



*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 Cwmpadarn  
Pen-y-graig  
Llanbadarn Fawr  
Aberystwyth  
Ceredigion  
SY23 3SG**

**Date of inspection: May 2015**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 22/07/2015**

## Context

Cwmpadarn Primary School is in the village of Llanbadarn, near Aberystwyth, in Ceredigion. It serves the village itself and the surrounding area. At present, there are 59 pupils between four and 11 years of age on roll and they are organised into three mixed-age classes.

Approximately 15% are eligible for free school meals, which is lower than the national average. About 5% of pupils are from ethnic minority backgrounds and 7% are currently learning English as an additional language. Around 17% come from homes where Welsh is spoken as a first language.

The school has identified 37% of pupils as having additional learning needs, which is significantly higher than the national average. Very few pupils have a statement of special educational needs.

The school was last inspected in March 2012. The headteacher was appointed in 2006.

The individual school budget for Cwmpadarn Primary School in 2014-2015 is £3,516 per pupil. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Cwmpadarn Primary School is 37th of the 51 primary schools in Ceredigion local authority in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils make good progress during their time in school
- Most pupils develop their speaking and listening skills well in the Foundation Phase and in key stage 2
- Most pupils make good progress in their reading and writing skills
- Most pupils make good progress in developing their Welsh language skills
- Nearly all pupils behave well

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision for the school which focuses on key areas for improvement
- Staff support the headteacher well to implement new initiatives
- Strategies to address local and national priorities are having a positive effect on standards in reading and writing across the school
- The school works well with a range of partners and this is having a positive effect on pupils' attainment and wellbeing

However:

- The school does not have clearly defined arrangements to cover leadership responsibilities in the absence of the headteacher
- Many initiatives are quite new and it is too early to evaluate their impact on aspects of teaching, assessment and self-evaluation
- Governors do not play enough of a strategic role in self-evaluation and school improvement and they do not challenge the school effectively

## Recommendations

- R1 Provide pupils with appropriate tasks that meet their learning needs well, especially the more able
- R2 Improve the process of target-setting and provide more guidance for pupils to know what they need to do to improve their work
- R3 Establish formal leadership and management procedures to ensure that there are clear arrangements in place to cover leadership responsibilities in the absence of the headteacher
- R4 Develop the role of the governing body in challenging the school appropriately
- R5 Strengthen self-evaluation procedures to enable leaders to identify clearly the school's strengths and those areas requiring improvement.

### **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?

Good

#### Standards: Good

On entry to the school, many pupils have skills that are around the expected level for their age. Most pupils make good progress during their time in school, but the more able ones do not always achieve in line with their potential.

Most pupils develop their speaking and listening skills well in the Foundation Phase and in key stage 2. Most listen attentively in lessons and in assemblies and they share their views enthusiastically with adults and their peers.

Most pupils make good progress with their reading skills. In the Foundation Phase most display a keen interest in books. They are confident readers and they use a range of strategies to tackle unfamiliar words and phrases. By the end of key stage 2, most pupils read fluently and display an effective understanding of characters, themes and plots in their chosen texts. Most are able to make good use of their reading skills to search for sources in library books and on websites. Those who are learning English as an additional language show that they are developing a good understanding of appropriate texts. Older pupils read for pleasure and explain their choice of preferred books clearly.

Most pupils make good progress with their writing skills in the Foundation Phase and in key stage 2. By the end of the Foundation Phase they write for a range of purposes. In key stage 2, most pupils successfully develop a wide range of writing styles and produce effective extended pieces of writing on poems, different characters and historical topics. Their writing is engaging and contains stimulating vocabulary and interesting sentence structures. Most pupils use their spelling and punctuation skills successfully as they proceed through the key stage. The handwriting skills of most pupils are developing well.

Most pupils make good progress in developing their Welsh language skills. They enjoy learning Welsh and eagerly respond to questions. Older pupils engage in conversations enthusiastically with adults, and their pronunciation skills are competent. Most pupils make good progress in their Welsh reading and writing skills as they move through the school.

In the Foundation Phase, many pupils are able to use and apply a range of number skills effectively. Most are confident in using a hundred square to recognise one more than and ten more than, with the more able locating twenty more than. Many pupils at the end of the Foundation Phase gather and present their data confidently. However, the more able pupils do not always achieve in line with their potential.

By the end of key stage 2, most pupils have a competent knowledge of the four rules of mathematics and place value and use them successfully in their work. Many explain the mental strategies they use to work out calculations and solve problems well. In science, many pupils apply their data-handling and measuring skills

effectively. The more able pupils do not always extend their numeracy skills to an appropriate standard across the curriculum. Most pupils develop their thinking skills well.

Pupils with additional learning needs make good progress against their personal targets. Those who are eligible for free school meals perform as well as other pupils in their classes.

Due to the small numbers of pupils in each year group, the school's performance data is unreliable.

Over the last three years, performance of pupils in the Foundation Phase at the expected outcome 5 in literacy skills has ranged between the lower 50% and the bottom 25% when compared to that of similar schools, while performance in mathematical development has ranged between the top 25% and the bottom 25%. At the higher-than-expected outcome 6, the attainment of more able pupils has ranged between the top 25% and the lower 50% for literacy and between the higher 50% and bottom 25% in mathematical development when compared to levels in similar schools. Overall, during this period, girls outperformed boys in literacy skills.

In key stage 2, performance at the expected level 4 in English, mathematics and science has fluctuated over the last four years when compared with that in similar schools. Performance in English and mathematics has ranged between the higher 50% and the bottom 25%. Over the same period, the performance of more able pupils at the higher level 5 in English has ranged between the top 25% and lower 50% and between the lower 50% and bottom 25% in mathematics. Girls have generally outperformed the boys at the higher level 5 in English and boys performed better than girls at the higher level in mathematics.

Pupils in key stage 2 who are eligible for free school meals have not generally performed as well as their peers. However, the performance of these pupils improved significantly in 2014.

### **Wellbeing: Good**

Nearly all pupils feel happy and safe in school. Most pupils have a thorough understanding of the importance of eating and drinking healthily. The school's bronze sports ambassadors play an effective role in encouraging an understanding of the importance of regular exercise.

Nearly all pupils behave well both in the classrooms and on the school yard. They show high levels of respect towards each other and treat adults with courtesy. In lessons, they display enthusiasm for their subjects and positive attitudes to learning.

Pupils play an active part in the school and eco councils and they take their responsibilities very seriously. They have been actively involved in decisions relating to the school's lunchtime arrangements and the development of the school's forest learning area. The school council recently played an important role in the appointment of a new member of staff.

Most pupils develop effective personal and social skills which enable them to make significant contributions to school and local community activities; for example, they raise money for various charities and donate food boxes to the disadvantaged.

Attendance rates for four of the last five years have placed the school consistently in the top 25% or higher 50% when compared with similar schools. However, last year, although the rate showed an increase, it was in the lower 50%. Nearly all pupils arrive at school punctually.

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

The curriculum is broad and balanced and meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. The school makes effective use of a wide range of activities, including visitors to school, educational and residential visits. The range of clubs and extra-curricular activities, such as the Urdd, cooking, gardening and sports clubs, impact well on pupils' learning and self-esteem.

The school plans effectively for the implementation of the Literacy and Numeracy Framework. It provides opportunities to develop pupils' communication and numeracy skills successfully across the curriculum. However, planning is not always detailed enough to develop pupils' information and communication technology skills fully in other areas of the curriculum.

The promotion of the Welsh language and Welsh dimension is good. Teachers provide a wide range of invaluable experiences which extend pupils' knowledge and understanding of Welsh history, geography and culture.

The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship. For example, pupils have helped to create an attractive woodland area in the school grounds and a group of pupils visited schools on Ballyshannon and Saint Martins in Ireland.

### **Teaching: Adequate**

All teachers establish positive working relationships with pupils and manage behaviour successfully. At the start of lessons, teachers share the lesson objectives clearly with pupils and review them at the end. This ensures that pupils understand what they are going to learn and helps them reflect on what they did learn. All adults are good role models for language development.

Teachers deploy support staff well and ensure that they are fully involved in planning. They use a range of successful strategies to engage pupils and use effective questioning techniques to help pupils think for themselves. The pace of learning is usually good and teachers actively encourage pupils to work in pairs and small groups.



In a minority of lessons, teachers do not always provide appropriate tasks which meet the learning needs of all pupils well, especially the more able ones.

The school has a wide range of standardised assessments and an appropriate system for tracking pupils' progress. Staff use the information from this system appropriately to track the progress of specific groups of pupils who need additional support. This enables them to plan suitable intervention strategies for those pupils needing additional support. Pupils are beginning to develop skills in assessing their own and each other's work. Although teachers mark pupils' work regularly, they do not consistently provide them with enough advice on how to improve their work. Individual target-setting procedures are not developing consistently or effectively in all classes.

Parents and carers receive regular and appropriate information about their children's progress and wellbeing.

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

The school is a happy, caring community where all pupils feel valued. The school promotes pupils' spiritual, moral, social and cultural development well through activities such as weekly assemblies and personal and social education sessions.

Arrangements for promoting healthy eating and drinking are effective. The extra-curricular activities, such as football and Urdd sports clubs, successfully promote pupils' wellbeing and fitness.

There are effective procedures to promote good behaviour and these contribute well to the calm and respectful ethos which is prevalent throughout the school.

The school makes good use of specialist support services and external agencies to address the specific needs and targets of pupils who have severe additional learning needs.

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

The school makes appropriate arrangements to identify those pupils who have additional learning needs. Intervention programmes provide effective additional support to address the needs of those pupils with low literacy and numeracy levels. However, targets in individual education plans are not always sufficiently broad to enable teachers to provide suitable activities for these pupils in class lessons.

### **Learning environment: Good**

The school is an inclusive community that ensures that all pupils have equal opportunities in all the school's activities. The school does not tolerate any form of harassment or discrimination and has well-established systems in place to promote good behaviour. A caring ethos encourages pupils to show respect and tolerance to each other and to adults.

The accommodation is clean and maintained well. The refurbished school hall is used effectively for the breakfast club, as a dining area and for a range of school sports activities. Attractive displays adorn the walls and celebrate pupils' work. The school has developed stimulating gardening and woodland areas in collaboration with outside agencies and these have a positive impact on pupils' learning experiences. There is a good range of learning resources that support teaching and learning well.

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

The headteacher has a clear vision for the school which focuses well on areas for improvement. He has a caring leadership style that puts pupils' wellbeing at the heart of the school's work. Staff provide good support in establishing and implementing new initiatives to take the school forward.

The headteacher is developing appropriate opportunities for staff to undertake more responsibilities and all members of staff have clear job descriptions. However, the school does not have clearly defined arrangements to cover leadership responsibilities in the absence of the headteacher.

Although the school is focusing appropriately on raising standards, a number of the strategies put in place are too recent to evaluate fully the impact on aspects of the quality of teaching and assessment.

Staff and moderation meetings provide a renewed focus for school improvement. However, the school does not formally record staff meetings and other meetings appropriately. This prevents individual members of staff from reflecting accurately on decisions made and actions to be taken.

Strategies to address local and national priorities, such as raising standards in literacy and numeracy, are having a positive effect on pupils' outcomes. For example, standards are improving rapidly in reading and writing across the school. Governors are supportive of the school and are beginning to develop a more strategic role. They have a developing understanding of school performance data, but they do not challenge the school effectively.

### **Improving quality: Adequate**

The school's self-evaluation report provides an accurate picture of the school. It identifies key areas for improvements in terms of pupil outcomes and aspects of teaching and management.

Recent improvements to the self-evaluation process ensure that the school is developing a more rigorous approach to monitoring, moderation and assessments. The process for gathering first-hand information is developing appropriately and the school evaluates a suitable range of data, pupils' work and lesson observations. All staff contribute to the process, but there is insufficient input by parents and pupils.

There is a clear link between the outcomes of the self-evaluation procedures and the priorities in the school development plan. This is based on recommendations from the local authority monitoring visits and self-review. However, because the self-evaluation report and the school development plan are quite recent, it is too early for leaders and staff to evaluate progress against the targets.

The school has responded well to over half of the priorities identified in last year's development plan. For example, it has created a more robust self-evaluation report and school development plan. The school has also established a more systematic approach to monitoring pupil progress.

### **Partnership working: Good**

The school works well with a range of partners and this having a positive effect on pupils' attainment and wellbeing. The school informs parents well about important issues and they, in turn, feel comfortable about approaching the school with questions, suggestions or if they have a problem.

The school works successfully with a range of outside agencies, including the local authority, to address specific issues and to meet the particular needs of individuals and groups of pupils.

There are beneficial and supportive links with various organisations within the local and wider community. These contribute well towards developing pupils' learning experiences. For example, there are visits to the local university so that older pupils can undertake workshop sessions in science with university staff and students. A strong partnership with a forest education initiative group provides pupils with first-hand experiences of observing wild life and applying literacy and numeracy skills in a range of activities.

There are effective arrangements in place for transferring pupils to the secondary schools which prepare them well for the next stage in their education. Teachers co-operate effectively with other schools to standardise and moderate pupils' work jointly, ensuring the validity of levels of attainment at the end of key stage 2.

### **Resource management: Good**

There are enough well qualified and experienced staff to deliver the curriculum and the school deploys them appropriately. The school makes appropriate arrangements for teachers' planning, preparation and assessment time.

There is an effective performance management process in place. Leaders ensure that professional training links well to individual and school priorities. This has resulted in improved standards in literacy and numeracy across the school.

The pupil deprivation grant is used well to raise the literacy and numeracy standards of designated groups of pupils.

The school has participated successfully in networks of professional practice with local schools and these are having a positive impact on standards in literacy and numeracy across the school.

The headteacher and governors manage the finances effectively. Spending is linked well to the priorities in the current school development plan.

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

## Appendix 1: Commentary on performance data

### 6672304 - YSGOL GYMUNEDOL CWMPADARN

Number of pupils on roll	71
Pupils eligible for free school meals (FSM) - 3 year average	20.7
FSM band	3 (16%<FSM<=24%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	10	5	7
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	60.0	80.0	85.7
Benchmark quartile	4	3	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	10	5	7
Achieving outcome 5+ (%)	60.0	80.0	85.7
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	20.0	40.0	28.6
Benchmark quartile	3	1	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	10	5	7
Achieving outcome 5+ (%)	70.0	100.0	85.7
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	10.0	0.0	28.6
Benchmark quartile	4	4	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	10	5	7
Achieving outcome 5+ (%)	80.0	100.0	85.7
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	40.0	60.0	42.9
Benchmark quartile	2	1	3

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.

**6672304 - YSGOL GYMUNEDOL CWMPADARN**

Number of pupils on roll	71
Pupils eligible for free school meals (FSM) - 3 year average	20.7
FSM band	3 (16%<FSM<=24%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	13	13	8	12
<b>Achieving the core subject indicator (CSI) (%)</b>	84.6	69.2	75.0	83.3
Benchmark quartile	2	4	4	3
<b>English</b>				
Number of pupils in cohort	13	13	8	12
Achieving level 4+ (%)	84.6	76.9	75.0	91.7
Benchmark quartile	2	4	4	2
Achieving level 5+ (%)	23.1	46.2	37.5	41.7
Benchmark quartile	3	1	2	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	13	13	8	12
Achieving level 4+ (%)	84.6	76.9	75.0	91.7
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	23.1	15.4	25.0	25.0
Benchmark quartile	3	4	3	4
<b>Science</b>				
Number of pupils in cohort	13	13	8	12
Achieving level 4+ (%)	84.6	69.2	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	15.4	23.1	12.5	0.0
Benchmark quartile	4	3	4	4

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to 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.	55		55 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	51		48 94%	3 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	55		54 98%	1 2%	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	53		50 94%	3 6%	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.	55		55 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	55		55 100%	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.	54		54 100%	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.	55		54 98%	1 2%	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.	55		47 85%	8 15%	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.	55		55 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	55		36 65%	19 35%	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	55		43 78%	12 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.	46	41 89%	5 11%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	46	42 91%	4 9%	0 0%	0 0%	0	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.	46	44 96%	2 4%	0 0%	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.	46	38 83%	7 15%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	46	34 74%	12 26%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	46	42 91%	4 9%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	46	43 93%	3 7%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	44	29 66%	15 34%	0 0%	0 0%	0	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.	46	39 85%	6 13%	1 2%	0 0%	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.	46	38 83%	8 17%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	46	44 96%	2 4%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	46	39 85%	7 15%	0 0%	0 0%	0	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.	45	32 71%	13 29%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	46	40 87%	5 11%	1 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	44	36 82%	5 11%	3 7%	0 0%	1	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.	46	37 80%	9 20%	0 0%	0 0%	0	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.	41	31 76%	10 24%	0 0%	0 0%	3	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.	46	35 76%	9 20%	2 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	46	37 80%	9 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

### Appendix 3

#### The inspection team

David Evans	Reporting Inspector
William Griffiths	Team Inspector
Michaela Leyshon	Lay Inspector
Llyr Jones	Peer Inspector
Huw Raw-Rees	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.