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

A report on

**Ysgol Gynradd Penygroes
Waterloo Road
Penygroes
Llanelli
Carmarthenshire
SA14 7NT**

Date of inspection: January 2017

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.

Publication date: 14/03/2017

Context

Ysgol Gynradd Penygroes is situated in the village of Penygroes in Carmarthenshire.

There are 182 pupils between 4 and 11 years old on roll. They are organised into seven single-age classes. Parents can register their reception-age children three times a year at the beginning of each term. The school provides education through the medium of Welsh. Approximately 30% of pupils come from Welsh-speaking homes. A very few pupils come from ethnic minority backgrounds.

Approximately 10% of pupils are eligible for free school meals, a figure that is significantly below the average for Wales. Approximately 14% of pupils have additional learning needs (ALN).

The headteacher has been in post on a permanent contract since September 2016. She had been the acting headteacher since September 2014. The school was last inspected in November 2009.

The individual school budget per pupil for Ysgol Gynradd Penygroes in 2016-2017 is £3,223. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gynradd Penygroes is in 91st place of the 100 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

The school's current performance	**Good**
The school's prospects for improvement	**Good**

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning
- Nearly all pupils feel safe at school and know whom to approach if they are feeling anxious
- Most pupils are developing a good awareness of their role in the local community
- The school provides a varied range of effective learning experiences that meet most pupils' needs successfully
- The quality of teaching is reasonably robust across the school
- There is a caring working relationship between adults and pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision to ensure continuous improvement that is shared successfully with staff and governors
- Governors have a sound understanding of the school's strengths and areas for improvement
- The school has rigorous arrangements to evaluate its effectiveness
- There is a close link between the findings of the self-evaluation process and the priorities in the development plan
- The school works successfully with a range of partnerships that contribute effectively to improving pupils' standards and wellbeing
- Teachers and assistants work together successfully to support pupils
- The school provides good value for money

Recommendations

R1 Improve pupils' reading skills

R2 Ensure regular opportunities for pupils in key stage 2 to use their number skills to the same standard across other areas of the curriculum

R3 Strengthen provision to meet the requirements of the Cwricwlwm Cymreig

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry to the school, many pupils' basic skills are low considering their age. However, during their time at the school, most make good progress in their learning.

Considering their linguistic background, the oral skills of most pupils in the Foundation Phase develop quickly and, by the end of Year 2, they have the skills to speak with increasing accuracy and confidence. Pupils across the school respond eagerly to teachers' questions and a majority at the top of key stage 2 are able to hold extended conversations. Most are willing to contribute to class discussions confidently.

Many pupils' reading skills are developing appropriately and in line with their ability. By the end of the Foundation Phase, a majority are able to read increasingly fluently and re-tell stories confidently. However, only a few pupils discuss their books sensibly and have increasing knowledge of different types of books.

In key stage 2, many pupils read correctly with an understanding that is appropriate for their age and ability. They discuss the main events and characters from their reading books purposefully. However, only a minority of pupils discuss various texts and answer questions effectively about the books that they read. Their knowledge of a range of different books and authors in both languages is limited. Most pupils use higher order reading skills purposefully to find information to support their class work, for example, when researching different objects that fly. In lessons, many pupils apply their scanning and skimming skills effectively in order to find information quickly.

Many pupils' early writing skills are developing well. They form letters correctly and write simple sentences to convey meaning, for example when recording the story of 'Sioni Rhew'. By the end of the Foundation Phase, most pupils write interestingly in an increasing range of writing forms. They write sensible sentences and punctuate correctly. More able pupils write a diary about the experiences of a girl working in a coal mine, they are beginning to vary their sentences skilfully in order to hold the reader's attention.

In key stage 2, many pupils have good writing skills in both languages. By Year 6, they write imaginatively in a variety of writing forms, and develop their ideas interestingly. They are able to transfer their skills effectively when writing across the curriculum, for example when writing a poem to convey the feelings of an evacuee. Across the school, most pupils present their work appropriately with purposeful handwriting.

In the Foundation Phase, most pupils use and apply their numeracy skills confidently in a variety of situations, for example, when buying and selling goods in a post office. Most read challenging written problems, and gather and record data correctly in the form of a bar graph. Many apply their numeracy skills confidently in investigative work, for example, when conducting an investigation into rangoli patterns.

In key stage 2, most pupils' numeracy skills in mathematics lessons are sound. They use an appropriate variety of strategies to solve number problems. Most pupils analyse data, deal with fractions and percentages and measure perimeter and area correctly. More able pupils use their numerical reasoning skills confidently and use mathematical vocabulary correctly to discuss their work. However, pupils do not apply their numeracy skills to the same standard across all other areas of the curriculum.

Pupils make purposeful use of their information and communication technology (ICT) skills to support their work across the curriculum. By the end of the Foundation Phase, most pupils use word processing programs suitably to present information. They place pictures, text and symbols in their work confidently and make changes, where necessary. Most pupils control a toy confidently to follow a specific path. In key stage 2, most pupils' ICT skills are sound, for example, when gathering and presenting a database to show the results of researching a variety of mini-beasts in the form of a table and a graph. Most succeed in creating purposeful animation projects to show the journey of a paper aeroplane. They have a suitable understanding of simple spreadsheets in order to organise data, for example to record the total number of fruit orders as part of the pupils' enterprise projects. Across the school, most have a broad and sound understanding of how to stay safe on the internet.

In general, there is no significant pattern in the performance of pupils who are eligible for free school meals in comparison with their peers over the last four years. In key stage 2, the performance of pupils who are eligible for free school meals is comparable to that of their peers at the expected level, but is lower at the higher level in all core subjects.

Overall, girls achieve better than boys at the end of the Foundation Phase and key stage 2 at the expected and higher outcomes and levels. Most pupils with additional learning needs make good progress against their personal targets.

At the end of the Foundation Phase, in three of the last four years, pupils' performance at the expected and higher outcome in literacy and mathematical development has usually been above the median in comparison with levels in similar schools.

Over the last four years, pupils' performance at the expected level at the end of key stage 2 in English, Welsh and science has varied, moving the school between the upper 50% and the bottom 25% in comparison with similar schools. Over the same period, the school's performance in mathematics has placed it in the lower 50% in comparison with similar schools. Performance at the higher levels is above the median in English and Welsh. However, performance in mathematics and science has been less consistent over the same period in comparison with levels in similar schools.

Wellbeing: Good

Nearly all pupils feel safe at school and know whom to approach if they feel anxious. Nearly all pupils have an effective awareness of the importance of eating and drinking healthily and of exercising regularly. Most pupils have a sound understanding of online safety.

Most pupils work with others successfully and show a keen interest in their work. They develop skills to improve their own work successfully and respond regularly to teachers' comments. Nearly all pupils are exceptionally well-behaved during lessons and in informal situations.

Many older pupils carry out responsibilities maturely and perform their role well. Members of the school council gather the views of other pupils regularly and act on findings. They have recently made valuable decisions about the school's anti-bullying procedures and, alongside the 'Bronze Ambassadors', have introduced physical activities during breaktime. Groups of other learners, such as digital leaders, support pupils' ICT skills across the school effectively. Many pupils develop an effective awareness of enterprise by holding stalls at the school fair and running the fruit shop.

Most pupils develop a good awareness of their role in the local community. They take advantage of valuable opportunities to perform in a number of concerts and visit local businesses. These opportunities ensure that pupils develop as well-rounded and responsible members of their community.

Although attendance rates have varied over the last four years, the current average in comparison with levels in similar schools places the school in the top 25%. Most pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a varied range of effective learning experiences that meet most pupils' needs successfully. They meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education effectively. Teachers plan stimulating activities jointly by providing interesting themes to meet all pupils' needs; for example, a residential visit to an outdoor centre in Pentywyn engages older pupils' interest and promotes their understanding of the local environment successfully.

Teachers plan contemporary themes and ensure that there is effective progression from pupils' previous learning. The school responds robustly to the requirements of the Literacy and Numeracy Framework. There is a wide range of good opportunities for pupils to use their literacy, thinking and ICT skills across the curriculum. However, opportunities for pupils in key stage 2 to apply their numeracy skills to the same standard are less consistent. The school has effective literacy intervention programmes that support pupils successfully.

The standard of provision to develop the Welsh language is effective. Staff create a positive Welsh ethos and promote the language consistently. This engages most pupils' interest and enthusiasm towards the language. However, thematic activities to develop pupils' awareness of Welsh traditions and their heritage are less effective.

The activities of the eco council and eco club ensure that pupils have a good understanding of living sustainably. Valuable and varied opportunities are provided for pupils to support charities and help those who are less fortunate than themselves. Opportunities to develop pupils' understanding of global citizenship are appropriate.

Teaching: Good

Overall, the quality of teaching is effective across the school. A strong feature is the caring working relationship between adults and pupils. Effective use is made of learning assistants to support learning. All teachers create a stimulating learning environment that enables pupils to learn successfully.

Teachers have good subject knowledge and, in most classes, they explain new concepts clearly. They use a range of teaching methods, which engage most pupils' enthusiasm and hold their interest. They ask probing questions in order to extend pupils' understanding and thinking skills well. In a few sessions, learning activities do not always challenge pupils of higher ability sufficiently.

The school has effective procedures for tracking pupils' progress. This enables teachers to set targets for improvement and identify any underachievement at an early stage. Pupils assess their own learning and that of their peers successfully. Teachers mark pupils' work regularly and, on the whole, comments help pupils to improve their work.

Annual reports for parents provide them with appropriate information about their children's progress and achievement.

Care, support and guidance: Good

Staff provide good quality care and guidance that have a positive effect on pupils' standards and wellbeing. Pupils are given a variety of additional opportunities to increase their health and fitness levels during the lunch hour and the breakfast club. The school makes appropriate arrangements to promote eating and drinking healthily.

Staff provide regular opportunities for pupils to develop their awareness of spiritual, moral, social and cultural aspects successfully through regular collective worship services and curricular activities. Visits to the local history club strengthen pupils' knowledge of local culture effectively.

The school has an effective link with external agencies, such as the educational psychologist and specialist teachers, which enables the school to offer purposeful provision for pupils with specific special needs.

The school has rigorous procedures to identify pupils' additional learning needs at an early stage. It offers effective support to pupils who need specific assistance through intervention groups for improvement, for example pupils' literacy and social skills. Pupils' individual education plans identify appropriate targets and plans are reviewed regularly with parents. Purposeful intervention and support programmes meet the needs of these pupils effectively.

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

Learning environment: Good

The school is an inclusive and friendly community in which pupils are treated equally. All staff encourage pupils' good behaviour effectively, based on values that promote respect and care. The school provides all pupils with equal access to the curriculum and extra-curricular activities.

There is a good supply of resources to deliver lessons and activities across the curriculum, which include a number of various computers and tablets, and full use is made of relevant resources. Classrooms and walls around the school are colourful and attractive, and include a variety of displays that celebrate pupils' successes. The learning space within the building contributes effectively towards meeting all pupils' needs.

The spacious outdoor environment is stimulating for all pupils and helps them to develop a variety of skills. Foundation Phase pupils benefit from a suitable outdoor learning environment that motivates their learning and develops their linguistic skills effectively. All play areas include purposeful activities to encourage physical development well.

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

Leadership: Good

The headteacher has a clear vision to ensure continuous improvement that is shared successfully with staff and governors. All staff are aware of their roles and responsibilities and support the headteacher well. Teachers are dedicated and work together closely to create a homely ethos for pupils. Teamwork is a particularly good feature and everyone works together effectively to raise standards and ensure pupils' wellbeing.

Regular staff meetings focus effectively on raising pupils' standards of attainment, setting targets and the school's priorities for improvement. Performance management processes promote the staff's professional development successfully.

The school addresses national priorities well. The requirements of the Literacy and Numeracy Framework have been established firmly and effective assessment for learning strategies ensure that pupils understand how to improve their work well. The school has specific and effective arrangements to improve the wellbeing and achievement of more vulnerable pupils.

Governors have a sound understanding of the school's strengths and areas for improvement through regular visits to observe lessons and scrutinise books. They are aware of the issues that need attention when analysing data and know how the school is performing in comparison with similar schools. This enables them to challenge the school and hold it to account for its performance well.

Improving quality: Good

The school has rigorous arrangements for evaluating its effectiveness. Arrangements include a comprehensive monitoring programme which ensures that all aspects of the school's work are evaluated in a timely manner. Teachers contribute effectively to the process by analysing data, scrutinising pupils' work and observing lessons.

The school considers the views of staff, governors, parents and pupils, and respond appropriately to them. A good example of this is the way in which the school has listened to the views of parents and changed the arrangements for them to collect pupils at the end of the day. The self-evaluation report is an honest and balanced picture of the school's strengths and areas that need to be developed further.

There is a strong link between the findings of the self-evaluation process and the priorities in the development plan. The plan focuses well on raising pupils' standards of attainment. Teachers and governors have clear roles in creating, implementing and monitoring the plan within realistic timescales. It includes a manageable number of priorities, measurable targets and specific amounts of funding. The plan is monitored effectively by the headteacher and staff, and this ensures good progress against the priorities. The school has addressed the priorities of last year's development plan successfully, including improving pupils' standards of attainment in Welsh and English.

Partnership working: Good

The school works successfully in a range of partnerships that contribute effectively to improving pupils' standards and wellbeing.

There is a very good relationship with parents. The school communicates effectively with parents through social media, the website and the attractive, comprehensive magazine, "Llais y Plant". The parents' association raises significant amounts of money each year to support provision for pupils. A typical example is the improvements to the outdoor area for Foundation Phase pupils. The area is now attractive and stimulates teaching and learning very successfully.

Good use is made of the local community. Pupils visit the shops and nearby businesses, and conduct services in the chapel and concerts in the village hall. The area's residents visit the school occasionally to talk about their experiences; for example, a visit from an evacuee who came to live in the village during the Second World War. These experiences contribute well to expanding pupils' knowledge and raising their awareness of the importance of living in a community.

Transition arrangements with secondary schools and the playgroup are beneficial and ensure that pupils transfer confidently to the next stage in their education. Arrangements for standardising and moderating work within the cluster ensure consistency and accuracy in teachers' assessments. The school works effectively with a variety of specialist agencies which ensure good support for vulnerable pupils and their families.

Resource management: Good

The school has a sufficient number of experienced staff with suitable qualifications to teach all aspects of the curriculum. Teachers and assistants work together successfully to support pupils. Arrangements for teachers' planning, preparation and assessment time are suitable. Good use is made of the expertise of an assistant during these periods to teach specific aspects, such as sports and sessions to promote pupils' wellbeing.

Performance management arrangements lead successfully to ensuring good opportunities for staff's professional development and to meet the school's priorities for improvement. These opportunities have recently led to improving pupils' writing skills across the school.

Good use is made of grant funding to improve teachers' skills and share good practice; for example, this year, the school is working with schools in the cluster and the secondary school on a science project for older pupils. The work that has been completed to date is of a good quality, although it is too early to measure the project's effect on pupils' attainment.

The headteacher and the governing body manage financial resources very carefully and ensure that expenditure addresses priorities in the school's development plans. The Pupil Deprivation Grant is used effectively to raise standards of literacy and ensure the wellbeing of specific groups of pupils.

Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6692193 - Ysgol Gynradd Penygroes

Number of pupils on roll	184
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	21	28	28	24
Achieving the Foundation Phase indicator (FPI) (%)	90.5	89.3	96.4	95.8
Benchmark quartile	2	3	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	21	28	28	24
Achieving outcome 5+ (%)	90.5	89.3	96.4	95.8
Benchmark quartile	2	3	2	2
Achieving outcome 6+ (%)	52.4	39.3	39.3	37.5
Benchmark quartile	1	2	2	2
Mathematical development (MDT)				
Number of pupils in cohort	21	28	28	24
Achieving outcome 5+ (%)	100.0	96.4	100.0	95.8
Benchmark quartile	1	2	1	2
Achieving outcome 6+ (%)	57.1	39.3	39.3	41.7
Benchmark quartile	1	2	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	21	28	28	24
Achieving outcome 5+ (%)	100.0	96.4	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	81.0	75.0	85.7	79.2
Benchmark quartile	1	1	1	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.

6692193 - Ysgol Gynradd Penygroes

Number of pupils on roll	184
Pupils eligible for free school meals (FSM) - 3 year average	11.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	28	19	29	17
Achieving the core subject indicator (CSI) (%)	89.3	84.2	86.2	94.1
Benchmark quartile	3	4	4	2
English				
Number of pupils in cohort	28	19	29	17
Achieving level 4+ (%)	92.9	89.5	86.2	94.1
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	64.3	47.4	44.8	52.9
Benchmark quartile	1	2	2	1
Welsh first language				
Number of pupils in cohort	28	19	29	17
Achieving level 4+ (%)	85.7	89.5	86.2	94.1
Benchmark quartile	3	3	4	2
Achieving level 5+ (%)	53.6	47.4	41.4	52.9
Benchmark quartile	1	1	2	1
Mathematics				
Number of pupils in cohort	28	19	29	17
Achieving level 4+ (%)	89.3	89.5	93.1	94.1
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	57.1	31.6	44.8	41.2
Benchmark quartile	1	4	3	3
Science				
Number of pupils in cohort	28	19	29	17
Achieving level 4+ (%)	92.9	89.5	96.6	94.1
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	53.6	31.6	48.3	47.1
Benchmark quartile	1	4	2	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

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	100	100 / 100%	0 / 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	100	100 / 100%	0 / 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	100	100 / 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	100	100 / 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	97 / 97%	3 / 3%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	100	100 / 100%	0 / 0%		Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100	100 / 100%	0 / 0%		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.	100	99 / 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.	100	96 / 96%	4 / 4%		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.	100	99 / 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.	100	90 / 90%	10 / 10%		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	100	92 / 92%	8 / 8%		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 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.	55	33 60%	20 36%	2 4%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	55	42 76%	13 24%	0 0%	0 0%	1	Mae fy mhlentyn 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.	56	42 75%	12 21%	2 4%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	56	35 62%	17 30%	2 4%	2 4%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	53	22 42%	27 51%	3 6%	1 2%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	53	29 55%	21 40%	1 2%	2 4%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	56	35 62%	18 32%	1 2%	2 4%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	54	27 50%	23 43%	2 4%	2 4%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	54	28 52%	21 39%	2 4%	3 6%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	54	25 46%	29 54%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	54	37 69%	17 31%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	48	29 60%	15 31%	2 4%	2 4%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	54	25 46%	20 37%	5 9%	4 7%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	56	35 62%	12 21%	4 7%	5 9%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	50	22 44%	22 44%	2 4%	4 8%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	53	34 64%	18 34%	0 0%	1 2%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	40	23 57%	14 35%	2 5%	1 2%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	56	30 54%	25 45%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	55	35 64%	15 27%	2 4%	3 5%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Rhian Jones	Team Inspector
Meleri Cray	Lay Inspector
Marc Jones	Peer Inspector
Janet Harris	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.