



*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 Glantwymyn  
Cemmaes Road  
Machynlleth  
Powys  
SY20 8LX**

**Date of inspection: October 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.

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**Publication date: 09/12/2014**

## Context

Ysgol Gynradd Glantwymyn is situated about six miles from Machynlleth, in Powys local authority. There are 70 full-time pupils on roll, between three and 11 years of age. The school has been part of a federation of three schools since September 2014.

All pupils are white British, and Welsh is the first language for many of them. No pupils are eligible for free school meals, which is much lower than the national and local averages.

The school has indicated that about 10% of pupils have additional learning needs. This is below the national average. No pupils have a statement of special educational needs.

The school's last inspection was in December 2008. The current headteacher has been in post, in charge of the schools in the federation, since September 2014.

The individual school budget for Ysgol Gynradd Glantwymyn in 2014-2015 means that the budget is £3,724 per pupil. The maximum per pupil in primary schools in Powys is £13,848 and the minimum is £3,007. Ysgol Gynradd Glantwymyn is in 40<sup>th</sup> position of the 86 primary schools in Powys in terms of its 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:

- many pupils make appropriate progress;
- the school provides a relevant and interesting range of learning experiences for pupils;
- teaching is effective;
- the school ensures pupils' spiritual, personal and social development successfully;
- use of support staff and their impact is a strength at the school;
- the school is a safe and caring community that appreciates all pupils equally;
- the indoor and outdoor learning environment are used efficiently; and
- there are beneficial partnerships with parents, the local community and other organisations.

However:

- pupils do not write at length effectively across the curriculum;
- pupils do not use and apply their numeracy skills across the curriculum; and
- planning of lessons is inconsistent and does not include appropriate progression in all subjects and all areas of learning.

### Prospects for improvement

The school's prospects for improvement are good because:

- the new headteacher is beginning to introduce improvements through new systems and initiatives and has managed recent changes very well;
- governors are supportive of the school and are beginning to work well with the headteacher to ensure that the school has robust systems in place to raise pupils' standards and improve the quality of provision;
- self-evaluation is precise and robust and has led to beneficial improvements within a short time;
- there is an active recovery scheme to reduce the school's over-expenditure; and
- the school's current development plan links well to the areas that need the greatest improvement.

## **Recommendations**

- R1 Improve standards of numeracy in order to challenge pupils according to their abilities
- R2 Improve standards of extended writing across the curriculum
- R3 Improve standards of pupils' handwriting and presentation of work
- R4 Ensure that schemes of work identify appropriate progression in all subjects and all areas of learning
- R5 Develop the strategic roles of the new management team and governors in the school improvement systems

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

Most pupils begin at school with skills that are above those expected for their age. During their time at the school, many pupils make appropriate progress from their starting points.

In the Foundation Phase and in key stage 2, most pupils make appropriate use of their reading skills across the curriculum and their standards of speaking and listening are robust. A very few pupils communicate to a high standard in Welsh by the end of their time at the school. Throughout the Foundation Phase, many pupils listen attentively and respond confidently to their teachers and peers when discussing their work in groups. In key stage 2, most pupils speak very intelligently with adults and other children.

Many pupils' reading and writing skills are developing effectively. By the end of the Foundation Phase, many of them are able to read with increasing fluency. They make good use of picture clues to identify everyday words and read suitable books with increasing accuracy. However, a few find it difficult to predict what will happen next in a story and express a relevant opinion on the content of the story. Many younger pupils enjoy retelling stories and recall a number of details with detailed accuracy, including significant characters and situations.

By the end of key stage 2, most pupils read to a standard that is at least appropriate to their age and ability. They are able to choose suitable texts from a variety of sources in order to improve their knowledge of what they are learning. Many of them are able to answer questions about the various styles in texts that they read and they share their opinion sensibly about their favourite books and authors in writing and orally. A very few pupils consider and discuss what they have read very imaginatively, especially in Welsh.

In both the Foundation Phase and key stage 2, many pupils write well in a variety of forms, for example when writing arguments and scripting dialogue between characters from Welsh legends. However, only about half of pupils extend their writing in interesting ways and use their own ideas regularly when writing across the curriculum. There is not enough progress in their use of their extended writing skills in other subjects such as science and geography.

Many pupils use their knowledge of grammar, spelling and punctuation effectively when responding to linguistic challenges through specific themes. However, pupils' progress in their quality of handwriting and presentation of work is uneven across the school.

With help, all younger pupils in the Foundation Phase are able to count, arrange and sort numbers to 10 with consistent accuracy. By the end of the Foundation Phase, a few pupils use number bonds up to 20 and multiply by 10 confidently. However, not many pupils use their numeracy skills effectively in everyday situations, for example when counting money, measuring and telling the time.

Many pupils in key stage 2 use mathematical language in the correct context. The majority of pupils are able to count fractions and decimals appropriately and they have good knowledge of place value. Most pupils have an appropriate understanding of how to present various data. However, standards of numeracy across key stage 2 are inconsistent. Not many pupils use their mathematical knowledge across the curriculum independently. They rely too heavily on guidance from adults as they choose their own strategies to solve problems purposefully.

Nearly all pupils across the school use the Welsh language effectively in the classroom and outside lessons. They make considerable progress in terms of gaining skills in Welsh.

In 2014, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase placed the school in the top 25% for literacy and mathematical development, in comparison with similar schools. This was an improvement on 2012 and 2013, when literacy and mathematical development placed it in the lower 50%.

At the higher than expected outcome 6, the school was in the top 25% for literacy and mathematical development. This was an improvement on 2012 and 2013, when performance in literacy placed the school consistently in the lower 50% of similar schools and performance in mathematical development placed it in the higher 50% and the bottom 25% respectively.

Over the last four years at the end of key stage 2, results in Welsh at the expected level (level 4), have placed the school either in the bottom 25% or the lower 50% of similar schools. Over this period in English, mathematics and science, the school has been consistently in the bottom 25%.

At the higher than expected level 5, pupils' performance over the last four years in English has varied, moving the school between the bottom 25% and the top 25% of similar schools. In Welsh, the school has varied between the lower 50% and the top 25%. In mathematics, performance has placed the school mostly in the bottom 25% over the last four years. Performance in science has varied consistently, moving the school between the bottom 25% and the upper 50% during this period.

### **Wellbeing: Good**

Nearly all pupils are aware of the importance of health and fitness and achieve well in terms of their personal, social and cultural development. They feel safe at school and know how they can keep healthy by eating sensibly and taking physical exercise through regular sports activities.

Pupils behave well and nearly all of them are courteous and respond respectfully to adults and their peers. They understand that they have rights as individuals and this is evident across the school through the work of the school council and through links with the local community.

Most pupils enjoy their lessons. They are well informed when discussing the need to care for the environment and the diverse world in which they live.

Members of the school council and the eco committee take part in school life and make sensible decisions, for example when seeking to develop the play areas and the environmental areas. Most pupils show a positive commitment to their community.

Nearly all pupils are punctual when arriving at school. Pupils' attendance rate is consistently close to 95%, and, on the whole, compares favourably with the attendance of similar schools over time.

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

Teachers introduce a suitable range of experiences, with a positive focus on ensuring progress and developing pupils' social skills. Day-to-day lesson planning is effective.

Planning focuses appropriately on developing areas of learning in the Foundation Phase and the National Curriculum range in key stage 2. However, new systems of planning have not had enough effect on improving provision as a result of reorganising the curriculum. Long-term detailed planning is inconsistent. It does not ensure appropriate progression in every subject and area of learning, including numeracy across the curriculum and extended writing.

Learning experiences around the school and in the outdoor areas have been enriched by stimulating activities. Educational visits improve pupils' learning experiences effectively. Regular homework builds appropriately on what pupils learn in the classroom.

Provision for pupils' development in Welsh is a strength across the school. This has a positive effect, especially on pupils' oral language. There are varied and sensible opportunities for pupils to learn about their area, and the history and culture of Wales.

Appropriate attention has been paid to reflecting on issues of fairness and inequality. The school promotes sustainable development and global citizenship successfully across the curriculum. The eco committee has contributed towards effective improvements in recycling and saving energy.

### **Teaching: Good**

There is a good relationship between all staff and pupils. They manage behaviour sensibly and have clear and consistent expectations of what is acceptable. All staff create a purposeful teaching atmosphere in the classroom and outdoors.

Nearly all lessons are planned effectively, although introductions to some lessons are too long. Teachers share clear learning objectives with pupils. On the whole, tasks challenge pupils successfully. However, at times, pupils are not challenged in line with their abilities, especially in numeracy activities. Teachers use support staff efficiently and they make a positive contribution to learning experiences and pupils' progress.



Recent improvements have refined the assessment process effectively. Teachers use assessment meaningfully to identify pupils who need additional support. They track pupils' progress in detail. Teachers provide regular opportunities for pupils to assess their own work and that of their peers. Marking is effective and identifies the next steps in pupils' learning.

Reports to parents are purposeful. They identify children's attainments against the literacy and numeracy framework and identify clear targets for improvement. They contain appropriate opportunities for parents to make comments.

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

The school is a safe and caring community that appreciates each pupil equally. It supports pupils' spiritual, moral, social and cultural development successfully, especially through its close links with the community. There are beneficial arrangements for supporting pupils' health and wellbeing. The school encourages pupils to take part in its activities and to represent the school in the community and beyond. The school has appropriate arrangements for promoting healthy eating and drinking.

The school identifies clear expectations for pupils' behaviour and staff promote these consistently in all classes, in addition to promoting respect and sensitivity towards others. The school deals effectively with any cases of bullying.

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

Provision for pupils who have additional learning needs is a strong feature at the school. Staff identify pupils' needs at an early stage. Information from observations and classroom tests are analysed carefully in order to provide a suitable range of support programmes. Individual education plans include clear targets, and pupils who have additional learning needs are able to take full advantage of all areas of the curriculum.

### **Learning environment: Good**

The school is a happy community, has a family atmosphere, and ensures that all children feel safe. This permeates all aspects of the school and it is a strength. The positive ethos encourages all pupils to treat others with care and show them respect, whatever their gender or race. The school provides equal opportunities and is completely inclusive.

The school makes efficient use of the physical environment and the school building is used well. Outdoor play and learning resources enrich pupils' learning successfully by using enjoyable and exciting activities. In addition, the school has access to the village hall and the local playing field, which extends pupils' learning experiences effectively.

Displays in classrooms and across the school reflect and celebrate pupils' work successfully. A wide range of useful resources is evident in each classroom.

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

Leaders promote a caring and inclusive community and focus appropriately on raising pupils' standards and improving their wellbeing.

The new headteacher provides clear and purposeful leadership that focuses on improving outcomes for pupils. Since he was appointed, he has established appropriate systems for monitoring pupils' outcomes and the quality of teaching, and ensured improvements in a short time. Although a number of strategies have only just begun, the leadership has had a robust effect to date on pupils' standards in all aspects of their work.

The other members of the leadership team contribute suitably in terms of ensuring better continuity of provision across the school and improving their role as strategic leaders.

Staff meetings are purposeful, and there is a clear focus on improving standards and the quality of provision. Examples include a safer environment at the school and a common focus on improving pupils' outcomes and the quality of teaching. Under the headteacher's effective direction, there has been appropriate progress towards introducing the literacy and numeracy framework and developing the outdoor provision in the Foundation Phase.

The governing body is supportive. Many governors attend local authority training courses and visit the school in order to improve their understanding of the learning and teaching. This is beginning to develop their role as strategic leaders and their ability to monitor the school's work. However, they do not challenge the school and hold it to account for its performance over time precisely and robustly. For example, they have not scrutinised standards over time in sufficient detail.

### **Improving quality: Good**

In a short time, the headteacher has developed successful systems for collecting evidence in order to feed into self-evaluation and school improvement plans. The headteacher has produced a useful self-evaluation timetable. This includes a wide range of self-evaluation activities, including consulting parents and learners, lesson observations, scrutinising pupils' books and analysing data.

These strategies have already had a considerable effect on the quality of provision. For example, lesson planning is far more consistent in the subjects where improvement was needed and there is a clear focus on raising pupils' standards in the improvement plans. Current evidence confirms that teaching has a direct effect on pupils' standards. This is reflected in the obvious progress since the beginning of term.

The self-evaluation report is a comprehensive document that gives an accurate picture of the school's strengths and areas to be improved. In a short time, targets have been prioritised purposefully and they have a positive effect on whole-school

activities. Under the headteacher's effective leadership, other members of staff and the governors are developing a better understanding of the purpose and importance of self-evaluation. Their role in monitoring activities and improving quality across the school is developing appropriately.

The current development plan includes a definite focus on the need to improve standards. It identifies clearly the responsibilities for monitoring the plan in order to implement it. It includes robust actions for improvement and identifies detailed quantitative targets.

### **Partnership working: Good**

The school works effectively with a range of strategic partners. This has a positive effect on pupils' wellbeing and enriches their learning experiences.

Nearly all parents are supportive of the school. They are given good information about the school's work and the progress their child is making. They are included directly in their children's learning, for example in connection with homework tasks.

The good partnership with other schools in the cluster and the federation promotes the sharing of good practice effectively. Cluster procedures for standardising and moderating pupils' work have improved assessment systems recently. This has led to a better understanding of standards of attainment and has helped to ensure better consistency when assessing pupils' work.

The transition period from the primary school to the secondary school has been planned well. Pupils benefit from activities that have a positive effect on their wellbeing. This ensures that they transfer smoothly to the next stage in their education. The close partnership between the school and the local nursery group ensures that younger pupils adjust confidently when starting school.

The school works well in partnership with the local authority and specialist agencies to support pupils' learning and wellbeing.

### **Resource management: Adequate**

The school has sufficient teachers with appropriate qualifications to teach all aspects of the curriculum. The school makes effective use of support staff, who make a valuable contribution to pupils' learning experiences.

The school identifies and meets the needs of teaching staff through appropriate performance management procedures. There are suitable arrangements for teachers' planning, preparation and assessment time. Good opportunities are given for staff to take part in training that is linked to both the school's priorities and national priorities. This has developed their expertise and their teaching skills effectively. However, opportunities for staff to observe and share good practice within the school, and with schools in their local community and beyond, are only just beginning to develop.

All the available space, both indoors and outdoors, is used effectively to support pupils' learning.

There is considerable over-expenditure of the school's finances. A recovery scheme is in place to reduce the debt over the next few years. Effective use of the deprivation grant is in place in order to target pupils in need.

In light of the standards that pupils achieve over time and the over-expenditure of finances, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6662058 - Ysgol Glantwymyn

Number of pupils on roll	74
Pupils eligible for free school meals (FSM) - 3 year average	3.6
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	10	10	13
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.0	90.0	100.0
Benchmark quartile	3	3	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	10	10	13
Achieving outcome 5+ (%)	90.0	90.0	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	20.0	30.0	76.9
Benchmark quartile	3	3	1
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	10	10	13
Achieving outcome 5+ (%)	90.0	90.0	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	30.0	20.0	53.8
Benchmark quartile	2	4	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	10	10	13
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	40.0	0.0	100.0
Benchmark quartile	3	4	1

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.

**6662058 - Ysgol Glantwymyn**

Number of pupils on roll	74
Pupils eligible for free school meals (FSM) - 3 year average	3.6
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	6	11	15	9
<b>Achieving the core subject indicator (CSI) (%)</b>	66.7	72.7	73.3	77.8
Benchmark quartile	4	4	4	4
<b>English</b>				
Number of pupils in cohort	6	11	15	9
Achieving level 4+ (%)	50.0	81.8	73.3	77.8
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	0.0	54.5	40.0	55.6
Benchmark quartile	4	1	3	2
<b>Welsh first language</b>				
Number of pupils in cohort	6	11	15	9
Achieving level 4+ (%)	83.3	81.8	80.0	88.9
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	33.3	36.4	33.3	55.6
Benchmark quartile	2	2	3	1
<b>Mathematics</b>				
Number of pupils in cohort	6	11	15	9
Achieving level 4+ (%)	66.7	72.7	80.0	77.8
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	16.7	27.3	33.3	44.4
Benchmark quartile	4	4	4	3
<b>Science</b>				
Number of pupils in cohort	6	11	15	9
Achieving level 4+ (%)	83.3	81.8	86.7	77.8
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	0.0	45.5	33.3	55.6
Benchmark quartile	4	2	4	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 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.	40	40 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	39	33 85%	6 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	40	39 98%	1 2%	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	40	38 95%	2 5%	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.	38	32 84%	6 16%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	39	38 97%	1 3%	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.	40	38 95%	2 5%	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.	40	40 100%	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.	39	33 85%	6 15%	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.	40	36 90%	4 10%	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.	38	11 29%	27 71%	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	39	23 59%	16 41%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

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.	21	10 48%	8 38%	2 10%	1 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	12 57%	9 43%	0 0%	0 0%	0	Mae fy mhlentyn 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.	21	13 62%	8 38%	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.	21	8 38%	12 57%	1 5%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	21	6 29%	10 48%	4 19%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	20	9 45%	10 50%	1 5%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	11 52%	10 48%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	20	6 30%	11 55%	3 15%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	21	9 43%	8 38%	3 14%	0 0%	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.	21	10 48%	7 33%	4 19%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	21	13 62%	7 33%	1 5%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	21	10 48%	4 19%	3 14%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	21	9 43%	9 43%	2 10%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	20	11 55%	7 35%	1 5%	1 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.	21	8 38%	10 48%	3 14%	0 0%	0	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.	21	10 48%	7 33%	1 5%	0 0%	3	Mae'r ysgol yn helpu fy mhentyn 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.	21	7 33%	7 33%	1 5%	1 5%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	21	9 43%	5 24%	5 24%	1 5%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	20	7 35%	8 40%	4 20%	1 5%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Nicholas Jones	Reporting Inspector
Aled Davies	Team Inspector
David Jenkins	Lay Inspector
Angharad Jones	Peer Inspector
Nigel Hughes	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 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.

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