



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 Gymraeg Gwenllian
Kidwelly
Carmarthenshire
SA17 4UT**

Date of inspection: April 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:

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.

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

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

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

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

Publication date: 03/07/2014

Context

Ysgol Gymraeg Gwenllian is situated in the historical town of Kidwelly in Carmarthenshire. The school serves the town itself and the surrounding rural area.

There are 114 pupils on roll, including 18 full-time nursery children. They are organised into five classes, three of which are mixed-age classes. Pupil numbers have increased recently.

The school has identified about 28% of pupils as having additional learning needs, including a small number of pupils who have a statement of special educational needs. About 26% of pupils are entitled to free school meals, which is higher than the national figure.

Welsh is the main medium of teaching and learning and the aim is to ensure that all pupils are fluent in Welsh and English by the time they transfer to the secondary sector. English is the main home language for about 56% of pupils. There are a few pupils from ethnic minority backgrounds at the school at present.

The school was last inspected in 2008.

The current headteacher was appointed in January 2012.

The individual school budget per pupil for Ysgol Gymraeg Gwenllian in 2013-2014 is £3,602. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Gymraeg Gwenllian is in 61st position of the 106 schools in Carmarthenshire in terms of 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:

- most pupils' work shows sound progress in their literacy skills in Welsh;
- many pupils make purposeful use of their number skills in learning activities;
- staff provide a range of interesting learning experiences for pupils in and outside the school;
- the standard of teaching is good on the whole;
- most pupils behave very well and show good attitudes towards learning; and
- the school is an inclusive community with a homely and caring ethos.

However:

- pupils' assessment results at the end of the Foundation Phase and key stage 2 vary and do not compare favourably with the performance of similar schools over a period;
- boys' achievement is uneven, especially at the higher levels in key stage 2;
- the planning system has not been established firmly enough to ensure the progressive development of pupils' skills across the curriculum;
- there are not enough opportunities for pupils to assess their progress and development; and
- attendance rates have placed the school in the bottom 25% in comparison with similar schools in most of the recent years.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision that is based on raising standards and continuous improvement;
- there is a dedicated team of teaching and support staff;
- there is an appropriate link between the self-evaluation process and the priorities in the development plan;
- the development plan offers a suitable agenda for moving the school forward; and
- close co-operation with the governing body, parents and other partners has a constructive influence on the school's work.

However:

- the improvement plans that are in place have not developed to have a full effect

- on the quality of provision and standards of achievement;
- the leadership role of teachers who have whole-school responsibilities has not been established fully; and
 - the governing body's strategic role in terms of evaluation and forward planning has not developed fully.

Recommendations

- R1 Improve pupils' achievement at the end of the Foundation Phase and key stage 2
- R2 Improve boys' achievement, especially at the higher levels in key stage 2
- R3 Improve pupils' attendance rates
- R4 Strengthen planning to ensure that the skills of pupils of all ages are developed progressively across the curriculum
- R5 Improve marking and develop the opportunities for pupils to assess their progress
- R6 Develop the leadership roles of teachers who have whole-school responsibilities
- R7 Develop the strategic role of the governing body

What happens next?

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

Main findings

Key question 1: How good are outcomes?

Adequate

Standards: Adequate

The basic skills of a minority of pupils on entry to the school are below what is expected. Scrutinising pupils' current work in their books and during learning sessions shows that most pupils make appropriate progress from their starting point.

Across the school, most pupils listen well. They are able to recall previous learning, and use this information purposefully in their work.

In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary confidently in different situations. A few pupils offer extended responses to a very good standard. In key stage 2, most pupils communicate freely in Welsh and English and show a firm grasp of subject and general vocabulary when discussing their work. Many pupils discuss and express opinions confidently in both languages.

In the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. Many pupils talk about their favourite characters and events in their books with good understanding. In key stage 2, most pupils read accurately and meaningfully in Welsh and English. They are able to discuss effectively the main elements of stories and books that they like or dislike. Most pupils make suitable use of their reading skills to glean information from books and from websites.

By the end of the Foundation Phase, most pupils write independently and begin to vary their sentences and use basic punctuation correctly. A few older pupils are beginning to write at length when recording their learning experiences. In key stage 2, many pupils write effectively in a variety of forms in Welsh and English and show a firm grasp of punctuation skills. They make appropriate use of redrafting skills in order to improve their initial efforts. A few pupils write at length and vary their style confidently in various contexts. However, there are only a few examples of extended writing across the subjects. Most pupils' standards of handwriting and presentation of work are good.

Pupils with additional learning needs make consistent progress and achieve their targets.

In the Foundation Phase, most pupils show a firm grasp of number facts and use this information effectively to solve number problems in their activities. Many pupils of all abilities are able to explain the processes that they have used to reach the correct answer or come to a particular conclusion. They handle different measures and use mathematical vocabulary correctly to discuss their work. Most pupils collect, analyse and present information effectively in the form of graphs.

In key stage 2, most pupils have a firm grasp of an appropriate range of number skills. They apply their skills in measuring, and in shape and data handling tasks with good accuracy. They collect information in a variety of ways and present their conclusions accurately in the form of different graphs in science and geography.

At the end of the Foundation Phase over a period of two years, the school's performance at the expected outcome in comparison with similar schools that are entitled to free school meals is uneven. The school's performance places it consistently in the upper 50% for language, literacy and communication skills but varies, moving the school between the upper 50% and the bottom 25% for mathematical development. The school's performance at the higher outcome shows improvement in 2013 and raises the school from the bottom 25% to the upper 50% of similar schools for mathematical development, and from the bottom 25% to the lower 50% for language skills.

At the end of key stage 2, over a period of four years, the school's performance at the expected level has been uneven in comparison with levels in similar schools. In two years out of the four, results have placed the school in the bottom 25% of similar schools in all subjects. In the other two years, results in English, mathematics and science have placed it in the lower 50%. In Welsh, results have varied, moving the school between the upper 50% and the lower 50% of similar schools.

The school's performance at the higher levels has varied, moving the school between the upper 50% and the bottom 25% of similar schools in Welsh and English, and between the top 25% and the lower 50% in mathematics. In science, the school's performance has placed it in the upper 50% in most years.

At the end of the Foundation Phase, girls achieve better than boys, especially at the expected level. At the end of key stage 2, girls' performance is better than that of boys at the expected level and at the higher level in most years. There is no consistent pattern of difference between the performance of pupils who are eligible for free school meals and their peers.

Wellbeing: Adequate

All pupils enjoy the life and work of the school and feel safe there. Pupils have positive attitudes to keeping healthy and they understand the characteristics of eating healthily and the effect it has on the body.

Most pupils work productively as individuals and within their groups and concentrate well on their tasks. Most pupils' behaviour during lessons and play times is very good. They are courteous to each other and to adults.

Pupils play an active part in the life of the school and have appropriate opportunities to accept responsibilities. The school council and the eco committee contribute productively to decisions on a range of matters such as arranging fund-raising activities for good causes, developing the eco garden and planning to establish a fruit shop in the school.

Through their daily activities and participating in concerts, services and community events, pupils develop a range of personal and social skills that prepare them effectively for life outside the school.

In comparison with figures for similar schools, pupils' attendance levels have placed the school in the bottom 25% in most years. They have risen in the last year, moving the school to the upper 50%.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

Teachers provide a wide range of experiences that satisfy most pupils' interests and needs. Provision responds fully to statutory requirements. The range of extra-curricular activities, as well as visits, enriches the curriculum further.

There is an appropriate system for delivering the curriculum through a series of themes. Teachers' plans are comprehensive documents that offer pupils a range of relevant learning activities. Tasks are planned appropriately to meet pupils' learning needs but more able pupils are not always given enough of a challenge.

The school provides effective opportunities in lessons for pupils to develop their thinking, communication, numeracy and information and communication technology (ICT) skills. It is making sound progress in the use of the Literacy and Numeracy Framework to map skills. However, at present, whole-school planning has not been established firmly enough to ensure progression in skills across the curriculum.

Provision for the Welsh language is effective and enables pupils to make good progress. The Welsh dimension is a strong feature in which pupils are able to learn successfully about famous Welsh people, authors, artists and legends, as well as the geography of Wales and the local area.

Pupils benefit from activities within the curriculum, and general school activities, to develop a secure awareness of the values of sustainable development. The visits and the numerous links with schools in other countries in Europe promote pupils' understanding of global citizenship effectively.

Teaching: Good

Teachers have sound subject knowledge and this is reflected in lessons. Joint planning ensures a clear structure to the teaching and contributes to promoting consistent progress in most pupils' work. Thorough preparation, lively presentations and interesting tasks ensure pupils' active involvement in their learning. Skilful questioning and interaction, and purposeful opportunities to work in pairs and in groups promote pupils' literacy skills effectively across the school. The constructive working relationship between adults and pupils creates a positive learning environment in classrooms.

In a very few sessions, uneven pace hinders the lesson's effectiveness and tasks do not provide suitable opportunities for pupils to extend their learning. At times, the overuse of work sheets limits pupils' ability to write at length.

The school's assessment and recording arrangements are comprehensive and enable teachers to monitor and track the progress of all pupils regularly. Teachers make effective use of information to provide additional support for pupils as required.

Pupils' work is marked regularly but comments do not always identify clearly enough what needs to be done to improve the standard of their work. There are some opportunities for pupils to evaluate their own work and that of their peers but the system has not been established consistently across the school.

Annual reports to parents provide useful information about their children's development and progress.

Care, support and guidance: Good

The school is a caring community, and has effective arrangements for supporting pupils' health and wellbeing. The school has appropriate arrangements for promoting healthy eating and drinking.

Valuable learning experiences promote pupils' spiritual, moral, social and cultural development successfully. Activities across the curriculum, collective worship sessions and circle time programmes provide beneficial experiences that contribute to this.

The school has an appropriate policy and procedures for safeguarding and these are not a cause for concern.

Constructive links with specialist services, such as social and medical services, and educational welfare officers, ensure robust support for pupils, staff and parents alike. The school is putting appropriate arrangements in place to improve levels of pupils' attendance and these are beginning to have a positive effect.

Provision for pupils who have additional learning needs is effective. Pupils' needs are identified at an early stage by teachers. A wide range of intervention programmes provide suitable support for pupils and help to raise standards. Individual educational plans include clear targets that are reviewed regularly with parents and the pupil.

Learning environment: Good

The school is a happy and warm environment, and this reflects its inclusive nature. Pupils have equal opportunities to take advantage of all aspects of educational and social provision. Staff promote respect for diversity and equality effectively through relevant activities such as learning about other cultures and religions, links with European countries, and contributing to campaigns to raise money for charities.

Although the school's main building is old, the programme of improvements has developed the learning facilities and ensured a safer school site for pupils. However, the mobile classrooms for older pupils lack space. There is no playing field on the site, but the school makes appropriate use of local facilities for sports. The outdoor areas for the Phase are developing into a valuable resource to support pupils' learning experiences.

Stimulating and colourful displays of pupils' work celebrate their achievement and support the learning. There are enough resources for lessons and general activities.

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

Leadership: Adequate

The headteacher's purposeful leadership has a positive effect on the school's development. His vision, which is based on promoting continuous improvement, is

shared successfully with members of staff, parents and governors. Recent arrangements that focus on raising standards of pupils' work and strengthening provision are appropriate developments for the school. However, they have not had enough time to establish themselves and have a full effect on pupils' attainments.

All staff members' job descriptions reflect their roles clearly. Teachers who have additional responsibilities within aspects of provision undertake their responsibilities conscientiously. The close co-operation among teachers and support staff in terms of developing provision for pupils who have additional learning needs is an example of this.

The governing body is very supportive of the school's work, and is aware of its responsibilities. Members have a clear understanding of the school's strengths and of many of the areas that need to be developed. However, a minority of the members are new and their active role in monitoring and setting priorities for development is just beginning.

The school gives appropriate attention to national and local priorities. Teachers are developing the use of the Literacy and Numeracy Framework effectively in their planning.

Improving quality: Adequate

The headteacher makes constructive use of a range of procedures for evaluating the quality of provision and standards of achievement. He collects detailed evidence through analysing data, observing lessons, scrutinising pupils' work and collecting the opinions of pupils and parents. He is supported by members of the senior management team who are developing their leadership role in the school's evaluation processes through, for example, the procedures to promote and monitor pupils' literacy and numeracy skills. The headteacher shares and discusses the conclusions of the evaluation processes appropriately with all staff.

The governing body receives full information from the headteacher on the school's performance in comparison with similar schools. A few experienced governors visit classrooms and hold discussions with staff. These activities develop their general knowledge of the quality of provision appropriately. The headteacher provides further training to new governors, which begins to prepare them to undertake a more active role in the evaluation process.

The self-evaluation report is a balanced report that identifies strengths and a number of areas that need to be improved. This information is used appropriately to set suitable targets in a comprehensive school development plan. Responsibilities, costs and the timetable for action, as well as success criteria, have been identified clearly. To date, the school's self-evaluation systems have not had a full effect on improving the quality of provision and standards of achievement.

Partnership working: Good

The school works effectively with a range of strategic partnerships, and this has a positive effect on pupils' standards and wellbeing and extends learning experiences.

There is a strong partnership with parents, who are very supportive of the school and contribute enthusiastically to a number of activities. This includes raising a considerable amount of money every year for equipment and apparatus. The significant investment in buying additional ICT equipment has expanded the provision for pupils.

The headteacher takes a prominent role in promoting numerous links with the local community that expand pupils' learning experiences effectively. A number of local visitors support pupils by sharing skills and expertise. The valuable partnership with a local gardener to develop the school's eco garden is an example of this.

The headteacher has established a good relationship with the local nursery group on the basis of regular visits. Teachers and assistants in the Foundation Phase hold an after-school club for nursery pupils. The provision strengthens the partnership between the home and school.

There is an effective strategic partnership with schools in the local cluster to co-operate and share good practice. There is a constructive partnership with the secondary schools. An example of this is the successful link with the local secondary school, which arranges a calendar of various activities for every month of the year. The activities have a positive effect on transition systems and ensure smooth transfer arrangements.

Recent standardising and moderating activities between schools help teachers to understand better the standards that are expected.

Resource management: Adequate

Staff are managed effectively. There are suitable arrangements for teachers to plan, prepare and assess. Assistants provide effective support, which has a positive influence on pupils' experiences.

The headteacher and governors keep a close eye on the financial situation and have worked hard to manage expenditure during the last two years. The financial situation is now more stable and deficits in the budget have been eliminated. Appropriate use of grants, and contributions from friends of the school and parents, add considerably to funds and enrich the range of resources. Learning resources are managed carefully to ensure that they are suitable for all pupils' needs.

There are robust arrangements for managing the performance of teachers. All staff benefit from training opportunities that support their continuous professional development and help to raise standards throughout the school.

Staff contribute regularly to networks of professional practice with other schools and partners on aspects such as provision in the Foundation Phase, assessment procedures, and developing pupils' writing skills. These experiences are beginning to have a positive effect on standards of pupils' work.

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

Appendix 1

Commentary on performance data

At the end of the Foundation Phase, the percentage of pupils who achieved the Foundation Phase indicator was similar to the averages for the family of similar schools in 2012 but lower in 2013. Over a period of two years, the percentage of pupils who achieved the expected outcome (outcome 5) was lower or similar to the averages for the family of schools in language, literacy and communication skills, and mathematical development. In personal and social development, results were higher than the averages for the family in 2012 but lower in 2013.

In comparison with similar schools in terms of the percentage of pupils who are eligible for free school meals, results in language, literacy and communication skills place the school in the upper 50%. In mathematical development, and personal and social development, results placed the school in the lower 50% in 2012 and in the bottom 25% in 2013.

Over a period of two years, the percentage of pupils who achieved the higher outcome (outcome 6), has been lower than the family average in language, literacy and communication skills and in mathematical development. Results in personal and social development were higher than the family average in 2012 and lower in 2013. In comparison with similar schools, results in language, literacy and communication skills placed the school in the bottom 25% in 2012 and in the lower 50% in 2013. In mathematical development, the school moved from the bottom 25% in 2012 to the upper 50% in 2013. In personal and social development, a decline was seen, as the school moved from the top 25% of similar schools in 2012 to the lower 50% in 2013.

At the end of key stage 2 over a period of four years, the percentage of pupils who achieved the core subject indicator has been lower than the family average in most years but an upward trend was seen in 2013, which made it comparable to the averages for the family. The percentage of pupils who achieved the expected level (level 4) has been lower than the averages for the family in every subject in most years. Pupils' results in Welsh in 2013 were higher than the average for the family. In comparison with similar schools in terms of the percentage of pupils who are eligible for free school meals, results have varied, in most years moving the school between the lower 50% and the bottom 25% for the core subject indicator and the percentage achieving the expected level.

The percentage of pupils who achieved the higher level (level 5) has varied over time in comparison with the averages for the family. In English, outcomes have been consistently lower than the averages for the family. In Welsh and mathematics, results have been higher than the averages for the family in two out of the four years. In science, results have been similar to or higher than the family average in most years. In comparison with similar schools, results have varied, moving the school between the bottom 25% and the upper 50% in English, the upper 50% and the lower 50% in Welsh, and the top 25% and the lower 50% in mathematics. In science, results have placed the school in the upper 50% in most years.

At the end of the Foundation Phase, girls achieve better than boys, especially at the expected level. At the end of key stage 2, girls' performance has been better than that of boys at the expected level and at the higher level in most years.

There is no consistent pattern of difference between the performance of pupils who are eligible for free school meals and pupils who are not eligible for free school meals.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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.	44	44 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	44	42 95%	2 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	44	44 100%	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	44	44 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	44	44 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	44	43 98%	1 2%	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.	44	44 100%	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.	44	44 100%	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.	44	43 98%	1 2%	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.	44	33 75%	11 25%	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.	44	40 91%	4 9%	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	44	43 98%	1 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	19	15 79%	4 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	19	16 84%	3 16%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	19	15 79%	3 16%	0 0%	0 0%	1	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.	19	11 58%	6 32%	1 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	19	9 47%	9 47%	1 5%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	19	15 79%	4 21%	0 0%	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.	19	13 68%	6 32%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	19	9 47%	9 47%	1 5%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	19	13 68%	5 26%	1 5%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	19	11 58%	8 42%	0 0%	0 0%	0	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.	19	13 68%	6 32%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	10 53%	6 32%	1 5%	0 0%	2	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.	19	10 53%	7 37%	1 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	19	17 89%	2 11%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	19	12 63%	6 32%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	19	11 58%	6 32%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	18	7 39%	6 33%	0 0%	0 0%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	19	12 63%	5 26%	2 11%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	19	14 74%	5 26%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Miss Dorothy Morris	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr Owen Jenkins	Lay Inspector
Mrs Tegwen Ellis	Peer Inspector

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language