



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

A report on

**Ysgol y Ddwylan
New Road
Newcastle Emlyn
Carmarthenshire
SA38 9AB**

Date of inspection: October 2013

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 y Ddwylan is in the market town of Newcastle Emlyn and it serves a wide geographical area that includes the villages of Adpar, Capel Iwan and Llanddyfriog. A significant number of pupils come from outside the catchment area. There are 12 classes at the school. In eight classes, including for pupils under five years old, Welsh is the main language medium of the teaching, while the other four classes are taught through the medium of English.

There are 284 pupils aged between three and 11 on roll, including 14 children in the nursery. The school has seen a rise in numbers over the last two years. At present, 11.6% of pupils are entitled to free school meals, which is considerably lower than the average for schools in Wales.

Around 22% of pupils are on the school's additional learning needs register. White British is the ethnicity of almost all pupils. About 23% of pupils speak Welsh at home.

The school was last inspected in October 2007. The current headteacher undertook the post in November 2010.

The individual school budget per pupil for Ysgol y Ddwylan in 2013-2014 is £3,522. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol y Ddwylan is in 67th position out of the 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- many pupils make consistent progress;
- teachers model clear language, which contributes significantly to standards of oral language;
- the school is an inclusive and caring community in which pupils feel happy and safe;
- most pupils in the Foundation Phase make good progress in their skills;
- most pupils' behaviour across the school is good; and
- partnerships with the community are good.

However:

- pupils' standards over time are consistently lower in English and Welsh as a second language in comparison with the results of similar schools;
- there is not enough variety in the plans to meet the needs of specific groups;
- the majority of pupils do not have a sound enough understanding of what they need to do to improve their work;
- the most able pupils do not achieve their full potential; and
- attendance has placed the school in the bottom 25% in comparison with similar schools in four of the last five years.

Prospects for improvement

Prospects for improvement are adequate because:

- the school has a suitable management structure;
- most staff share the school's vision and objectives;
- governors have a relevant understanding of their roles and responsibilities; and
- visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences.

However:

- members of the senior management team have not developed their role as strategic leaders in full;
- the school does not communicate effectively enough with parents;
- leaders do not co-ordinate self-evaluation activities effectively enough to ensure a comprehensive and accurate picture of the school's strengths and weaknesses; and
- the development plan does not offer appropriate guidance to ensure improvement.

Recommendations

- R1 Raise standards in English and Welsh as a second language
- R2 Improve pupils' attendance levels
- R3 Review and refine the system of identifying pupils who have additional learning needs, and review the arrangements for producing targets in their individual development plans
- R4 Address the health and safety issue urgently
- R5 Strengthen the senior management team's leadership responsibilities so that they operate more strategically
- R6 Ensure a school development plan that is based firmly on the outcomes of the self-evaluation process

What happens next?

Ysgol y Ddwylan will produce an action plan that will show 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

In their lessons, many pupils make suitable progress in relation to their age and ability. They recall previous learning successfully and show a sound knowledge and understanding of what they have learnt. By the end of key stage 2, the majority of pupils have developed their thinking skills appropriately, acquire knowledge purposefully and apply these suitably in several subjects. Although pupils achieve work of an appropriate standard in lessons and in books, there is inconsistency in standards throughout the school, especially in English across the school. There is also too much variation in standards within lessons and books between classes.

By the end of the Foundation Phase, most pupils have literacy skills that are appropriate to their age and ability. Most pupils listen well to their teachers and are ready to offer oral responses. They foster their initial oral skills in Welsh well. By the end of the Foundation Phase, pupils communicate confidently orally in both languages. In key stage 2, many pupils can speak confidently about their work. They can express an opinion about various issues that are of interest to them and discuss new ideas regularly.

The majority of pupils make good progress in their reading skills in both languages. In the Foundation Phase, many read simple texts correctly. They use appropriate strategies when reading unfamiliar words. In key stage 2, most read an appropriate range of texts accurately and confidently and they can discuss the features of a variety of books and authors in both languages.

Handwriting and presentation of work in pupils' current books are good across the school. Foundation Phase pupils make robust initial progress when developing their writing skills. Most pupils can write simply and fairly accurately in a range of forms. Pupils continue to make appropriate progress through key stage 2, in which the majority write accurately in both languages across the curriculum. However, their ability to write creatively and at length in both languages has not been developed sufficiently.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, many pupils can add and subtract correctly using tens and units, or complete a bar chart accurately. They use these skills well to solve simple mathematical problems in other learning areas across the curriculum. In key stage 2, standards of numeracy are good. Many pupils talk appropriately about numeracy and use a range of calculation methods correctly for number problems. More able pupils do not apply their numeracy skills appropriately or transfer them confidently to other subject areas.

The majority of pupils for whom Welsh is a second language can respond to simple instructions suitably. However, the reading and writing skills of the majority of pupils

have not been developed fully. The majority of pupils have difficulty recalling their previous learning and applying it when they write in Welsh.

Most pupils who have additional learning needs make good progress against the targets that were agreed for them. Pupils of higher ability do not achieve as well as they could in the majority of lessons.

Overall, in the Foundation Phase in 2013, the school's performance in comparison with similar schools varies. This is true for the proportion of pupils who achieved the expected outcome (outcome 5 or above) and the proportion who achieved higher levels. Pupils' achievement at the expected outcome in Welsh placed the school in the top 25% of similar schools in terms of levels of entitlement to free school meals. However, pupils' achievement in English was lower than the averages for schools in the family and for similar schools in terms of levels of entitlement to free school meals at the expected level and the higher levels.

Over a period of two years, in comparison with national percentages, overall boys have achieved better than girls at outcome 5. Boys are also better than girls at outcome 6 in English language development and mathematics.

In key stage 2, the proportion of pupils who achieve the expected level or higher in Welsh or English, mathematics and science in combination (the core subject indicator) in 2013 is lower than the averages for the family of similar schools and Wales. Although the trend has been uneven over the last four years, results for key stage 2 pupils are showing gradual progress. However, the school's overall performance over this period does not compare favourably with the performance of schools that have similar levels of entitlement to free school meals. Except for performance in Welsh, which places the school in the upper 50%, the results place the school among the lower 50% in Wales in all subjects in 2013.

The proportion of pupils who achieve the higher level (level 5) in mathematics is higher than the average for schools in the family but lower in Welsh, English and science. Pupils' achievement at the higher levels in English, mathematics and science places the school among the lower 50% of schools in Wales, and performance in Welsh places it in the bottom 25%.

Over a period of four years, in comparison with national percentages, overall girls have performed more strongly than boys. There is no significant difference between the between the attainment of pupils who are entitled to free school meals and the remainder of the school's pupils.

Wellbeing: Adequate

Pupils have a good understanding of the importance of eating healthily and improving fitness regularly. They have opportunities to take part in various activities in order to promote this further. Nearly all pupils feel happy and safe at the school and know that they can turn to staff members and friends for support when necessary. Throughout the school, most pupils' behaviour is good. Pupils show respect and courtesy towards peers and adults in classes and during play time.

Over recent years, the percentage of pupils' attendance has been lower than the average level in similar schools in terms of the percentage of pupils who are entitled to free school meals. In three of the last four years, the school has been among the bottom 25% of similar schools. Attendance levels are also lower than family and all-Wales averages. Most pupils arrive at school punctually.

Most pupils show interest and motivation in their work and they show pride and confidence when undertaking their activities.

Members of the school council are very active and enjoy co-operating with staff at the school to shoulder responsibility and develop their school further. Pupils support national and international charities, and this raises their awareness of other people's needs very effectively. As a result, most pupils have good foundations for life and work outside the school. They develop their social skills effectively by contributing to a range of activities in their local community.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides activities that meet the requirements of the National Curriculum, the Foundation Phase and religious education. However, there is not enough variety within the plans to meet the needs of specific groups. Not all pupils are challenged sufficiently to make the expected progress.

The school/teachers plan clearly for developing key skills across all the school's subjects. Successful enterprise activities that have been conducted are examples of these plans, which give due attention to aspects such as literacy and thinking skills.

The school reinforces pupils' learning experiences by arranging a number of beneficial external visits such as a visit to the church to learn about baptism services, and a trip to a nearby castle as part of a study of the Celts. In addition, the school arranges a number of appropriate extra-curricular activities such as a more able and talented club and activities to promote fitness.

Provision for the Welsh dimension is good. The school provides opportunities for pupils to take an active part in relevant cultural activities in the local community.

Provision for sustainable development and global citizenship has been embedded firmly in the school. Through cross-curricular activities, pupils have experiences that foster a real understanding of sustainable issues and the importance of respecting people from all parts of the world. The school ensures that pupils become familiar with the circumstances, customs and traditions of various countries such as Lesotho. The school has adopted European links with five other countries. This gives many opportunities for pupils to expand their knowledge about other countries and cultures.

Teaching: Adequate

Teachers have good subject knowledge and there is an effective working relationship between adults and pupils. Teachers model clear language, which contributes considerably to standards of oral language.

When teaching is at its best, lessons have a good pace. In these examples, teachers plan carefully, question skilfully and refer to previous learning to promote progression in learning. In lessons where teaching is less effective, the course of the lesson becomes slower and activities do not extend pupils of all abilities fully. Tasks do not always challenge pupils sufficiently, especially more able pupils, and pupils do not have enough opportunities to develop into independent learners.

There is successful co-operation between many teachers and their teaching assistants, which promotes suitable support for specific individuals and groups. Teachers share educational aims consistently with pupils and some of the school's oldest pupils are beginning to set their own educational aims. They mark pupils' work regularly and offer comments at the end of the work. However, comments are not always specific enough and they do not give enough guidance to pupils to understand how to improve their work. Assessment for learning strategies are developing appropriately, but they are not consistently good across the school.

The school is beginning to use an electronic system to track pupils' progress, but it does not use the findings of assessment effectively enough to set targets for specific groups in order to improve standards.

Parents receive good information about their children's achievements, personal qualities and development and, in general, the end of year reports include comments on progress and the way forward.

Care, support and guidance: Adequate

The school is a happy, caring and inclusive community. The school has appropriate arrangements for promoting healthy eating and drinking. Pupils are encouraged to take part in all aspects of school life and the wider community. Pupils' moral, spiritual and cultural awareness is developed successfully in collective worship sessions and during lessons. Provision for personal and social education contributes effectively to pupils' wellbeing. Staff ensure that pupils feel safe and that they know what to do should cases of bullying arise. There is a strong working relationship between pupils and adults, which is based on respect and courtesy. Whole-school assemblies create an appropriate atmosphere and a reflective ethos.

The school contacts specialist agencies, such as the educational welfare service, medical services and social services, regularly. Personal support and care are good and all staff ensure social inclusion for pupils within activities. Provision for pupils who have specific needs such as dyslexia or aspects of speech development is good.

The school's arrangements for identifying pupils who have additional learning needs are suitable. An individual development plan is available for all pupils who are

included on the additional learning needs register. However, many targets in the plans are too vague. They are not always measurable, or extensive enough when referring to pupils' specific needs.

Provision for those pupils who have more profound needs does not meet their requirements appropriately.

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

Learning environment: Adequate

Ysgol y Ddwylan offers a happy and homely atmosphere and there is a caring ethos. It ensures that all pupils are offered an appropriate range of opportunities and experiences such as sports competitions and trips to expand learning experiences.

The school provides good opportunities for pupils to be active when forming class rules. There are effective arrangements to manage bullying when it happens.

Issues concerning safety were identified during the inspection. They have been outlined to governors.

There is a good supply of resources for lessons and general activities. Displays of pupils' work and responsibilities on school walls are attractive, colourful and varied. This stimulates learning.

In order to add to pupils' experiences, effective use is made of the outdoor site to grow fruit and vegetables. Facilities are clean and suitable and the site and building are maintained to a high standard.

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

The school has a suitable management structure and leaders and staff have suitable job descriptions, which identify their roles and responsibilities clearly. However, not all members of the management team understand their strategic role across the school and not all leaders' expectations are high enough.

Most staff share the school's vision and objectives, which in general focus well on improving pupils' standards and wellbeing. There is enough emphasis on the main priorities in teachers' meetings and Foundation Phase staff meetings. However, other teams do not meet regularly enough to discuss improving standards, pupils' outcomes and monitoring new developments. As a result, the school has not been successful enough in making improvements in important areas, including English and Welsh as a second language.

Governors have an appropriate understanding of their roles and responsibilities. They are supportive and challenge the school to promote improvement in standards. They receive appropriate information in meetings and through the headteacher's

written reports. Although reports show progress against the school's priorities, they do not always focus well enough on pupils' performance.

In general, leaders and governors respond to national and local priorities appropriately. There is a suitable focus on improving literacy and numeracy and developing pupils' skills across the curriculum. The Foundation Phase has been developed successfully and has had a good effect on pupils' outcomes.

Improving quality: Adequate

The self-evaluation report is a suitable document on the whole and the headteacher shared the report appropriately with staff and governors. They have discussed the report and adapted it appropriately. The school has a useful timetable which refers to a specific focus every term.

Leaders and teachers observe lessons, monitor planning and discuss pupils' work. However, they do not co-ordinate self-evaluation activities effectively enough to ensure that leaders have a comprehensive and accurate picture of the school's strengths and weaknesses. For example, although leaders consider data annually, they do not focus enough on tracking specific groups of pupils. This includes those pupils who arrive at the school or move into it from other schools during key stage 2. As a result, a minority of pupils underachieve.

The school development plan identifies some important priorities, but there are too many targets in the current plan. Although staff responsibilities are clear, sometimes the method of monitoring targets is not obvious and success criteria do not always focus on raising pupils' standards. As a result, the plan does not provide appropriate guidance to leaders or staff to ensure improvement. There is no clear link or obvious progression between the two.

Partnership working: Good

Partnerships with parents, the community and others contribute effectively to school life. Joint meetings with nursery school staff, prospective parents and public services ensure that children settle in quickly when they arrive at school.

On the whole, the school has successful partnerships with parents and carers and pupils benefit from their contribution to activities such as improving areas outside the school and raising money to buy appropriate new resources. However, some parents do not have enough information about school activities and their opinion does not always receive appropriate consideration.

Links with external agencies have resulted in an improvement in the wellbeing of groups of pupils. For example, close co-operation with the pupil support service for pupils who have behavioural needs has ensured good support for specific pupils.

Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences.

Teachers co-operate well with nearby schools and the secondary school. Staff benefit from these experiences and increase their expertise when assessing pupils' work and sharing good practice. Transfer arrangements for the cluster of schools and the secondary school enable older pupils to prepare well for the next stage in their education.

The school benefits from its link with further education colleges, higher education colleges and teacher training institutions and assistants. These partnerships contribute well to teachers' professional development. Work with Liverpool University on producing examples of work jointly has had an effective influence on teachers' teaching and has been shared with other schools.

Resource management: Adequate

The headteacher and governors manage their resources appropriately. The governing body and finance sub-committee co-operate effectively with the authority's finance officer to monitor the budget. They make suitable budgetary decisions according to the school's needs and priorities. After a period of considerable under-expenditure, leaders have reduced the surplus to an acceptable sum, by improving the outside area, developing an additional room and buying information and communication technology resources. This is having a positive effect on pupils' outcomes.

The school has enough teaching staff, who are used appropriately. However, the school does not take advantage of the strengths of some of the staff to ensure that all pupils attain expected standards. Assistants support teaching and learning in the Foundation Phase well. However, current arrangements in key stage 2 are not as effective.

The school responds to statutory requirements for managing teachers' performance appropriately. Staff targets are based on the school's priorities as well as individuals' professional needs. There are only a few purposeful networks of professional practice with other schools. However, staff have visited other schools to see good practice in aspects of the Foundation Phase and these visits have had a positive effect on developing the Foundation Phase and on pupils' attainments.

Considering pupils' achievements, the school provides adequate value for money.

Appendix 1

Commentary on performance data

For the expected level (outcome 5 or higher) in the Foundation Phase indicator, pupils' results are a little lower than the average for other schools in the family. Pupils' achievements are higher than the averages for the family and Wales in language and literacy development in Welsh and personal and social development and a little lower than the average for the family in mathematical development. However, pupils' achievement in language and literacy development in English is considerably lower than the averages for the family and Wales.

Pupils' achievement at the higher levels (outcome 6) is considerably higher than the averages for the family and Wales in language and literacy development in Welsh and in mathematical development, a little lower than the family average but higher than the all-Wales average in personal and social development and lower than the family and Wales averages in language and literacy development in English.

In comparison with similar schools on the basis of the percentage of pupils who are entitled to free school meals, pupils' achievements place the school in the top 25% in language, literacy and communication in Welsh and in the bottom 25% in language, literacy and communication in English. Achievement in personal and social development, mathematics and the Foundation Phase indicator places the school among the lower 50% in Wales. Pupils' achievement at the higher levels (outcome 6) places the school in the top 25% in Wales for language, literacy and communication in Welsh and mathematics, in the upper 50% for personal and social development and in the lower 50% for language, literacy and communication in English.

Overall, the proportion of pupils who achieve the expected outcome (outcome 5) at the end of the Foundation Phase in 2013 across the learning areas is lower than in the previous year. However, pupils' achievement at the higher outcome (outcome 6) is better in general than in 2012. Over a period of two years, in comparison with national percentages, overall, boys achieve better than girls at outcome 5. Boys are much better than girls at outcome 6 in language development in English and mathematics.

In key stage 2, the percentage of pupils who achieve the expected level or higher in Welsh or English, mathematics and science in combination (the core subject indicator) in 2013 is lower than the averages for the family of similar schools and Wales. The trend has been uneven over the last four years.

In key stage 2, results over time show gradual progress. The proportion of pupils who achieved the expected level, namely level 4, in Welsh and science has been similar to or higher than the average for the family for the last three years. However, in 2013, the proportion of pupils who achieve level 4 in English, mathematics and the core subject indicator is lower than the averages for the family and the whole of Wales.

The proportion who achieve higher than the expected level (Level 5) is a little higher than the average for the family in mathematics, lower in English and science, but considerably lower in Welsh and below the average for Wales in the three subjects, except for mathematics, where it is a little higher than the Wales average.

When comparing the school's achievement with that of similar schools in terms of the percentage of pupils entitled to free school meals, the proportion of pupils achieving level 4 has varied between the upper 50% and the lower 50% over the previous four years in all subjects, including the core subject indicator. The school's performance places it among the upper 50% of similar schools in Welsh, in the lower 50% for science and in the bottom 25% for English, mathematics and the core subject indicator.

The school's achievement at level 5 varies. Attainment in Welsh and English has placed the school in the lower 50% of similar schools in both languages for the last four years. Performance in mathematics has placed the school in the lower 50% for three of the last four years. The school's performance in science has declined, the school moving from the top 25% of schools in Wales in 2010 to the lower 50% in 2013.

Over a period of four years, there are no obvious differences between the relative achievement of boys and girls. However, in comparison with national percentages, overall, girls perform better than boys in all subjects in 2013, and the largest differences can be seen in achievement at the higher levels.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Survey (All pupils)

Designating 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.	135	134 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	132	116 88%	16 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	134	128 96%	6 4%	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	135	133 99%	2 1%	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.	134	130 97%	4 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	131	128 98%	3 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	135	133 99%	2 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddyysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	134	133 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.	135	127 94%	8 6%	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.	134	126 94%	8 6%	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.	132	113 86%	19 14%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	134	122	12	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Response to parent questionnaires

Designating 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.	31	15 48%	12 39%	3 10%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	21 68%	7 23%	2 6%	1 3%	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.	31	19 61%	10 32%	2 6%	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.	31	15 48%	10 32%	2 6%	1 3%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	31	11 35%	11 35%	1 3%	3 10%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	31	14 45%	10 32%	4 13%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	16 52%	10 32%	0 0%	0 0%	5	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.	28	9 32%	12 43%	1 4%	0 0%	6	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.	31	13 42%	9 29%	2 6%	0 0%	7	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	31	14 45%	12 39%	2 6%	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.	31	15 48%	12 39%	1 3%	0 0%	3	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'.	29	9 31%	6 21%	2 7%	0 0%	12	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	29	8 28%	13 45%	2 7%	3 10%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	31	17 55%	8 26%	3 10%	3 10%	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.	31	11 35%	13 42%	4 13%	1 3%	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.	31	13 42%	13 42%	2 6%	0 0%	3	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.	26	6 23%	10 38%	1 4%	1 4%	8	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.	31	14 45%	10 32%	3 10%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	31	13 42%	10 32%	2 6%	3 10%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		

Appendix 3

The inspection team

Meinir Wynne Howells	Reporting Inspector
Sarah Jane Morgan	Team Inspector
William Glyn Griffiths	Team Inspector
Anthony Bate	Team Inspector
Glenda Jones	Lay Inspector
Delyth Kirkman	Peer Inspector
Helen Davies	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; 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.