularly. The school is beginning to work with a cluster of schools as part of a learning community on appropriate strategies for improving literacy.

The headteacher, school administrative officer and governors manage resources well and they monitor the school's finances and spending thoroughly. They link expenditure to the school improvement plan appropriately. The school makes the best use of grants to support disadvantaged pupils through carefully planned literacy and numeracy interventions.

In view of the standards that many pupils achieve, the school offers adequate value for money.

Appendix 1: Commentary on performance data

6692185 - Llandeilo County Primary School

Number of pupils on roll	192
Pupils eligible for free school meals (FSM) - 3 year average	22.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	11	29	26
Achieving the Foundation Phase indicator (FPI) (%)	100.0	51.7	76.9
Benchmark quartile	1	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	11	29	26
Achieving outcome 5+ (%)	100.0	55.2	76.9
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	72.7	27.6	19.2
Benchmark quartile	1	2	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	11	29	26
Achieving outcome 5+ (%)	100.0	51.7	80.8
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	45.5	20.7	23.1
Benchmark quartile	1	3	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	11	29	26
Achieving outcome 5+ (%)	100.0	89.7	84.6
Benchmark quartile	1	3	4
Achieving outcome 6+ (%)	72.7	48.3	53.8
Benchmark quartile	1	2	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.

6692185 - Llandeilo County Primary School

Number of pupils on roll	192
Pupils eligible for free school meals (FSM) - 3 year average	22.5
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	28	29	28	32
Achieving the core subject indicator (CSI) (%)	53.6	58.6	85.7	78.1
Benchmark quartile	4	4	3	4
English				
Number of pupils in cohort	28	29	28	32
Achieving level 4+ (%)	64.3	65.5	92.9	90.6
Benchmark quartile	4	4	2	2
Achieving level 5+ (%)	32.1	17.2	0.0	12.5
Benchmark quartile	2	4	4	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	29	28	32
Achieving level 4+ (%)	67.9	65.5	85.7	81.3
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	25.0	13.8	3.6	12.5
Benchmark quartile	3	4	4	4
Science				
Number of pupils in cohort	28	29	28	32
Achieving level 4+ (%)	85.7	75.9	96.4	87.5
Benchmark quartile	3	4	2	4
Achieving level 5+ (%)	32.1	24.1	21.4	12.5
Benchmark quartile	2	3	4	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	17		17 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	17		17 100%	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.	17		17 100%	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	17		17 100%	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.	17		15 88%	2 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	17		17 100%	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.	17		17 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	17		17 100%	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.	17		17 100%	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.	17		17 100%	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.	16		13 81%	3 19%	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	16		12 75%	4 25%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	38	20 53%	14 37%	1 3%	3 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	24 63%	11 29%	2 5%	1 3%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	38	28 74%	10 26%	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.	38	19 50%	16 42%	1 3%	2 5%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	14 38%	17 46%	4 11%	1 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	38	21 55%	13 34%	3 8%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	20 53%	17 45%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	38	15 39%	19 50%	1 3%	3 8%	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.	37	24 65%	9 24%	0 0%	3 8%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	19 50%	17 45%	0 0%	1 3%	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.	38	20 53%	15 39%	0 0%	3 8%	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'.	37	18 49%	9 24%	3 8%	2 5%	5	Mae fy mhentyn 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.	38	18 47%	15 39%	5 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	38	24 63%	11 29%	1 3%	2 5%	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.	38	16 42%	17 45%	3 8%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	38	20 53%	12 32%	4 11%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	34	11 32%	12 35%	2 6%	2 6%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	37	18 49%	17 46%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	36	19 53%	12 33%	1 3%	3 8%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Craig Byron Price	Peer Inspector
Mrs K Towns (Headteacher)	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
- 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.