



*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 Pontyberem  
Heol Y Felin  
Pontyberem  
Llanelli  
Carmarthenshire  
SA15 5EB**

**Date of inspection: November 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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**Publication date: 09/01/2015**

## Context

The school is situated in the village of Pontyberem, in the Gwendraeth Valley in Carmarthenshire. The vast majority of pupils come from the village and the nearby area.

There are 198 pupils between the ages of 3 and 11 years on roll, which is a substantial increase from 155 at the time of the last inspection. There are 13 pupils in the part-time nursery class. The school has eight full-time classes, and two of these classes contain pupils of mixed age groups. About 13% of pupils are eligible for free school meals, which is lower than the average for Wales (21%).

The school has identified about 36% of its pupils as having additional learning needs, and of those a few have a statement of special educational needs. About 3% of pupils are from ethnic minority backgrounds. No pupils speak English as an additional language. Sixty-one per cent of pupils come from Welsh-speaking homes.

The current headteacher started in the post in September 2007.

The individual school budget per pupil for Ysgol Pontyberem in 2014-2015 is £3,526. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,098. Ysgol Pontyberem is in 72<sup>nd</sup> place of the 103 primary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's performance is adequate because:

- pupils make sound progress during their time at the school;
- pupils understand what needs to be done to improve their work;
- many pupils use their thinking and investigative skills purposefully in their theme work;
- many pupils develop well as independent learners and co-operate effectively together;
- many pupils across the school have effective numeracy skills;
- there are effective procedures for pupils who have additional learning needs;
- pupils' awareness of the importance of eating and drinking healthily is very good;
- pupils are courteous and behave well; and
- nearly all pupils enjoy school and contribute well in lessons.

However:

- the school's performance over the last four years does not compare favourably with the performance of similar schools;
- the school's attendance rates are not good enough, as the school is in the bottom 25% in comparison with similar schools for the last four years;
- there is some inconsistency in the standard of teaching in the Foundation Phase; and
- teachers' assessments are not accurate enough.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the leaders' vision ensures a happy, safe and stable atmosphere;
- the leadership maintains a strong ethos of teamwork in the school in which teachers and support staff work together effectively;
- there is very good use of the expertise of various members of staff;
- the school addresses national and local priorities appropriately;
- the leadership makes appropriate use of a range of direct evidence in the self-evaluation process; and
- the school has fostered a wide range of useful partnerships that contribute well to improving provision for pupils.

However:

- the leadership does not focus robustly enough on reviewing progress and

measuring the effect of their activity on outcomes;

- the self-evaluation report does not identify the aspects that need to be improved thoroughly enough and is not incisive enough;
- the development plan is not detailed enough; and
- the role of governors as critical friends has not developed.

## Recommendations

R1 Raise pupils' outcomes at the end of the Foundation Phase and the end of key stage 2 so that they compare better with the performance of similar schools

R2 Improve the school's attendance rate so that it compares better with rates at similar schools

R3 Ensure that teaching is consistently good in the Foundation Phase and that assessment across the school reflects pupils' standards better

R4 Improve the accuracy of the senior management team's self-evaluation reports so that they are thorough and identify weaknesses

R5 Ensure that the actions that are identified in the school development plan are detailed enough to enable their effect to be measured

R6 Develop the role of governors as critical friends

### 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

Nearly all pupils make sound progress during their time at the school. Pupils' standards in lessons and in their books at present are higher than that reflected by the most recent teachers' assessments. Pupils are able to recall their previous learning effectively and build on it. Many pupils use their thinking skills and investigative skills purposefully in their theme work. Pupils who have additional learning needs achieve well on a level that corresponds to their ability.

Nearly all pupils' oral skills develop consistently well across the school. They listen carefully to their teachers and to each other, show a good understanding and are keen to offer answers when questioned. They speak confidently about their work across the school, in both languages in key stage 2. Most pupils use the Welsh language naturally when talking to each other, and pupils from non-Welsh speaking homes become fluent in Welsh quickly. They express themselves clearly and accurately, on the whole.

Most pupils make appropriate progress in their reading skills. Most of them are able to read aloud clearly and meaningfully in Welsh and English, by using appropriate intonation and showing an understanding of the text. Pupils who receive additional support to improve on their reading skills make consistent progress. Pupils develop an interest in books and become keen readers. Pupils in the Foundation Phase and key stage 2 are able to discuss enthusiastically the characters and events in the stories that they read. In key stage 2, pupils use their investigative skills well in science experiments. They are able to discover information on the internet and apply it in order to present it in Welsh in electronic presentations.

Many pupils in the Foundation Phase make appropriate initial progress in their ability to write independently. They form a range of varied sentences and use punctuation reasonably effectively. In key stage 2, many make good progress in their ability to write in a range of forms in both languages. Many pupils' work shows suitable standards in terms of accuracy in both languages. They are able to organise their work into paragraphs and punctuate appropriately. Many are able to sustain the reader's interest and the best use muscular and vigorous language.

Many pupils' numeracy skills across the school are effective. In the Foundation Phase, a majority of pupils develop their numeracy skills effectively in various activities across the areas of learning, for example through role playing in the post office. A majority have a firm grasp of addition and subtraction processes. By the end of the Foundation Phase, most are able to apply their skills appropriately when solving problems involving the class reading story. Most older pupils are able to present information in the form of diagrams and tables successfully before creating graphs involving the theme.

In key stage 2, many have a firm grasp of an appropriate range of numeracy skills. These pupils are able to use a good range of strategies to solve number skills successfully. By the end of key stage 2, many have a thorough understanding of the relationship between fractions, decimals and percentages. Across the key stage, pupils apply the numeracy skills that they learn in mathematics lessons effectively in other subjects.

In the Foundation Phase, there is a trend of improvement in pupils' performance in terms of achieving the expected outcome (outcome 5) in literacy skills and mathematical development during the last three years. However, in 2014, pupils' performance in both areas places the school in the lower 50% in comparison with similar schools. Over the last three years, the school's performance has placed it consistently in the lower 50% or the bottom 25% of similar schools. Pupils' performance in literacy and mathematical skills at the higher outcome has placed the school in the bottom 25% of similar schools consistently.

In key stage 2 in 2014, pupils' performance at the expected level in English, mathematics and science shows notable improvement. This places the school in the top 25% or the upper 50% overall in comparison with similar schools, except for performance in science, which places it in the lower 50%.

However, over a period of four years, the picture in comparison with similar schools is very uneven. Pupils' performance in Welsh, apart from in 2013, has placed the school in the upper 50% or the top 25%. However, in English and mathematics, apart from in 2014, the school has been in the lower 50% or the bottom 25%. Pupils' performance in science has placed the school consistently in the lower 50% or the bottom 25%. In general, pupils' performance at the higher level in English, mathematics and science has placed the school consistently in the upper 50% or the top 25% over a period of four years. Performance in Welsh is more uneven and has placed the school in the lower 50% for the last two years.

### **Wellbeing: Adequate**

Nearly all pupils feel very safe and happy at the school. Pupils are always courteous and show respect for their peers and adults. Behaviour in the classroom and outside is very good and is one of the school's strengths. In lessons, pupils are enthusiastic and work harmoniously. Many keep on task for extended periods and contribute effectively when making decisions. Most pupils are very aware of the importance of eating and living healthily and they take regular physical exercise during their lessons and in after-school clubs.

Many pupils accept responsibilities conscientiously in the school community. The school council makes decisions that contribute to pupils' wellbeing. An example of this is the way that they have painted the school toilets recently. They plan a successful programme of work annually and give a regular presentation about their activities to the governing body. The eco group co-operates closely with the community council in order to improve the environment in Pontyberem. Pupils are very keen to take part in the local community. They contribute to the local paper on a monthly basis and take part in the local eisteddfod and show annually. They benefit from these opportunities and, as a result, gain confidence and a sense of being a part of the valley's special community.

The school's attendance rates are not good enough as the school has been in the bottom 25% in comparison with similar schools for the last four years.

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

The school's planning systems are effective and ensure that there are opportunities for all pupils to experience a good range of various activities. Valuable opportunities are provided for learners of all ages to contribute to the process of planning the theme. Planning responds to the requirements of the National Curriculum and the principles of the Foundation Phase very successfully in almost all classes. Nearly all teachers prepare beneficial differentiated work for pupils at different levels of ability.

Planning for developing literacy skills is effective and opportunities to write at length across the curriculum in both languages are a strength. The school provides practical opportunities successfully to develop number and thinking skills across the curriculum, especially in scientific aspects.

The Welsh dimension and awareness of belonging to the community is core to the school's ethos and permeates all activities. Educational visits and the use that the school makes of the local community and visitors, such as Aneurin Karadog, Alun Wyn Bevan and Nigel Owens, enrich pupils' learning experiences. These experiences motivate pupils across the areas of learning and have a very positive effect on their work.

The school provides a wealth of opportunities for pupils to perform and compete at school, local and national level, in addition to taking part in extra-curricular activities that enrich the curriculum.

The school provides a valuable range of experiences for pupils to expand their knowledge and their understanding of sustainable development and global citizenship. Pupils benefit in particular from a project that promotes co-operation with a nearby school, other schools in Europe and contact with a family in China.

### **Teaching: Adequate**

Teachers and classroom assistants co-operate effectively in almost all classes in order to ensure that pupils make purposeful progress in lessons. Most staff use probing, open-ended questions in order to develop and improve pupils' understanding of tasks and encourage them to expand on their answers. Nearly all teachers plan stimulating activities and, as a result, lessons move along at a good pace. This engages and maintains their interest well.

Teachers manage behaviour across the school effectively, which ensures an atmosphere in which pupils are able to learn successfully and build on previous learning. Most teachers provide appropriate levels of challenge to pupils of various ability and encourage them to be independent learners. However, there is inconsistency in the standard of teaching in a minority of lessons in the Foundation Phase and work that is given to pupils is not appropriate enough to their age or ability. This has a negative effect on pupils' numeracy development.



Pupils' progress across the school is tracked regularly in order to identify pupils who are underachieving and provide additional support according to need. On the whole, staff use the information effectively when planning further work. However, teachers' most recent assessments are not accurate enough and this affects the school's outcomes.

Assessment for learning strategies are embedded well in almost all classes. Pupils receive constructive oral and written feedback on their efforts. Pupils' written work is marked regularly, using the two stars and a wish method. However, not enough opportunities are given to pupils to respond to these comments.

Reports to parents meet statutory requirements.

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

The school provides a positive learning environment and there are effective arrangements to ensure pupils' wellbeing and happiness. The school promotes healthy living and pupils' moral and social development well. By giving pupils responsibility for producing and leading morning assemblies, the school encourages pupils' spiritual development very effectively, particularly through opportunities for reflection.

The school makes good use of specialist services that ensure that pupils receive information and professional assistance, including support where needed. An example of this is the effective support from the authority's hearing impairment service. However, neither the school's attendance systems nor the partnership with the local authority are effective enough in order to ensure the improvement that is needed in the attendance rate.

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

The school provides well for pupils who have additional learning needs. It has appropriate procedures and systems for identifying, supporting and monitoring the progress of pupils who have additional learning needs. All pupils on the school's special needs register have an appropriate individual education plan, which is reviewed regularly in consultation with parents and pupils.

### **Learning environment: Good**

The school has a very caring and supportive ethos in which pupils feel safe. All pupils have full access to the curriculum and the school promotes positive attitudes towards equality and diversity. The school also promotes positive behaviour. This is reflected in pupils' behaviour and the way in which they identify with each other and their teachers. The school succeeds in engendering pupils' pride in their work, their community and their successes.

The school makes effective use of the building and resources. The school and site are extensive for the number of pupils and the activities that the school provides. There are stimulating displays in classrooms and along corridors. These show pupils' work and provide a stimulating learning environment.

The building is of good quality and the school building and grounds are safe and maintained tidily.

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

The headteacher has produced a vision for the school that ensures a happy, safe and stable atmosphere. Staff and governors share the same vision. However, the school's leadership has not had enough impact on ensuring good outcomes for pupils in comparison with the performance of similar schools. Leaders do not focus robustly enough on reviewing progress and measuring the effect of their activity on outcomes.

Performance management procedures are in place and challenge staff to improve their practice by setting purposeful targets that are linked to the development plan. Members of the support staff are also involved in the process and this is good practice. On the whole, the process has started to have an effect on standards and provision in the top part of the school but is not as successful in the Foundation Phase.

Leaders create a strong ethos of team work in the school. Good use is made of the expertise of various members of staff through exchanging classes to learn specific aspects. This includes sharing experience and expertise, along with joint planning in order to raise standards.

The school addresses local and national priorities appropriately. It focuses suitably on key aspects, such as implementing the requirements of the Literacy and Numeracy Framework and promoting a healthy lifestyle.

The governing body is very supportive of the school and receives regular reports on the implementation of the school improvement plan. The understanding of some members of standards in the classroom is strengthening through monitoring visits. However, governors are over-reliant on information from the headteacher and their role as critical friends has not been embedded firmly.

### **Improving quality: Adequate**

Satisfactory self-evaluation processes have been in place for some years and are based on a practical programme over a period of three years at a time. Leaders make appropriate use of a range of direct evidence, which includes lesson observations by the headteacher and deputy headteacher, scrutinising books, analysing data and asking the opinion of pupils and parents. However, these monitoring reports are not evaluative enough. Teachers are part of discussions that are led by the senior management team and they are given appropriate opportunities to have a say in decisions.

The self-evaluation report that arises from the process is too descriptive and is not incisive enough to be effective. The report shows that leaders have a good understanding of the school's strengths. However, not all of the aspects that need to

be improved are identified thoroughly enough. This includes the consistency of teaching in the Foundation Phase and the accuracy of teachers' assessments at the end of the Foundation Phase and key stage 2.

There is a clear link between the self-evaluation report and the school development plan. Information from the report is used to set priorities and targets for improvement. The development plan identifies clearly the necessary headings, focuses on raising standards and attendance and gives the school direction. However, as the report does not identify all the aspects that need to be improved, the development plan is not a complete enough tool to move the school forward. The actions identified in the development plan are not comprehensive enough to ensure the necessary improvements in provision and standards.

### **Partnership working: Good**

The school has fostered a wide range of useful partnerships that contribute well to improving the quality of provision for pupils. The friends' society is supportive of the school's life and work and the financial contributions are used to purchase resources such as musical instruments.

There is close co-operation between the school and the local nursery group, which ensures that pupils settle in happily when they start at the school. There are also good links and effective transfer arrangements between the school and the secondary school, and there are a variety of valuable transition activities that ensure smooth transfer. Co-operation with schools in the area has not ensured the quality and standardisation of teachers' assessments accurately enough.

There are constructive relations with the local community. Pupils visit various places in the village regularly, and often welcome individuals from the community to speak to them at the school. Effective use is made of the expertise of local people in order to expand provision. A good example of this is the cricket training and French lessons that pupils receive annually from members of the community. This makes a positive contribution to enriching their learning experiences and their awareness of the local area and beyond.

On the whole, links with various agencies promote wellbeing and meet pupils' specific needs well.

### **Resource management: Adequate**

The school has an appropriate level of staff and effective use is made of their expertise to deliver the curriculum. The school responds fully to the statutory requirements for teachers' workload. Teachers use their non-contact time effectively for planning, preparation and assessment. The school provides appropriate training for all staff in line with the school's priorities and in response to personal needs that are identified through the performance management process. However, training on moderating and standardising work has not ensured that teachers' most recent assessments are always accurate.

Professional networks that the school has made with other schools in the valley have led to developing staff information and skills, especially in scientific investigations and intervention programmes. The school makes suitable use of the deprivation grant to support specific groups of pupils.

The school's expenditure decisions link appropriately with priorities for raising pupils' standards and wellbeing and they are monitored appropriately.

Considering the standards achieved by pupils, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6692373 - Ysgol Gynradd Pontyberem

Number of pupils on roll	201
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	27	25	27
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	40.7	80.0	88.9
Benchmark quartile	4	3	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	27	25	27
Achieving outcome 5+ (%)	44.4	80.0	88.9
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	3.7	12.0	14.8
Benchmark quartile	4	4	4
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	27	25	27
Achieving outcome 5+ (%)	51.9	84.0	92.6
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	0.0	12.0	14.8
Benchmark quartile	4	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	27	25	27
Achieving outcome 5+ (%)	96.3	88.0	100.0
Benchmark quartile	2	4	1
Achieving outcome 6+ (%)	14.8	44.0	74.1
Benchmark quartile	4	3	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

## 6692373 - Ysgol Gynradd Pontyberem

Number of pupils on roll	201
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

### Key stage 2

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	29	23	24	19
<b>Achieving the core subject indicator (CSI) (%)</b>	79.3	87.0	79.2	94.7
Benchmark quartile	3	2	4	2
<b>English</b>				
Number of pupils in cohort	29	23	24	19
Achieving level 4+ (%)	79.3	82.6	79.2	100.0
Benchmark quartile	3	3	4	1
Achieving level 5+ (%)	37.9	39.1	33.3	47.4
Benchmark quartile	2	1	3	2
<b>Welsh first language</b>				
Number of pupils in cohort	29	23	24	19
Achieving level 4+ (%)	82.8	87.0	79.2	100.0
Benchmark quartile	2	2	3	1
Achieving level 5+ (%)	31.0	21.7	16.7	31.6
Benchmark quartile	1	2	3	3
<b>Mathematics</b>				
Number of pupils in cohort	29	23	24	19
Achieving level 4+ (%)	79.3	87.0	79.2	94.7
Benchmark quartile	4	3	4	2
Achieving level 5+ (%)	31.0	34.8	41.7	36.8
Benchmark quartile	2	2	2	3
<b>Science</b>				
Number of pupils in cohort	29	23	24	19
Achieving level 4+ (%)	82.8	87.0	79.2	94.7
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	37.9	39.1	33.3	47.4
Benchmark quartile	2	2	3	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Response 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.	101	101 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	98 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	101	101 100%	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	101	101 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	100	99 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	101	92 91%	9 9%	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.	101	101 100%	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.	101	100 99%	1 1%	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.	101	96 95%	5 5%	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.	101	100 99%	1 1%	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.	101	70 69%	31 31%	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	101	90 89%	11 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to parent questionnaire

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.	88	47 53%	37 42%	2 2%	1 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	88	60 68%	25 28%	2 2%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	89	59 66%	25 28%	4 4%	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.	89	41 46%	39 44%	4 4%	1 1%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	89	39 44%	46 52%	0 0%	1 1%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	88	38 43%	44 50%	4 5%	1 1%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	89	48 54%	35 39%	2 2%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	86	27 31%	37 43%	5 6%	2 2%	15	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.	87	38 44%	40 46%	4 5%	2 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	88	42 48%	42 48%	1 1%	0 0%	3	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.	88	56 64%	30 34%	0 0%	1 1%	1	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.	81	33 41%	29 36%	7 9%	1 1%	11	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.	85	31 36%	34 40%	15 18%	3 4%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	87	39 45%	37 43%	8 9%	2 2%	1	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.	88	32 36%	39 44%	6 7%	2 2%	9	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.	88	40 45%	43 49%	1 1%	1 1%	3	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.	79	29 37%	26 33%	3 4%	1 1%	20	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.	88	31 35%	41 47%	7 8%	4 5%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	86	43 50%	38 44%	3 3%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Maldwyn Pryse	Reporting Inspector
Sioned Thomas	Team Inspector
Gwen Aubrey	Lay Inspector
Nia Jones	Peer Inspector
Gareth Owen	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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