



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report on**

**Ysgol Gynradd Brynsaron  
Saron  
Llandysul  
Carmarthenshire  
SA44 5ET**

**Date of inspection: February 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: 15/04/2014**

## **Cyd-destun**

Ysgol Brynsaron is a community primary school. The school serves a wide geographical area that includes the villages of Saron, Rhos, Pentrecwrt, Bancyffordd and the surrounding rural area. The school is maintained by Carmarthenshire local authority.

The school provides education for pupils aged three to 11. Children are admitted to the school full-time at the beginning of the term before they reach their fourth birthday. There are 107 pupils on roll, including three part-time nursery children. Pupils are divided into five classes. In line with the local authority's policy, Welsh is used as the teaching medium in the school. At present, approximately 11% of pupils are entitled to free school meals, which is well below the Welsh average.

The school has indicated that 21.3% of pupils have additional learning needs. White British is the ethnicity of the pupils. Approximately 30% of pupils speak Welsh at home.

The school was last inspected in January 2008. The headteacher has been in post since June 2000.

The individual school budget per pupil for Ysgol Gynradd Brynsaron in 2013-2014 is £3,092 per pupil. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Gynradd Brynsaron is in 104th position of the 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- most pupils across the school make good progress in their learning;
- almost all pupils behave well and have a positive attitude to learning;
- there are exciting learning experiences of high quality, and staff support learning effectively;
- teaching is robustly good across the school;
- the school promotes an inclusive ethos successfully, which is based on respect and care; and
- there is a happy and caring learning environment.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides a thoughtful and effective leadership whereby staff promote the school's vision successfully;
- there a strong sense of teamwork within the school;
- the governing body is very supportive of the school and acts appropriately as a critical friend;
- the school's self-evaluation procedures are robust and clear;
- the school knows its strengths and areas for improvement well; and
- there is a variety of effective partnerships, which have a positive impact on pupils' learning experiences and wellbeing.

## **Recommendations**

- A1 Ensure improvement in the numbers achieving the higher outcomes at the end of both key stages
- A2 Provide more opportunities for pupils to write at length and more creatively in Welsh
- A3 Share best practice in teaching across the school and beyond the local area
- A4 Harmonise and strengthen the assessment and assessment for learning system

### **What happens next?**

Ysgol Gynradd Brynsaron will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key question 1: How good are the outcomes?

Good

#### Standards: Good

During their time at the school, most pupils make good progress in their learning. On the whole, pupils across the school listen carefully and respond enthusiastically in lessons. Nearly all co-operate well in pairs and in groups, and contribute to discussions appropriately. Most develop to become confident learners.

At the start of their time at the school, the basic skills of the majority of pupils are below that expected in each outcome.

Most pupils have good standards of speaking and listening. The youngest pupils in the Foundation Phase listen carefully and respond enthusiastically to questions. By the end of the Foundation Phase, they speak clearly and confidently with adults and other children. By the end of key stage 2, the majority of pupils use Welsh regularly in formal situations and communicate clearly and confidently in both languages. They are also very willing to offer answers and share ideas.

In the Foundation Phase, many pupils are able to read their reading books and their own work to a standard that is appropriate for their age and ability. Most pupils make good progress in developing their reading skills. They are interested in books and develop to become independent readers. Pupils develop suitable strategies to help them read for pleasure and understanding. An example of this is pupils recording themselves reading a book on a tablet. By the end of key stage 2, many pupils show very positive attitudes. They read confidently, fluently, and with good understanding. They also use their translanguaging skills confidently when carrying out research. The focus on raising standards of reading further has a positive impact on overall standards in both languages.

By the end of the Foundation Phase, many pupils produce good pieces of writing that show a developing awareness of basic spelling and punctuation patterns. By the end of key stage 2, most pupils write confidently in a variety of forms, and many pupils write for different purposes and in different styles across aspects of the curriculum. Most pupils present their written work extremely well. However, the extended writing skills of higher ability pupils are not developing fully nor do they have enough of an opportunity to write creatively and at length in Welsh.

The range of support programmes for literacy and numeracy are effective in improving the standards achieved by targeted pupils. There is no significant difference in achievement between boys and girls and pupils with additional learning needs make good progress. However, more able pupils do not achieve as well at the higher level.

In the Foundation Phase, most pupils develop their numeracy skills well and apply them in other areas of learning confidently, by solving number problems across the curriculum. Most pupils at the end of key stage 2 use a variety of mental and written

calculations correctly. Many of them have a sound understanding of the concepts of the four rules of number and they can transfer their numeracy skills confidently to other subject areas. A good example is the detailed study they made of Kenya and comparing the temperature of two contrasting periods when studying global warming.

In the Foundation Phase, the standards of pupils who achieved the expected level (outcome 5) are generally lower than the average for schools in the family. Compared to other similar schools in terms of the percentage entitled to free school meals, the school is in the lower 50% overall. However, in literacy, it is in the higher 50%. At the higher level than expected, pupils' standards place the school in the lower 50% for every learning area.

In key stage 2, pupils' standards at level 4 show increasing improvement over time in comparison with those in similar schools. Recent results place the school in the top 25% in English, mathematics, science and the core subject indicator and the lower 50% in Welsh. At the higher level than expected, however, pupils' standards range from the bottom 25% in English to the higher 50% higher in Welsh, compared with those in similar schools in terms of the proportion of pupils entitled to free school meals.

### **Wellbeing: Good**

Nearly all pupils feel safe at the school and know to whom to turn for advice or to discuss any concerns that they have. Most pupils have a good understanding of the importance of eating healthily and keeping fit. Many take advantage of the opportunities to take part in after-school clubs that contribute well towards their wellbeing and raises their confidence.

Nearly all pupils behave well in lessons and at other times during the day. They participate conscientiously and are enthusiastic about learning. They also respond courteously to each other and to adults.

Over time, pupils' attendance percentage has improved and the school is now in the higher 50% when compared with similar schools in terms of the percentage of pupils who are entitled to free school meals. Pupils' punctuality is good.

Older pupils respond positively to the responsibilities that staff give them, such as looking after the youngest children during play time as a 'cool friend'. They take mature responsibility for their work and show respect and care for others. Pupils are very proud of their school and they take advantage of appropriate opportunities to express their views through their contribution to the activities of the school council. They contribute extensively to the school's charitable work by raising money and taking part in social events in the community. This develops their social skills and life skills effectively.

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

Through close co-operation, teachers plan interesting and stimulating learning opportunities, which meet the requirements of the National Curriculum, the Foundation Phase and religious education. Planning also meets pupils' personal and educational needs and enables nearly all pupils to make good progress. Teachers' planning has been adapted appropriately to include literacy and numeracy skills. There are clear references to the development and progression of these skills for each year. They are also differentiated for pupils in the class.

In the Foundation Phase, a wide range of exciting learning experiences provide valuable opportunities for pupils to develop to become independent learners. All pupils' learning experiences are enriched by visits to the local community and beyond. Cross-curricular themes provide good opportunities for the pupils to make practical use of their communication, numeracy and information and communication technology (ICT) skills across a number of curriculum areas. Good examples of this are a project about Kenya and a study of Chinese culture.

Appropriate attention is given to developing pupils' Welsh language skills. The Cwricwlwm Cymreig has a central place in the school's programme of work and provision for developing the Welsh language is promoted very effectively. The school provides appropriate training to parents on reading and numeracy teaching strategies.

Provision for teaching pupils about sustainable development and global citizenship is appropriate and permeates into many areas of the curriculum. Recycling, energy conservation and sustainability are a natural part of school life. The extra-curricular activities that are provided help pupils to develop a number of key personal and social skills very effectively.

**Teaching: Good**

All teachers have good subject knowledge. They use a wide range of teaching strategies in a skilful way and deliver lively and enthusiastic lessons to ensure rich learning experiences for pupils. A caring relationship between adults and pupils creates an active ethos and offers effective support. Teachers and assistants model correct language patterns and this has a very positive effect on pupils' standards.

The quality of teaching is robustly good across the school and uses resources effectively to support learning. Teachers explain new concepts clearly, ensure a good pace in the sessions, question in a challenging way and stimulate pupils effectively.

Purposeful arrangements are in place for tracking pupils' progress. Teachers ensure that pupils are aware of the learning aims of lessons. They set success criteria and use praise effectively to encourage less confident pupils. Pupils benefit from the fact that their teachers discuss the quality of their work in a constructive way. Pupils' written work is marked regularly and constructive feedback is given. However, there



are few examples of pupils being challenged to improve their own work after receiving comments from teachers.

Parents receive good information about their child's progress and annual reports respond fully to the statutory requirements.

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

The school makes appropriate arrangements for promoting healthy eating and drinking. Extra-curricular activities provide experiences for pupils that enable them to develop self-confidence and care for others whilst fostering a wide range of skills.

The school provides a variety of purposeful opportunities to promote pupils' spiritual, moral, social and cultural development. Nearly all pupils take responsibility for their actions, and understand the importance of values such as honesty and respect in order to work successfully as a community. Various examples are seen of pupils of all ages offering support and friendship to others. This is a strength at the school. Useful information is available to pupils and parents about school life. This includes the school prospectus, regular newsletters and the governors' annual report. The school has very strong and supportive links with a number of specialist services and external agencies.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern. The school promotes good attendance consistently.

Provision for pupils with additional learning needs is extensive and comprehensive. These pupils' needs are identified at an early stage by teachers and they provide individual schemes of work of a high standard for them. Assistants contribute effectively to pupils' learning experiences and general wellbeing. However, procedures for more able and talented pupils are only just beginning to develop and these have not yet had enough of an effect on their outcomes.

### **Learning environment: Good**

The school's ethos reflects a welcoming, caring, happy and inclusive atmosphere. A strong feature is the family ethos that encourages pupils to take care and responsibility for their fellow pupils and thereby foster an attitude of respect and self-confidence. Pupils are encouraged to understand other people from various backgrounds and they are prepared well for the next stages in their education.

There are suitable policies, plans and procedures in place. The school promotes positive attitudes towards equality and social diversity through procedures such as collecting for charities such as Children in Need, Cancer and Operation Christmas Child.

Purposeful use is made of the school's grounds and building for play and learning. The external area for the Foundation Phase, which has been developed very recently, is used creatively to promote learning. There are colourful classrooms, which have rich resources for the purposes of the curriculum. There are polished displays of a high standard across the school that stimulate learning. They show

good examples of pupils' work and successes. The site and building are kept clean and in good condition.

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

Under the headteacher's thoughtful and effective leadership, staff promote the school's vision successfully. They commit themselves effectively to raising pupils' standards. Staff meetings focus directly on the school's improvement targets and lead to measurable action points. All members of staff have roles that are clearly defined and they co-operate well as an effective team. This is a strong virtue of the school's leadership.

Governors fulfil their legal and management duties well. They are supportive and contribute effectively as critical friends. The governing body meets regularly and good quality reports from the headteacher and other teachers ensure that members know how the school is performing. They are also aware of the general and specific aspects that need to be prioritised in order to raise standards further.

Structured performance management arrangements link appropriately to priorities on a school, local and national level. Relevant examples of this are the literacy and numeracy framework and the campaign to raise attendance percentages. Suitable professional development opportunities are identified for the whole staff and these contribute well to improvements in standards.

### **Quality improvement: Good**

The school has a good understanding of its strengths and the areas that need to be improved. The school's self-evaluation report is robust and clear. It is also analytical. An extensive range of evidence is used to support opinions, including performance data, the opinions of parents and pupils, monitoring and lesson observations. Staff contribute purposefully to the process and full consideration is given to their opinions. In addition, the input of the authority's system leader has reinforced the process.

There is an obvious link between the outcomes of the self-evaluation report and the priorities in the school development plan. Teachers use information from the self-evaluation to set challenging and appropriate priorities and targets for improving standards and management procedures. Priorities are clear and definite, and it is easy for leaders and staff to monitor progress against them effectively.

The school has made good progress in addressing the recommendations of the last inspection. This has led to an improvement in standards and quality.

### **Partnership working: Good**

Partnerships with parents are good and almost all of them are proud of the school's 'open door' policy. Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences, for example a visit from a

villager to speak to pupils about his experiences as an evacuee. Partnerships with local businesses are good, and some of them receive pupils for visits, for example to the nearby supermarket. An appropriate range of external agencies and organisations, such as health and social services, contribute their expertise to support to the school's work.

Active links between the school and the local nursery group prepare nursery children well for beginning their formal education. The school has a good strategic partnership with schools in the cluster. These arrangements are effective, for example, for standardising and moderating teachers' assessments at the end of a key stage. This contributes effectively to enriching provision, ensuring quality and improving pupils' outcomes and wellbeing. The school has an appropriate partnership with the two secondary schools to which pupils transfer and these arrangements are very effective for preparing pupils for the next stage in their education.

### **Resource management: Good**

Leaders have firm financial plans which are linked clearly to the school's priorities and current needs. The finance team plans its use of resources carefully. The school adapts expenditure decisions as a result of the changes in numbers of pupils who attend the school annually.

An appropriate level of staff have been trained appropriately to deliver the curriculum, and the school's support staff are an important and effective part of the team and have a positive influence on learning and teaching. The school makes the best possible use of resources to reinforce pupils' learning experiences.

There are appropriate arrangements for teachers' planning, preparation and assessment time. The school responds to statutory requirements for performance management appropriately but support staff are not a part of the process at present. The school has established successful networks of professional practice in the school and with other schools and partners. Staff take advantage of every opportunity to develop their expertise and are very keen to improve their effectiveness.

Considering the positive outcomes, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the percentage of pupils who achieved the expected level (outcome 5) at the end of the Foundation Phase in literacy, language and communication is higher than the average for other schools in the family and nationally but lower in mathematical development. Results for 2013 are higher than those in 2012. In literacy, language and communication development, pupils' achievement at the expected level has improved, and has moved the school from the bottom 25% in 2012 to the higher 50% in 2013, in comparison with similar schools in terms of levels of entitlement to free school meals. Pupils' achievement in mathematics has moved the school from the bottom 25% to the lower 50%.

The proportion of pupils who attain outcome 6 in literacy, language and communication, mathematical development and in personal and social development, is considerably lower than the average for the family. In literacy, language and communication, mathematical development and personal and social development at the higher level, pupils' achievement has placed the school in the bottom 25% in 2012 and 2013, except for mathematical development, which places it in the lower 50% in 2013.

In key stage 2 in 2013, the percentage of pupils at the expected level (level 4) at the end of key stage 2 is higher than the average for the family in English, mathematics, science and the core subject indicator. In Welsh, it is lower than the average for the family. In comparison with performance levels of similar schools in terms of levels of entitlement to free school meals, performance in key stage 2 has varied during recent years. The school has moved from the lower 50% to the top 25% in English and science. Performance in the core subject indicator has placed the school in the top 25% for the last three years. In Welsh, the school continues to be in the lower 50% in comparison with similar schools. In mathematics, performance has varied, moving the school between the top 25% and the higher 50%.

In key stage 2, the percentage of pupils who achieved the higher level (namely level 5) in 2013 is lower than the average for the family and Wales in all core subjects apart from Welsh, which was higher than the average for Wales. Pupils' performance has varied a good deal. In Welsh, English, mathematics and science, the percentage has been lower than the average for the family and Wales for three of the last four years. The school's performance at level 4 has varied, moving the school between the higher 50% and the lower 50% of similar schools across the last four years in mathematics and science. The school's results in Welsh have improved and place the school among the higher 50% in 2013. Performance in English in 2013 places the school among the bottom 25%.

In the Foundation Phase, girls achieve better than boys in language and personal development. Although there are variations in the cohort over time, girls and boys achieve equally well in key stage 2 in all areas except Welsh, in which boys do not achieve as well. Overall, pupils who are entitled to free school meals do not achieve as well as their peers.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	60	60 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	60	55 92%	5 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	60	57 95%	3 5%	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	60	60 100%	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.	60	58 97%	2 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	60	60 100%	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.	60	60 100%	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.	60	59 98%	1 2%	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.	60	55 92%	5 8%	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.	60	60 100%	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.	60	47 78%	13 22%	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	60	53 88%	7 12%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	27	23 85%	4 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	24 89%	3 11%	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.	27	24 89%	3 11%	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.	27	20 74%	6 22%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	26	17 65%	8 31%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	27	23 85%	3 11%	0 0%	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.	26	24 92%	2 8%	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.	27	12 44%	13 48%	1 4%	0 0%	1	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.	27	19 70%	5 19%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	18 67%	9 33%	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.	27	22 81%	5 19%	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'.	25	17 68%	7 28%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	27	13 48%	11 41%	2 7%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	26	17 65%	9 35%	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.	27	15 56%	9 33%	0 0%	1 4%	2	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.	27	22 81%	5 19%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	21	15 71%	4 19%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	27	18 67%	9 33%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	26	22 85%	3 12%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The monitoring team

Meinir Wynne Howells	Reporting Inspector
David Kenneth Davies	Team Inspector
Jeffrey Davies	Lay Inspector
Diane Ebo	Peer Inspector
Silyn Roberts	Nominee



## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

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

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

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

### **All-Wales Core Data sets**

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

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

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