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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Cwrt Henri
Dryslwyn
Carmarthen
Carmarthenshire
SA32 8RX**

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:

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

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

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Context

Ysgol Gynradd Cwrt Henri is situated in the village of Dryslwyn, Carmarthenshire.

There are 47 pupils between the ages of 3 and 11 years on roll. Pupils are taught in two mixed-age classes. The school admits pupils full-time at the beginning of the term following their fourth birthday.

Nineteen per cent of pupils are eligible for free school meals, a figure that is considerably lower than the average for Wales. About 18% come from Welsh-speaking homes. Welsh is the main medium of teaching and learning and the aim is to ensure that all pupils are fluent in Welsh and English by the end of key stage 2. Very few pupils come from ethnic minority backgrounds.

About 6% of pupils have additional learning needs, which is considerably lower than the national figure.

The headteacher was appointed in September 2008 and the school was last inspected in April 2010.

The individual school budget for Ysgol Gynradd Cwrt Henri in 2014-2015 is £3,689 per pupil. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Gynradd Cwrt Henri is in 50th position of the 95 pupils in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Outcomes in key stage 2 are consistently higher than similar schools at the expected level
- Most pupils make effective progress during their time at the school
- All the school's pupils state that they feel safe and receive valuable support from the school
- Members of the school council and the eco-committee make effective decisions that have a beneficial influence on improving provision for the other pupils
- The school is a caring and supportive community that promotes pupils' health and wellbeing successfully
- The school has an inclusive ethos that welcomes all children, whatever their ability, gender, race or background
- A firm emphasis is placed on promoting equality among pupils

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has an appropriate vision for developing the school which focuses effectively on the school's ethos and developing pupils' skills
- Governors are very supportive of the school's life and work and fulfil their duties conscientiously
- There is a strong relationship between the school and parents, who are very supportive of all pupils' activities
- The school provides good value for money in terms of pupils' outcomes

However:

- The school's self-evaluation procedures are not thorough enough to evaluate its strengths and areas for development
- The school has not addressed all the recommendations following the last inspection
- The school's strategic direction does not focus sufficiently on raising pupils' higher standards and on improving provision

Recommendations

- R1 Establish an effective structure for self-evaluation and planning for improvement in order to ensure a focus on raising standards across the school
- R2 Raise pupils' higher outcomes at the end of the Foundation Phase so that they compare better with similar schools
- R3 Ensure that there is progression and continuity in planning for developing skills
- R4 Improve teaching in order to ensure an appropriate challenge for every pupil
- R5 Establish assessment processes in order to track pupils' progress, including regular arrangements to help pupils to know how to improve their work

Placing the school in the monitoring by Estyn category

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, pupils' basic skills vary. However, most pupils make good progress during their time at the school. They work effectively in classes and recall their previous learning effectively and build upon it successfully. A majority of pupils use their investigative skills purposefully across the curriculum.

Most pupils in the Foundation Phase communicate easily orally and use an increasing range of vocabulary when they discuss their work. By the end of the period, nearly all pupils' skills are of a good standard and they converse confidently with adults. Most pupils read fluently and meaningfully in Welsh, and at a level that is appropriate to their age and ability. They are able to discuss the content of their books in detail and express an opinion on their favourite characters and events, displaying good understanding. By the end of the period, many pupils use different styles when writing for various purposes. A minority of the most skilful writers are beginning to support, develop and extend their ideas when submitting imaginative pieces, for example when writing a letter describing their experiences as a knight in a castle. On the whole, most pupils' standard of handwriting is inconsistent.

In key stage 2, nearly all pupils are able to read meaningfully with good expression in both languages. The majority of pupils are able to discuss their favourite books and authors confidently. The majority of pupils' higher reading skills are good and their ability to skim read factual information in order to discover the main facts is developing appropriately.

Many pupils in key stage 2 express their ideas, opinions and feelings confidently orally. They speak clearly and at length about their work and use polished natural language in various situations.

In general, pupils' writing is structured appropriately and most of them write for different purposes in suitable styles. Many write at length in Welsh and produce work of a standard that is consistently good, for example when recording the adventures of Rebecca's Daughters in a newspaper report. However, the majority of pupils do not write at length often enough in English.

In the Foundation Phase, most pupils develop their numeracy skills successfully. Many pupils add and subtract accurately using tens and units, halve or double numbers and solve simple problems correctly. The majority strengthen their understanding of money and develop an understanding of using co-ordinates to locate buildings in the local area.

In key stage 2, standards in independent number activities are good across the school. Most pupils use a wide variety of strategies to solve number problems. For example, many pupils use their understanding of place value to multiply and divide whole numbers and decimals, and read scales on simple graphs. However, the majority of pupils do not apply their number skills across the curriculum consistently.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care because the small numbers of children in a year group can have a significant effect on the school's performance from one year to the next.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, pupils' performance in the Foundation Phase has moved the school from the top 25% to the lower 50% in literacy. In the Foundation Phase, the proportion of pupils who achieved in mathematical development has varied, moving the school between the top 25% and the bottom 25%. The proportion of pupils who achieved at the higher outcome has, on the whole, meant that the school has remained in the bottom 25% in literacy and mathematical development.

In comparison with other schools that have a similar proportion of pupils who are eligible for free school meals, performance in key stage 2 at level 4 during three of the last four years has placed the school in the top 25% in Welsh, mathematics and science.

Pupils' performance at the higher levels in the four subjects has varied over a period of four years. For performance in English and science, the school has remained in the top 25% in comparison with similar schools. Performance in Welsh has declined, moving the school to the lower 50%, and for performance in mathematics the school has moved to the upper 50% in comparison with similar schools.

Wellbeing: Good

Nearly all pupils feel safe at school and they know to whom to turn if they have any concern. They have a sound understanding of what is needed to keep safe and the importance of taking regular physical exercise.

Most pupils concentrate well in many lessons. They are keen to learn and display perseverance in their work. However, across the school, many pupils' skills in terms of working independently and taking responsibility for their own learning have not developed fully. The behaviour of nearly all pupils around the school is very good but this is not consistent in every lesson. Most pupils show respect for each other and for adults.

All pupils contribute effectively to a variety of activities in the school to support charities and to attend extra-curricular clubs. The close links with the local community have a positive effect on their communication and social skills; for example, when performing for nursery pupils and taking part in the village's Christmas activities.

Members of the school council and the eco-committee make effective decisions that have a good influence on improving provision for other pupils. At present, they are creating a display out of the previous school uniform which develops pupils' awareness of entrepreneurship and recycling well.

The school's average attendance for the last four years places the school in the top 25% in comparison with similar schools. Most pupils are punctual.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides learning experiences that stimulate and maintain pupils' interest across the learning stages successfully. Cross-curricular themes inspire pupils effectively and provide robust experiences for them. Provision meets the requirements of the National Curriculum and the Foundation Phase appropriately. However, teachers do not plan in enough detail to ensure continuity and progression for all aspects of the National Curriculum across the school.

Teachers are beginning to plan to meet the requirements of the National Literacy and Numeracy Framework. There are increasing opportunities for pupils to develop and apply their writing skills across the school regularly. However, provision for developing numeracy and information and communication technology (ICT) in other areas is less effective.

Provision for the Welsh dimension and the Welsh language is robust. Pupils' understanding of their local area and Welsh culture is developing effectively. They have a sound knowledge of aspects of Welsh history; for example, they are learning about Welsh people's voyage to Patagonia. A range of visits and participating in extra-curricular activities enrich pupils' learning successfully.

The eco council promotes pupils' knowledge and understanding of sustainability, recycling and saving energy well. There is beneficial provision to enable pupils to learn about global citizenship.

Teaching: Adequate

Teachers and learning assistants are strong language models for pupils. There is a good relationship between staff and pupils. Where teaching is at its best, sessions have been planned carefully and include clear objectives for learning experiences, which enable most pupils to make good progress in their skills and understanding. In a majority of lessons, in which teaching is not as good, the pace of lessons is slow and pupils lose interest. A minority of teachers lead the learning too much and do not adapt the learning effectively enough to challenge all pupils appropriately.

Pupils' work is marked regularly. At its best, teachers' oral and written feedback gives pupils clear guidance on what they have achieved and what they need to do to improve. However, the quality of teachers' comments is not consistent across the school.

Assessment for learning strategies are used appropriately, but there are few opportunities for pupils to evaluate their own progress and that of their peers. Teachers record the results of all pupils' assessments appropriately and suitable use is made of data to set targets and to plan purposeful intervention strategies.

Annual reports to parents present beneficial information to them on their children's progress and achievement.

Care, support and guidance: Good

The school is a caring and supportive community that promotes pupils' health and wellbeing successfully. There is effective provision for pupils' social and cultural development. These aspects are supported effectively by visits from other agencies. For example, professional health workers and police liaison officers support the school's work by providing an effective personal and social education programme. The school makes appropriate arrangements for promoting healthy eating and drinking.

Daily collective worship sessions support pupils' moral and spiritual development successfully and promote respect and sensitivity towards others. Joint activities with the local church and chapel reinforce this further.

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

The school has appropriate arrangements for pupils who have additional learning needs. They identify the needs of various pupils at an early stage and act promptly and purposefully. All pupils contribute effectively to their targets in the individual education plans and make good progress. However, meetings to discuss progress with parents do not take place regularly enough. Members of staff work effectively with external agencies and specialist services for the wellbeing of pupils.

Learning environment: Good

The school has an inclusive and community ethos that welcomes all children, whatever their ability, gender, race or background. There is a welcoming and warm atmosphere in which adults and pupils treat each other with respect and care. All pupils are encouraged by staff to take a full part in school life. A strong emphasis is placed on promoting equality among pupils.

The school has plenty of good quality resources in order to enrich learning inside and outside the building, and appropriate use is made of them. The outdoor area for the Foundation Phase is used purposefully to promote learning. A piece of land around the school has been developed effectively over recent years, following some recommendations from the school council. For example, a nature area has been created to grow plants and vegetables and to attract wild birds.

The building is of good quality and appropriate use is made of the facilities that are available. There are appropriate displays that promote effective learning but there are few examples of pupils' work. The site and building are safe and are kept clean and tidy.

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

Leadership: Adequate

The headteacher has an appropriate vision for developing the school which focuses effectively on the school's ethos and developing pupils' life skills. However, it does not focus sufficiently on the school's strategic management; for example, by ensuring that the school's processes for self-evaluation and planning for improvement lead to improvements.

Staff job descriptions are in place and they identify their role and responsibilities appropriately. These responsibilities are beginning to have a purposeful effect on provision and standards. Staff hold a number of regular meetings. However, records do not identify the main decisions that were made or the steps that were agreed upon. This means that the effect of improvements is not measured effectively enough.

The school pays due attention to staff's continuous development which is linked to the school's priorities. The school addresses some local and national priorities appropriately; for example, it has begun to incorporate the Literacy and Numeracy Framework, which is beginning to have a positive effect on pupils' literacy skills. The school has specific procedures to improve the wellbeing and achievement of more vulnerable pupils.

Governors are very supportive of the life and work of the school and fulfil their duties conscientiously. They receive regular information through the headteacher's reports and they have an appropriate understanding of how the school is performing in comparison with schools in the family and similar schools. More recently, governors have looked specifically at aspects of provision by taking an active part in the school's self-evaluation processes. They are developing their role as critical friends appropriately.

Improving quality: Unsatisfactory

The school has begun to use self-evaluation procedures recently. The procedures are not thorough enough in order to identify strengths and areas to be improved. The school has used direct evidence which includes analysing pupils' performance data, scrutinising books, lesson observations and making use of questionnaires for stakeholders. However, leaders do not respond to the findings effectively enough.

Although the self-evaluation report that was produced by the headteacher is descriptive, it gives a current picture of the school. It identifies the school's strengths but there is little reference to the aspects that need to be improved. This is reflected in the current school development plan in which a number of priorities are identified, but there is not enough focus on pupils' standards. The plan includes suitable actions, criteria, a timetable, responsibilities and costs, but there is no reference to that which is expected in terms of pupils' attainments. Leaders review the priorities of the previous year but it is not clear how self-evaluation processes have led to producing the school's current priorities.

The school has not addressed all the recommendations following the last inspection; for example, the school has no long-term plan for developing key skills or for developing pupils' information technology skills. Planning in the Foundation Phase does not respond appropriately to the needs of all pupils.

Partnership working: Good

The school has a strong relationship with parents, who are very supportive of all the school's activities. A good feature of this partnership is the effective support that has been offered to them recently to understand new initiatives about teaching numeracy.

The opportunity to spend a day with their children sharing their experiences in varied lessons provides valuable information about curricular matters. This enables them to support their child's learning effectively. They also contribute regularly to money-raising activities, for example to buy information technology resources and also to improve the outdoor area.

There is a positive link with the local nursery group which supports the transition process effectively. There are comprehensive arrangements with the secondary school in order for year 6 pupils to transfer to the next stage in their education smoothly. The school arranges to visit the secondary school occasionally to have gymnastics lessons in order to support this aspect of the curriculum suitably.

The school co-operates closely with schools in the cluster in order to moderate pupils' work and with rural schools in the area to introduce a new curricular scheme that is beginning to have a positive effect on pupils' skills across the curriculum.

There are close links between the school and the local community. Pupils' contribution towards community activities, as well as opportunities to discuss with a purposeful number of visitors who come to the school raises their awareness of their community responsibilities.

Resource management: Good

The school has an appropriate level of teaching staff and support staff, and it makes effective use of their expertise to enrich learning and give appropriate support to individuals. Effective support is given to the Foundation Phase teacher by the classroom assistant. This makes a valuable contribution to pupils' standards and wellbeing.

The school responds fully to the statutory requirement for teachers' planning, preparation and assessment time. As a result of the performance management process, staff receive a range of purposeful training that responds appropriately to the school's priorities and individuals' needs.

The school has a number of professional learning communities which are beginning to have a positive effect on pupils' outcomes and wellbeing. For example, the staff have begun to co-operate with two nearby primary schools to work on a personal and social education plan.

On the whole, the headteacher and governors allocate resources effectively to the school's priorities. The Pupil Deprivation Grant is used appropriately to reinforce provision in order to improve the wellbeing and standards of specific pupils. The school's current budget shows minor over-expenditure. This has not had an adverse effect on provision. The governing body has a detailed action plan to address the over-expenditure effectively.

Considering the good standards achieved by pupils, and aspects associated with developing their wellbeing, the school provides good value for money.

Appendix 1: Commentary on performance data

6692067 - Ysgol Cwrt Henri

Number of pupils on roll	44
Pupils eligible for free school meals (FSM) - 3 year average	16.7
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	10	6
Achieving the Foundation Phase indicator (FPI) (%)	*	80.0	83.3
Benchmark quartile	*	3	3
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	*	10	6
Achieving outcome 5+ (%)	*	80.0	83.3
Benchmark quartile	*	3	3
Achieving outcome 6+ (%)	*	0.0	0.0
Benchmark quartile	*	4	4
Mathematical development (MDT)			
Number of pupils in cohort	*	10	6
Achieving outcome 5+ (%)	*	80.0	100.0
Benchmark quartile	*	4	1
Achieving outcome 6+ (%)	*	10.0	33.3
Benchmark quartile	*	4	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	10	6
Achieving outcome 5+ (%)	*	90.0	100.0
Benchmark quartile	*	3	1
Achieving outcome 6+ (%)	*	0.0	50.0
Benchmark quartile	*	4	2

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.

6692067 - Ysgol Cwrt Henri

Number of pupils on roll	44
Pupils eligible for free school meals (FSM) - 3 year average	16.7
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	7	*	*	8
Achieving the core subject indicator (CSI) (%)	85.7	*	*	100.0
Benchmark quartile	2	*	*	1
English				
Number of pupils in cohort	7	*	*	8
Achieving level 4+ (%)	85.7	*	*	100.0
Benchmark quartile	2	*	*	1
Achieving level 5+ (%)	71.4	*	*	50.0
Benchmark quartile	1	*	*	1
Welsh first language				
Number of pupils in cohort	7	*	*	8
Achieving level 4+ (%)	71.4	*	*	100.0
Benchmark quartile	3	*	*	1
Achieving level 5+ (%)	57.1	*	*	25.0
Benchmark quartile	1	*	*	3
Mathematics				
Number of pupils in cohort	7	*	*	8
Achieving level 4+ (%)	100.0	*	*	100.0
Benchmark quartile	1	*	*	1
Achieving level 5+ (%)	42.9	*	*	37.5
Benchmark quartile	1	*	*	2
Science				
Number of pupils in cohort	7	*	*	8
Achieving level 4+ (%)	100.0	*	*	100.0
Benchmark quartile	1	*	*	1
Achieving level 5+ (%)	57.1	*	*	50.0
Benchmark quartile	1	*	*	1

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.

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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, at the link below.
<http://mylocalschool.wales.gov.uk/index.html?iaith=cym>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	18	17 94%	1 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.	20	20 100%	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	20	20 100%	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.	20	20 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	20	20 100%	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.	20	20 100%	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.	20	20 100%	0 0%	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.	18	17 94%	1 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	20	20 100%	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.	17	10 59%	7 41%	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	16	13 81%	3 19%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a 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.	17	9 53%	7 41%	1 6%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	18	11 61%	6 33%	1 6%	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.	18	6 33%	10 56%	2 11%	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.	15	6 40%	9 60%	0 0%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	15	6 40%	8 53%	1 7%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	18	8 44%	9 50%	1 6%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	8 47%	9 53%	0 0%	0 0%	1	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.	13	1 8%	10 77%	2 15%	0 0%	5	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.	15	6 40%	8 53%	1 7%	0 0%	3	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.	16	5 31%	10 62%	1 6%	0 0%	2	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.	15	8 53%	6 40%	1 7%	0 0%	3	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'.	11	3 27%	7 64%	0 0%	1 9%	7	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.	16	2 12%	8 50%	3 19%	3 19%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	17	8 47%	6 35%	2 12%	1 6%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	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 understand the school's procedure for dealing with complaints.	16	4 25%	8 50%	3 19%	1 6%	2	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.	18	8 44%	9 50%	1 6%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i dddod 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.	9	4 44%	4 44%	0 0%	1 11%	8	Mae fy mhentyn 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.	16	6 38%	7 44%	3 19%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	17	8 47%	7 41%	2 12%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Dylan Gruffydd Roberts	Team Inspector
Deris Davies Williams	Lay Inspector
Jano Owen	Peer Inspector
Marc Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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