



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 Gwynfryn
Heol Y Meinciau
Pontyates
Llanelli
Carmarthen
SA15 5SN**

Date of report: January 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Gwynfryn is situated in the village of Pontyates in the Gwendraeth Valley, Carmarthenshire. There are 64 pupils between the ages of 4 and 11 on roll. Pupils are taught in three mixed-age classes. The school operates as a federal school in close co-operation with two local schools and shares staff expertise and resources.

Thirty-one per cent of pupils are eligible for free school meals, a figure which is higher than the average for Wales. Thirty-two per cent of pupils come from Welsh-speaking homes. 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 end of key stage 2.

About 34% of pupils have additional learning needs, which is considerably higher than the national percentage. Very few have a statement of special educational needs.

The individual school budget per pupil for Ysgol Gwynfryn in 2013-2014 means that the budget is £3,736 per pupil. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Gwynfryn is in 44th position of the 95 primary schools in Carmarthenshire in terms of the school budget per pupil.

The headteacher was appointed to the post in January 2011 and the school was last inspected by Estyn in March 2012.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils across the school make appropriate progress during their time at the school
- Many pupils acquire new knowledge, understanding and skills effectively and apply them skilfully to new situations
- All pupils feel safe at the school
- All pupils' behaviour is good during lessons and on the school playground
- The school plans and provides stimulating learning experiences, which meet the needs of the whole range of pupils successfully
- The school is a caring community in which a clear priority is given to pupils' wellbeing

However:

- Pupils do not make enough progress during their time in the Foundation Phase
- Higher ability pupils do not achieve as well as they could in the majority of lessons
- In about half of the lessons in which teaching is not as good, tasks do not challenge higher ability pupils and the pace of lessons is slow
- The outdoor site has not been developed adequately for the learning needs of the Foundation Phase

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision that focuses on wellbeing and on raising pupils' standards
- The school is making good progress in introducing local and national initiatives and priorities
- The school works successfully with a range of partners, which has a positive effect on pupils' attainment and wellbeing
- The headteacher and governors manage resources effectively

However:

- The self-evaluation document is not evaluative enough in relation to the effectiveness of the school's systems and strategies
- There a significant number of priorities in the development plan but only a few deal directly with raising standards and include measurable targets
- The school provides adequate value for money

Recommendations

- R1 Raise pupils' outcomes at the end of the Foundation Phase
- R2 Ensure further improvement in pupils' reading and writing skills across the school
- R3 Provide more opportunities to challenge and extend more able pupils
- R4 Ensure better consistency in the quality of teaching across the school
- R5 Develop the outdoor area to provide stimulating learning experiences for pupils in the Foundation Phase
- R6 Ensure that targets in the school development plan are specific and measurable, and that they focus on raising standards

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

Most pupils' basic skills when they start at the school are below expectations in all outcomes. However, many pupils across the school make appropriate progress during their time at the school.

Considering their linguistic background, pupils' oral skills develop quickly. Many pupils in the Foundation Phase communicate effectively in Welsh and use vocabulary that is appropriate to their age and ability. Many respond confidently to teachers' instructions. This develops further in key stage 2, and many speak confidently and effectively in formal and informal situations in both languages.

Many pupils acquire new knowledge, understanding and skills effectively and apply it skilfully in new situations. Pupils of all ages recall previous learning quickly and face new challenges confidently. Most pupils' thinking skills develop well as they address investigative and practical tasks, for example when conducting a survey in the town of Llanelli.

In the Foundation Phase, many pupils develop suitable phonic reading strategies and use them when reading unfamiliar words. By the end of the phase, a minority develop fluency and accuracy when reading. Very few pupils discuss books confidently. However, the majority of pupils retell stories correctly. In key stage 2, many pupils read correctly, with suitable understanding of the text. They discuss the main events and characters in their books appropriately. However, only a few older pupils elaborate when discussing their favourite books. Many pupils show suitable understanding of higher reading skills. They are able to scan the text skilfully and extract appropriate information confidently.

Many pupils in the Foundation Phase produce short pieces of independent writing of an appropriate standard; for example when rewriting the story of Blodeuwedd. Older pupils are beginning to use capital letters and full stops correctly. By the end of key stage 2, many pupils produce appropriate written pieces for a range of purposes across the curriculum. However, very few of the more able pupils are able to write creatively and use an appropriate variety of vocabulary to hold the reader's interest, for example creating posters to encourage people to develop their businesses locally. A few pupils are beginning to plan and redraft their work effectively. Overuse of worksheets hinders the ability of the majority of pupils to write at length and to achieve as well as they could. The whole school's recent focus on developing pupils' literacy skills is beginning to have a positive effect on standards achieved by pupils.

Across the school, the majority of pupils are making good progress in developing specific numeracy skills. In the Foundation Phase, most pupils identify, order and use number appropriately in their activities across the areas of learning, for example when collecting details about the class' favourite cinema foods. The majority of older pupils are able to use co-ordinates confidently to find a pirate ship. In key stage 2,

many pupils have a sound understanding of place value. They submit mathematics work at an appropriate level, in line with their age and ability. By the end of the key stage, they write and handle up to six-digit numbers confidently and use a number of mental strategies confidently when multiplying whole numbers and decimals. As they investigate what materials are best for soundproofing a room, most pupils use equipment and units of measurement purposefully by recording their results in detail in tables and graphs. Across the school, most pupils apply their numeracy skills well across all areas of the curriculum.

Over time, most pupils who are eligible for free school meals have underperformed in comparison with their peers. However, recently, the trend has changed and the performance of pupils who are eligible for free school meals compares more favourably with that of other pupils. Overall, there is no significant difference between the performance of boys in comparison with that of girls. Pupils who have additional learning needs achieve well at a level that is equivalent to their ability. However, higher ability pupils do not achieve as well as they could in the majority of lessons.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care because the small numbers of pupils in a year group can have a considerable effect on a school's performance from one year to the next.

In comparison with other similar schools, the school's performance in the Foundation Phase over the last three years has placed it in the bottom 25% in literacy and mathematical development.

During the same period, the proportion of pupils who achieved at the higher outcome in literacy has declined, moving the school from the upper 50% to the bottom 25%. In mathematical development, the school has remained consistently in the bottom 25%.

In comparison with other similar schools, the performance of key stage 2 pupils at level 4 in three of the last four years has varied, moving the school between the bottom 25% and the upper 50%. During the last year, the school has been in the top 25% for performance in English and mathematics. Performance in science has shown improvement and moved the school from the bottom 25% to the upper 50%. Performance in Welsh places the school in the lower 50% of similar schools.

Pupils' performance at the higher levels in the four core subjects has varied considerably over a period of four years. In 2014, performance in English has improved and has moved the school from the bottom 25% to the upper 50% of similar schools. Performance in Welsh has placed the school consistently in the lower 50%, and performance in mathematics and science has placed it consistently in the bottom 25% of similar schools.

Wellbeing: Good

All pupils feel safe at school and know that they can turn to any member of staff for help when needed. The behaviour of almost all pupils is good during lessons and in the school playground, and they show respect and care for their peers and adults

alike. The majority of pupils concentrate very well during learning sessions and apply themselves positively to their tasks. Most pupils know about the importance of physical exercise and eating and drinking wisely in order to keep healthy.

The majority of pupils take advantage of the appropriate opportunities that they have to contribute their ideas to curricular planning and they feel ownership over it. Many pupils have begun the process of evaluating their own learning and that of their peers effectively. Pupils across the school show that they are able to work independently when solving problems and co-operating effectively together.

The school council is active and members have an effective influence on decisions that are made at the school. Examples include painting a wall in the hall in order to enhance the room, contributing to the school's policy to prevent bullying and interviewing a new member of staff as part of the appointment process.

All pupils take part in services in the local chapel and sing carols at the nearby farm. These activities strengthen their participation in the community and contribute valuably towards their personal development.

The school's attendance has improved and the school's rates are now higher than the median in comparison with those of similar schools. Pupils' punctuality is good.

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

The school plans and provides stimulating learning experiences that meet the needs of the full range of pupils successfully. Exciting themes capture pupils' imagination well and ensure that they develop a range of skills and aspects of wellbeing appropriately. Planning in the Foundation Phase is based firmly on the six areas of learning. However, provision for older pupils in the Foundation Phase does not always ensure regular opportunities for pupils to develop their independent learning skills effectively.

The school has embedded the requirements of the National Literacy and Numeracy Framework in its termly and daily plans successfully. The wide range of cross-curricular activities that are provided in the three classrooms ensures that there are good opportunities for pupils to use their literacy and numeracy skills across the curriculum regularly. Extra-curricular experiences and a wide range of field visits, such as a visit to Kidwelly Castle, further enrich pupils' knowledge and social skills effectively.

Planning for the Welsh language and the Welsh dimension is developing appropriately throughout the school. The school enriches learning experiences through visits to places that are linked effectively with pupils' cross-curricular work, for example their visit to the war museum in Swansea and their study of the town of Llanelli.

Members of the school and eco councils act effectively and seek their fellow pupils' views regularly on issues that are important to them. The curriculum and the school's recycling practices contribute well to pupils' understanding of sustainable development and their responsibility as global citizens.

Teaching: Adequate

Overall, the quality and range of the teaching methods that were observed are good in half the lessons and adequate in the remainder.

Where teaching is good, lessons have clear learning objectives. Teachers plan interesting activities and ensure that all pupils are motivated effectively. In lessons in which teaching is less effective, teachers do not provide enough opportunities for pupils to solve problems or to be responsible for aspects of their own learning. There are weaknesses in the way in which teachers use questions to promote discussion and debate and, as a result, pupils lose interest in their learning.

Teachers give appropriate oral feedback during lessons. Many teachers' written comments refer directly to the success criteria and set the next steps to be taken in order to improve the quality of their work. However, there are not enough opportunities for pupils to respond to the comments. The majority of pupils are able to discuss their targets simply, and what they need to do to improve their work. The school tracks pupils' progress appropriately. However, the information is not used effectively enough to plan the next steps in learning or to inform pupils, especially the most able, about how to improve their work.

Reports for parents provide useful information about their children's development and progress and identify clear targets for improvement.

Care, support and guidance: Good

The school is a caring community in which a clear priority is given to its pupils' wellbeing and everyone shows respect and care for each other. The school provides valuable opportunities for pupils to take part in social and cultural activities and purposeful opportunities are given to promote moral development. There are effective opportunities to promote pupils' spiritual development in collective worship sessions, in which they have opportunities to reflect and to consider values such as self-respect. The school makes appropriate arrangements for promoting healthy eating and drinking.

Effective processes are in place at the school to promote values and to foster good behaviour, for example electronic merit points. Appropriate procedures are in place to encourage good attendance, which have had a positive effect on the school's attendance rates.

There are effective arrangements for identifying and supporting pupils who have additional learning needs. Through early intervention and careful planning, the school provides good support for pupils who need additional help with their work. This enables many pupils to make good progress and to deal successfully with the requirements of the curriculum. The school co-operates effectively with specialist agencies in order to support pupils' wellbeing and learning successfully. They also support parents appropriately when needed, for the benefit of pupils.

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

Learning environment: Adequate

The school ethos is homely and inclusive. It promotes a caring and happy atmosphere, celebrates diversity and appreciates the contribution of all learners. The school's main aim is to give pupils the best experiences possible to prepare them appropriately for the next step in their life. All pupils have equal rights to all the provision at the school. Policies, plans and procedures are in place to promote equality and social diversity successfully. There is a very supportive and caring relationship between older pupils and younger pupils during play times, which encourages respect and care.

Staff make appropriate use of the space that is available and displays in classrooms are suitable and reflect the school's wider activities purposefully. A varied supply of good quality resources meets pupils' needs appropriately.

The school is maintained purposefully and the building is suitable for the number of pupils. However, the use that is made of the outdoor environment to promote pupils' learning across the school is limited and the outdoor site has not been developed appropriately for learning needs in the Foundation Phase.

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

The headteacher has a clear vision that focuses on wellbeing and on raising pupils' standards. She shares this vision successfully with staff, pupils, parents and governors. She has established purposeful priorities for development, and co-operates enthusiastically with the assistant headteacher and staff to move the school forward.

Following a period of reorganisation and significant changes in staffing, there are strategies in place that are beginning to have a positive effect on pupils' outcomes. Although not all of the strategies have had time to have a full effect, positive progress has been made in many areas. By giving appropriate attention to performance management processes, the headteacher and staff have agreed on relevant objectives to raise standards across the school and promote their professional development. All members of staff fulfil their new responsibilities effectively.

The school is making good progress in introducing local and national initiatives and priorities. Implementing assessment for learning methods, in addition to adopting literacy and numeracy strategies, is already having a positive effect on pupils' standards and achievement. The school has addressed the pupils' deprivation grant effectively to improve more vulnerable pupils' wellbeing and achievement.

The governing body has given good support in offering strategic direction to the school during a period of instability. Governors are beginning to use the data in an analytical way, which has enabled them to identify the need to raise standards. They are knowledgeable about the school and are developing and strengthening their role as critical friends successfully.

Improving quality: Adequate

The self-evaluation report that has been produced by the headteacher and staff gives an honest picture of the school. It comes to a clear judgement on pupils' standards of attainment. It identifies the areas in which improvement is needed in terms of standards and aspects of teaching and assessment effectively. However, it is not evaluative enough in relation to the effectiveness of the school's systems and strategies.

The school has purposeful self-evaluation arrangements that are based on wide-ranging and appropriate evidence. The school analyses an appropriate range of data, monitors pupils' work, observes lessons and seeks the views of pupils and parents regularly. All staff are beginning to contribute purposefully to all aspects of the process.

There is an appropriate link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan includes a suitable implementation timetable, in addition to staff responsibilities and costs. There are a considerable number of priorities, but only a few are directly related to raising standards and include measurable targets. As a result, it is not easy for leaders and staff to monitor progress against them effectively. However, the target for raising standards of writing is beginning to have a positive effect on the achievement of the majority of pupils across the school.

Partnership working: Good

The school works successfully with a range of partners, which has a positive effect on pupils' attainment and wellbeing.

There is a strong relationship between the school and parents, who are very supportive of all pupils' activities. A particular feature of this partnership is the 'parents' forum' and a 'Red Carpet' open evening, which is an opportunity for pupils to share their successes and experiences with their parents.

Valuable links with the local community have a beneficial influence on pupils' learning experiences. Good examples include the link with a nearby farm, where pupils grow vegetables in order to sell them on a stall in a local market, and visits to the library that have fostered a new interest in books for pupils.

The whole school benefits considerably from the relationship between the school and the other two schools in the federation. They share good practice and plan jointly, which adds to the effective experiences provided to pupils. The close relationship with the nursery group which is located on the school site ensures that the young pupils settle quickly in the reception class.

The school co-operates closely with schools in the cluster to moderate and standardise continuous assessments jointly. More recently, these schools have worked on a successful language project to raise standards of writing and to plan better for writing for various purposes.

Arrangements for transferring older pupils to the secondary school are effective and prepare them well for the next stage in their education.

Resource management: Adequate

The headteacher and governors manage the school's resources appropriately. They organise teaching and assistant staff purposefully in order to make the best use of their knowledge and skills.

Provision for planning, preparation and assessment is organised well and teachers use this time effectively. The school's arrangements for performance management meet statutory requirements. Teachers and support staff have a number of appropriate opportunities to develop further in specific areas. The school co-operates well with other schools within the federation and within the cluster to develop projects to improve literacy skills. A successful example of this is the 'Big Writing' project.

The headteacher and governors have effective arrangements for managing the budget. There is an appropriate link between the expenditure and the school's plans for improvement. The school is beginning to make effective use of the pupils' deprivation grant to improve provision and outcomes for pupils who are eligible for free school meals.

Considering the outcomes and use of funding, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6692019 - Ysgol Gwynfryn

Number of pupils on roll	68
Pupils eligible for free school meals (FSM) - 3 year average	38.7
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	9	9
Achieving the Foundation Phase indicator (FPI) (%)	*	44.4	55.6
Benchmark quartile	*	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	9	9
Achieving outcome 5+ (%)	*	44.4	55.6
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	22.2	0.0
Benchmark quartile	*	2	4
Mathematical development (MDT)			
Number of pupils in cohort	*	9	9
Achieving outcome 5+ (%)	*	55.6	66.7
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	0.0	0.0
Benchmark quartile	*	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	9	9
Achieving outcome 5+ (%)	*	77.8	77.8
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	22.2	0.0
Benchmark quartile	*	3	4

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.

6692019 - Ysgol Gwynfryn

Number of pupils on roll

68

Pupils eligible for free school meals (FSM) - 3 year average

38.7

FSM band

5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	10	10	7	10
Achieving the core subject indicator (CSI) (%)	70.0	70.0	71.4	90.0
Benchmark quartile	3	3	3	1
English				
Number of pupils in cohort	10	10	7	10
Achieving level 4+ (%)	70.0	80.0	71.4	90.0
Benchmark quartile	3	2	4	1
Achieving level 5+ (%)	10.0	30.0	14.3	30.0
Benchmark quartile	4	1	4	2
Welsh first language				
Number of pupils in cohort	10	10	7	10
Achieving level 4+ (%)	60.0	70.0	57.1	60.0
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	0.0	20.0	0.0	10.0
Benchmark quartile	2	2	3	3
Mathematics				
Number of pupils in cohort	10	10	7	10
Achieving level 4+ (%)	70.0	80.0	71.4	90.0
Benchmark quartile	3	2	4	1
Achieving level 5+ (%)	10.0	40.0	0.0	0.0
Benchmark quartile	4	1	4	4
Science				
Number of pupils in cohort	10	10	7	10
Achieving level 4+ (%)	70.0	70.0	71.4	90.0
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	0.0	40.0	0.0	0.0
Benchmark quartile	4	1	4	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Primary survey (all pupils)

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.	34	34 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	34	34 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	34	34 100%	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	34	33 97%	1 3%	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.	34	34 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	34	34 100%	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.	34	34 100%	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.	34	32 94%	2 6%	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.	33	30 91%	3 9%	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.	34	34 100%	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.	34	29 85%	5 15%	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	34	33 97%	1 3%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to the parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	21	9 43%	11 52%	0 0%	1 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	12 57%	8 38%	1 5%	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%	25%	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	1 5%	17 81%	2 10%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	21	8 38%	12 57%	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	9 43%	11 52%	1 5%	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	8 40%	10 50%	2 10%	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%	10 48%	1 5%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	21	10 48%	11 52%	0 0%	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.	20	12 60%	8 40%	0 0%	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'.	19	9 47%	10 53%	0 0%	0 0%	0	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	8 38%	12 57%	0 0%	1 5%	0	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.	21	11 52%	9 43%	0 0%	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	7 33%	11 52%	1 5%	1 5%	1	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	7 33%	13 62%	1 5%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	17	5 29%	8 47%	0 0%	0 0%	4	Mae fy mhlentyn 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	11 52%	10 48%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	21	6 29%	14 67%	0 0%	1 5%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Rhiannon Harris	Team Inspector
Glenda Jones	Lay Inspector
Rhian James Collins	Peer Inspector
Rhian Evans	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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