



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Lakefield C.P. School
Lakefield Road
Llanelli
Carmarthenshire
SA15 2TS**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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Context

Lakefield Primary School is in Llanelli in Carmarthenshire. There are 289 pupils on roll aged 3-11. The school has 11 classes, most of which are single age classes. Pupils from Copperworks Infants currently transfer to the school in Year 3. The school is due to amalgamate with Copperworks Infants at the end of the academic year. A new building is planned for approximately 2018.

The school identifies 46% of pupils as having additional learning needs. This is well above the national average. There are very few pupils with a statement of special educational needs. About 20% of pupils come from an ethnic minority background or speak English as an additional language. No pupils speak Welsh at home.

About 37% of pupils are eligible for free school meals, which is above the national average.

The headteacher, took up her post as acting headteacher in April 2015.

The individual school budget per pupil for Lakefield Primary School in 2015-2016 means that the budget is £3,547 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Lakefield Primary School is 65th out of the 101 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 current performance of the school is adequate because:

- The majority of pupils make appropriate progress in their learning and skill development
- Many pupils have good speaking and listening skills
- Pupils with additional learning needs make good progress relative to their starting point
- Most pupils behave appropriately and have a positive attitude to learning

However:

- The performance of pupils at the end of Foundation Phase and key stage 2, especially that of more able pupils, is too low when compared with that in similar schools
- Opportunities for pupils to write independently and at length are limited
- The range of opportunities for pupils to apply their literacy and numeracy skills at an appropriate level across other areas of the curriculum is underdeveloped
- Teaching does not always provide sufficient challenge for the most able
- A majority of pupils do not have enough opportunities to direct their own learning

Prospects for improvement

The school's prospects for improvement are adequate because:

- The acting headteacher and staff have an accurate understanding of the schools strengths and areas for development
- Senior leaders analyse data on pupils' performance carefully to identify trends and plan for the future
- The school's self-evaluation report identifies appropriate areas for development
- The school works well with the local authority and partner schools to support school improvement
- Leaders make effective use of available funding and this has led to measurable improvements in standards for vulnerable pupils

However:

- The involvement of the senior leadership team in determining the strategic direction of the school is at an early stage of development
- The governing body's role in providing challenge and holding the school to account is underdeveloped
- Self-evaluation processes do not benefit fully from the views of all stakeholders
- Recent initiatives have not yet had had time to impact positively on standards

Recommendations

- R1 Improve outcomes for pupils at the end of the Foundation Phase and key stage 2, particularly for the more able
- R2 Extend the range of opportunities for pupils to apply their literacy and numeracy skills at an appropriate level across other areas of the curriculum
- R3 Share the good practice in teaching across the school to ensure that more able pupils receive sufficient challenge in all lessons
- R4 Extend the role of the senior management team to ensure that they determine the strategic direction of the school more collectively
- R5 Ensure that the governing body provides more challenge to the leadership of the school and holds the school to account more rigorously

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's assessment of pupils on entry to reception indicates that many pupils have literacy and numeracy skills that are below those expected for their age. During their time in school, the majority of pupils, including those transferring from Copperworks Infants, make satisfactory and, in a few instances, good progress relative to their starting point.

Most Foundation Phase pupils listen attentively and respond appropriately to instructions. They speak confidently to each other and to visitors. In key stage 2, the majority of pupils have well-developed listening and speaking skills. They are keen to share their thoughts and opinions and they express themselves clearly when discussing their work. Older and more able pupils offer mature, articulate explanations about their learning, for example when explaining how to programme a robot to draw a range of complex shapes.

Many Foundation Phase pupils read at a level appropriate to their age and ability. They use phonic strategies well to sound out unfamiliar words. Older pupils talk enthusiastically about books they have read. In key stage 2, the majority of younger pupils read books from the reading scheme accurately and with expression. Older and more able pupils use clear intonation and expression in their reading. This helps them to read with meaning and understanding. They are able to use research skills appropriately to find information.

By the end of Foundation Phase, many pupils write in sentences using age-appropriate punctuation and they make phonetically plausible spelling choices. The majority present their work neatly. They apply their skills well in other areas of the curriculum, for example when sequencing events from the fire of London. However, overuse of worksheets and a lack of opportunity to write freely limit pupils' ability to write independently and at length.

In key stage 2, many pupils write at an appropriate level in literacy lessons. The majority of younger pupils write in paragraphs and their spelling and punctuation are generally accurate. They use a relevant range of vocabulary and present their work neatly. By the end of the key stage, many write in a suitable variety of genres. Older pupils transfer their literacy skills well to other areas of the curriculum, for example in writing a diary entry explaining the effects of scurvy in their science lessons. More able pupils can present a reasoned argument well, for example when considering points for or against the existence of zoos. However, more able pupils do not write as well as they could because they do not have enough opportunities to write freely and independently.

Pupils' mathematical skills are developing appropriately throughout the school. Many younger pupils use their number skills well in mathematics lessons and in other areas of the curriculum. By the end of the Foundation Phase, older pupils solve mathematical challenges well, for example when buying items from a fruit shop.

At key stage 2, the majority of pupils show a good understanding of place value and use computational skills appropriately. Older and more able pupils add and subtract five-digit numbers confidently and have a good understanding of decimals and shape. The most able pupils apply their mathematical skills very confidently, for example when analysing data to construct a pie chart. However, the majority of pupils do not always apply their numeracy skills at an appropriate level in other areas of the curriculum.

Throughout the school, the majority of pupils make good progress in their written and spoken Welsh. In the Foundation Phase, pupils respond to simple instructions well. They read competently for their age and ability. In their written work, many pupils complete simple sentences accurately from a bank of suitable words. For example, they select appropriate adjectives to describe Father Christmas.

By the end of key stage 2, many pupils speak with increasing confidence on a range of familiar subjects. The majority of pupils read simple Welsh texts clearly and with understanding. Older pupils write in paragraphs using a good range of vocabulary, for example when describing themselves. They use their Welsh skills successfully across the curriculum, for example when calculating the cost of items in a burger bar and writing a dialogue to order their meal.

The majority of pupils with additional learning needs make good progress. Many of these pupils make valuable gains in relation to their personal targets.

At the end of the Foundation Phase, pupil performance in literacy and mathematical development at the expected outcome and higher outcome over the last four years has tended to place the school in the lower 50% or bottom 25% when compared with similar schools.

At the end of key stage 2, pupil performance at the expected level in English, mathematics and science has generally varied between the upper 50% and lower 50% when compared with similar schools. Pupil performance at the higher level fluctuates widely and there is no overall trend.

Pupils eligible for free school meals make good progress. By the end of key stage 2, they tend to achieve as well as other pupils.

Wellbeing: Adequate

Nearly all pupils feel safe in school and are confident that they can turn to staff members to help them if they have a problem. Most pupils enjoy school and have positive attitudes towards learning. They are motivated by the new rewards system and are keen to achieve well in all aspects of behaviour and learning. During lessons, many pupils work with sustained concentration and show respect, care and concern for other pupils, staff and visitors. Many pupils behave appropriately, although the behaviour of a few pupils impacts negatively on the learning and wellbeing of others.

Most pupils have an appropriate awareness of the importance of a healthy lifestyle. As a result, they have positive attitudes towards healthy eating and drinking and are

aware of the importance of keeping fit and healthy. Many pupils engage actively with a suitable range of sporting, musical and extra-curricular opportunities available at lunchtime and after school.

The school council, eco committee and sports ambassadors take an active part in promoting charity and school events. Pupils involved in these committees take their responsibilities seriously. They have helped to develop a 'Buddy System' to support pupils at break time and lunchtime. However, most pupils do not participate as fully as they could in decision-making and leadership within the school.

Pupils' attendance has improved over the past three years so that it is generally in line with the average for similar schools. Most pupils arrive at school punctually.

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

The school provides a broad and balanced curriculum that meets statutory requirements. Staff collaborate effectively to ensure that the curriculum builds upon previous learning. The school has recently changed its approach to curriculum planning and the learning experiences provided in most classes are interesting and engage most pupils well. However, these changes have not had sufficient time to make a positive impact on the standards attained by many pupils.

In the Foundation Phase, teachers make appropriate use of the outdoors to further pupils' learning and develop a suitable range of skills. Across the school, nearly all teachers plan themes that take suitable account of the requirement to develop pupils' numeracy and literacy skills across the curriculum. However, more able pupils do not have sufficient opportunities to apply their literacy and numeracy skills at a sufficiently challenging level or to direct their own learning.

Support and intervention for pupils with additional learning needs and those with English as an additional language is good and meets the needs of nearly all learners in these groups effectively.

Provision for pupils' Welsh language development is good. Nearly all staff speak Welsh to pupils and to each other regularly in day-to-day interactions around the school. As a result, pupils make good progress. The school's curriculum develops pupils' understanding of the history and culture of Wales well through project work, visits and participation in the Urdd Eisteddfod.

Many pupils benefit from a suitable range of extra-curricular activities, such as guitar club, rugby and choir. These support the taught curriculum appropriately.

The school promotes sustainable development and global citizenships appropriately. It raises pupils' awareness of the lives of others in different countries, such as Burkina Faso and Nigeria, through supporting a range of charities. The eco committee promotes recycling and energy saving enthusiastically.

Teaching: Adequate

Most teachers plan their lessons thoroughly. Nearly all use a good range of resources to provide learning experiences that motivate and engage their pupils. Teachers and support staff know their pupils well. They provide sensitive support to enable specific groups of pupils, particularly the least able and those with English as an additional language, to access learning more easily. Most teachers have appropriate expectations of what pupils can achieve. However, in a minority of classes, the challenge presented to more able pupils is not always rigorous enough. As a result, these pupils do not make sufficient progress in their learning. In a few lessons, the pace of learning is too slow and there are limited opportunities for pupils to work independently.

Teachers mark pupils' work regularly and conscientiously but comments do not always make it clear what pupils have done well and what they need to do to improve. In most classes, teachers encourage pupils to assess their own work and that of others against well-defined success criteria. However, there are insufficient opportunities for pupils to set their own targets for learning or evaluate their own progress. Teachers track pupils' progress comprehensively through rigorous testing and the use of an online tracking system. They use this information appropriately to plan learning experiences that lead to improvements in pupils' work.

Pupil reports to parents are of a good quality and provide parents with helpful information about how well their children are doing. They set appropriate targets for pupils to help them to improve.

Care, support and guidance: Good

The school promotes pupils' spiritual, moral, social and cultural development appropriately across the curriculum. Nearly all pupils know that they can ask staff for help and guidance and feel well supported by all staff. Well-planned assemblies and visitors to the school, such as the local vicar and the police, provide a suitable range of experiences that enrich the spiritual and cultural development of nearly all pupils.

The school has appropriate arrangements to promote healthy eating and drinking. There is a suitable range of opportunities for pupils to engage in physical exercise during lessons and through after-school activities, such as football and athletics clubs. The school has an effective range of procedures to ensure that pupils have a good understanding of how to keep themselves safe online.

The school's provision for additional learning needs is good. Staff identify pupils in need of additional support at an early stage. Teachers and learning support assistants use a valuable range of intervention programmes that build systematically on the pupils' needs. As a result, these pupils make good progress. The school supports pupils with English as an additional language well through effective nurture group provision. The school makes appropriate use of a range of support and specialist services, including the speech and language service and occupational therapy, to support the needs of pupils appropriately. This has a positive impact on their overall achievement.

The school promotes regular attendance effectively through a range of initiatives, such as weekly certificates. As a result, attendance levels have improved and the number of pupils who are persistently absent has reduced. The school's safeguarding arrangements meet requirements and give no cause for concern.

Learning environment: Adequate

The school is a welcoming and inclusive community where staff value all pupils equally. As a result, most pupils develop their understanding of tolerance, respect and understanding successfully and sensitively. There are appropriate arrangements to recognise, respect and celebrate the diversity of pupils and others in society. The school provides a suitable range of opportunities for pupils to learn about other cultures, such as talks and presentations from other pupils about their homeland. The school makes appropriate use of its accommodation to provide a welcoming learning environment. Classrooms are clean and well-ordered, and a good range of learning resources supports learning well.

The school site and accommodation present a variety of challenges both structurally and physically. The outdoor environment is cramped, but careful timetabling by the school ensures that there are suitable areas and opportunities for creative play and outdoor learning. Staff make worthwhile use of the local church and the community hall and leisure centre to host concerts, whole-school activities and a variety of sporting events. Attractive displays celebrate pupils' work successfully.

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

The acting headteacher provides sound leadership. She conveys the vision and values for the school clearly to all staff, and is taking the school forward well after a period of change. She has high expectations of staff and they respond readily to her leadership. As a result of well-focused leadership, there is more worthwhile analysis of performance data, better short-term planning of the curriculum and an increased focus on improving the quality of teaching and learning.

The established senior leadership team is supportive of the acting headteacher. They have an appropriate understanding of the school's strengths and areas for improvement and work well as a team with a suitable focus on improving outcomes for pupils. However, their involvement in determining the strategic direction of the school lacks cohesion and is underdeveloped.

Teachers work well together and meet regularly on a formal basis. They make valid, worthwhile contributions to discussions on whole-school issues and future planning. The school's annual review timetable links effectively to the agendas for leadership and staff meetings.

There are consistent systems to manage the performance of teachers. All teachers have relevant targets, linked to school priorities and pupils' progress.

The school responds positively to national and local priorities. Teachers plan appropriately for the implementation of the National Literacy and Numeracy Framework and build its approaches into lessons and themes.

The governing body is supportive of the school and knows the community it serves well. Presentations on the school's performance data ensure that governors are beginning to gain a greater understanding of how the school's performance compares with that of other schools. The governors have an appropriate understanding of the school's priorities for improvement. However their role as critical friends and in challenging the leadership of the school is limited.

Improving quality: Adequate

The school has an effective system for self-evaluation that provides an honest and accurate picture of the school. Leaders use a suitable range of relevant information to assess how well the school is performing. This includes rigorous data analysis, lesson observations, the views of external agencies, reviewing pupils' work and outcomes from discussions with pupils. Many teachers contribute to self-evaluation through subject monitoring reports and action plans. However, support staff do not currently have a role in the self-evaluation process and the school does not incorporate the views of parents and other stakeholders fully.

The school uses the outcomes from self-evaluation effectively to help improve outcomes for learners. The school development plan contains a manageable number of targets that focus appropriately on raising standards and improving provision. The priorities identify appropriate timescales, costs and responsibilities clearly and indicate how leaders plan to measure progress. The school has a successful recent record of implementing improvement strategies. For example, last year's improvement planning led to notable improvements in outcomes for pupils eligible for free school meals. However, the recently introduced systems have not had sufficient time to impact fully on standards reached by most pupils.

Partnership working: Good

The school works well with a wide range of partners to improve pupils' standards and to enhance their wellbeing. It is forging suitable partnership with parents and they feel comfortable in approaching the school. The school establishes appropriate links with parents before their child enters school through drop-in sessions, home visits and workshops. This ensures that parents are well informed and that pupils have a positive start to school life. Parents receive regular information about school developments through letters or the school website.

The school has productive links with an appropriate range of local organisations in the town, including local businesses, charities and churches. These partnerships enrich pupils' learning experiences and raise their awareness of those in need. Regular participation in local events, such as the Christmas lights celebrations, raises the profile of the school in the locality and provides pupils with good opportunities to develop their social skills.

The school has beneficial partnerships with the local authority services and other schools in the area. Teachers work effectively with other schools to moderate assessments of pupils' work and to share joint training and planning. This has enabled local primary schools and the secondary school to develop a shared awareness of teaching methods. Suitable links with the local high school and with the feeder infant school, including shared musical and sporting activities, enable smooth transition for pupils to their next stage of learning.

Resource management: Adequate

The school makes appropriate and efficient use of its resources. There are sufficient well-qualified staff to teach all aspects of the curriculum. Learning support assistants work effectively alongside teachers and make a valuable contribution to pupils' learning experiences.

The school provides a valuable range of relevant opportunities for teachers and learning support staff to take part in training linked closely to their role and to school priorities. This has a positive impact on the quality of provision for pupils. There are suitable arrangements in place for teachers' planning, preparation and assessment time.

Leaders allocate funding appropriately to support the priorities set out in the school development plan. The school makes good use of additional grant funding to employ teaching assistants who support pupils eligible for free school meals to reach their potential. This has led to measurable improvements in standards of literacy and numeracy for these pupils so that they generally achieve as well as other pupils.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6692165 - Lakefield C P School

Number of pupils on roll	268
Pupils eligible for free school meals (FSM) - 3 year average	39.0
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	23	27	27	25
Achieving the Foundation Phase indicator (FPI) (%)	60.9	66.7	77.8	48.0
Benchmark quartile	4	3	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	23	27	27	25
Achieving outcome 5+ (%)	60.9	70.4	77.8	48.0
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	4.3	14.8	11.1	0.0
Benchmark quartile	4	3	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	23	27	27	25
Achieving outcome 5+ (%)	73.9	74.1	85.2	48.0
Benchmark quartile	3	3	2	4
Achieving outcome 6+ (%)	8.7	3.7	18.5	0.0
Benchmark quartile	3	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	23	27	27	25
Achieving outcome 5+ (%)	82.6	92.6	100.0	96.0
Benchmark quartile	3	2	1	2
Achieving outcome 6+ (%)	0.0	55.6	51.9	16.0
Benchmark quartile	4	1	2	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.

6692165 - Lakefield C P School

Number of pupils on roll 268
 Pupils eligible for free school meals (FSM) - 3 year average 39.0
 FSM band 5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	41	50	43	40
Achieving the core subject indicator (CSI) (%)	75.6	72.0	86.0	77.5
Benchmark quartile	2	3	1	3
English				
Number of pupils in cohort	41	50	43	40
Achieving level 4+ (%)	80.5	74.0	86.0	80.0
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	31.7	26.0	37.2	17.5
Benchmark quartile	1	2	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	41	50	43	40
Achieving level 4+ (%)	82.9	76.0	88.4	80.0
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	17.1	18.0	37.2	25.0
Benchmark quartile	3	3	1	3
Science				
Number of pupils in cohort	41	50	43	40
Achieving level 4+ (%)	87.8	82.0	93.0	82.5
Benchmark quartile	2	3	1	3
Achieving level 5+ (%)	24.4	18.0	37.2	12.5
Benchmark quartile	2	3	1	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 learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	109		103 94%	6 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	107		94 88%	13 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.	107		103 96%	4 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	109		106 97%	3 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.	108		101 94%	7 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	106		97 92%	9 8%	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.	108		107 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	108		105 97%	3 3%	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.	108		100 93%	8 7%	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.	109		96 88%	13 12%	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.	107		91 85%	16 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	107		83 78%	24 22%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses 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.	27	9 33%	14 52%	4 15%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	27	8 30%	15 56%	4 15%	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.	28	9 32%	18 64%	1 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	27	9 33%	17 63%	0 0%	1 4%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	27	3 11%	16 59%	5 19%	3 11%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	26	8 31%	15 58%	3 12%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	28	7 25%	19 68%	2 7%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	4 15%	19 70%	3 11%	1 4%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	27	5 19%	18 67%	1 4%	3 11%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	6 22%	16 59%	4 15%	1 4%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	27	9 33%	16 59%	1 4%	1 4%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	23	6 26%	12 52%	4 17%	1 4%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	28	8 29%	15 54%	3 11%	2 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	28	8 29%	14 50%	3 11%	3 11%	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.	23	8 35%	12 52%	1 4%	2 9%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	27	7 26%	17 63%	2 7%	1 4%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	23	5 22%	14 61%	3 13%	1 4%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	28	3 11%	19 68%	5 18%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	27	5 19%	17 63%	4 15%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Helen Kay Lester	Reporting Inspector
Lowri Haf Evans	Team Inspector
Terry James Davies	Lay Inspector
Jeremy Piper	Peer Inspector
Helen Morgans	Nominee

Copies of the report

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

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.