



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

A report on

**Ysgol Gynradd Blaenau
Blaenau
Ammanford
Carmarthen
Carmarthenshire
SA18 3BQ**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 22/03/2016

Context

Ysgol Gynradd Blaenau is a Welsh-medium primary school that is situated in the village of Blaenau near Ammanford and serves the villages of Blaenau and Caerbryn. It is maintained by Carmarthenshire local authority.

There are 55 pupils on roll, including five full-time nursery-age pupils. Pupils are admitted to the school full-time at the beginning of the term in which they have their fourth birthday. The school is arranged into three mixed-age classes.

Thirty eight per cent of pupils come from Welsh-speaking homes. A very few pupils are from an ethnic minority background. About 3.6% are eligible for free school meals, which is considerably lower than the national average. Eighteen per cent of pupils have additional learning needs but a very few have special educational needs.

The school was last inspected in May 2009, and the headteacher has been in post since January 2014.

The individual school budget per pupil for Ysgol Gynradd Blaenau in 2015-2016 is £3,766. The maximum per pupil in primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Ysgol Blaenau is in 36th position of the 101 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Nearly all pupils make sound progress from their starting points
- Most pupils contribute well in lessons and develop independent learning skills appropriately
- Many pupils make appropriate progress in their ability to write in various forms in both languages in key stage 2
- Many pupils' numeracy skills develop robustly during mathematics lessons
- Most pupils are well-motivated, co-operate effectively with each other, recall previous learning and build on it successfully
- Staff co-operate effectively in order to ensure a progression of various learning experiences
- The quality of teaching is generally robust

However:

- More able pupils do not always achieve as well as they could
- Many pupils' ability to write at length is not developed enough
- Attendance rates are lower than those in similar schools
- There are few examples of pupils influencing and making decisions about what they learn
- There are few opportunities within planning for pupils to apply their numeracy, extended writing and information and communication technology (ICT) skills across the curriculum
- Pupils do not receive enough opportunities to respond to teachers' comments in order to improve their own work

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision that is based on raising pupils' standards and wellbeing
- Governors are supportive of the school's work and fulfil their duties conscientiously
- It has an appropriate self-evaluation procedure that includes monitoring and data analysis activities, classroom observations, scrutinising pupils' work and questionnaires for stakeholders
- The roles of staff and governors enable them to contribute better to the self-evaluation process

- The school development plan focuses clearly on improving provision and raising standards

However:

- Although the monitoring reports are analytical, they do not identify the effect of any activities on standards and provision specifically enough
- The priorities in the school development plan do not include important areas that need to be addressed urgently
- To date, the school's procedures have not had a full effect on improving the quality of provision or standards of attainment

Recommendations

R1 Improve attendance rates

R2 Plan more opportunities to develop numeracy, extended writing and ICT skills across the curriculum

R3 Ensure that teachers provide a consistent challenge to more able pupils

R4 Make more use of assessment information in order to plan the next stages in pupils' learning and ensure appropriate opportunities for pupils in key stage 2 to respond to teachers' feedback in order to improve their work

R5 Refine self-evaluation and planning for improvement procedures

What happens next?

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?

Adequate

Standards: Adequate

Pupils enter the school with literacy and numeracy skills that are similar to or a little lower than expected for pupils of a similar age. During their period at the school, nearly all pupils make sound progress from their starting points. Most pupils recall previous learning and use their thinking skills purposefully across the curriculum. They contribute well in lessons and develop independent learning skills appropriately. However, more able pupils do not always achieve as well as they could.

In the Foundation Phase, most pupils listen attentively and respond confidently to their teachers and peers when discussing their work. By the end of the phase, all are able to discuss their ideas clearly and enthusiastically, using specific vocabulary within the context of the task. This develops further in key stage 2, and the majority speak confidently in formal and informal situations in both languages.

Most pupils' reading skills in the Foundation Phase develop appropriately. Pupils identify sounds and are beginning to build words from an early age. By the end of the Foundation Phase, most of them read meaningfully and pay suitable attention to punctuation and use a variety of strategies when reading unfamiliar words. However, only a few show a sound understanding of what they are reading. By the end of key stage 2, many pupils are able to read confidently in both languages and show a good awareness of audience. A few at the top end of the school use higher reading skills confidently when gleaning information.

Most pupils' writing skills are developing robustly. By the end of the Foundation Phase, many are able to write a range of various sentences, spell familiar words correctly and use punctuation fairly effectively. They write in a variety of forms and for various audiences successfully. A few more able pupils use adjectives and similes effectively to enrich their written work, for example when writing Mary Jones' diary during her journey to Bala. In key stage 2, many pupils make appropriate progress in their ability to write in various forms in both languages. Many are able to punctuate and paragraph their work according to their ability, for example when writing a newspaper report about a rugby game at the Millennium Stadium. However, their ability to write at length is not developed enough and, as a result, more able pupils do not always achieve to the standard that corresponds to their potential. Overall, many pupils' handwriting and presentation of work are neat.

In the Foundation Phase, most pupils develop their numeracy skills appropriately. They identify, order and use number effectively in their activities in the learning areas. By the end of the phase, many pupils are able to apply their skills in order to solve addition, subtraction, multiplication and division problems correctly. They collect data and record it in the form of a graph, for example when discovering the favourite fruits of pupils in the class. In key stage 2, many pupils' numeracy skills are developing robustly during mathematics lessons. They use their understanding of place value to multiply and divide whole numbers by tens and hundreds successfully. By the end of

key stage 2, many have a thorough understanding of the relationship between fractions, decimals and percentages. When undertaking scientific investigations, these pupils collect data from a number of sources and present them appropriately in the form of tables and graphs. However, there are very few examples of pupils applying their numeracy skills to other areas and subjects across the curriculum.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome shows an overall trend of improvement.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science varies greatly and there is no significant pattern. In Welsh, pupils' performance has placed the school in the bottom 25% in comparison with similar schools in three of the last four years.

Overall, at the higher outcomes/levels, pupils' performance in the Foundation Phase and key stage 2 is consistently below the median in comparison with results of similar schools in each indicator.

There is no significant pattern of difference between the performance of girls in comparison with boys at the expected or higher than expected outcomes in literacy and mathematical development in the Foundation Phase. The picture at the end of key stage 2 is more inconsistent in terms of attaining the expected level and higher in the four subjects that are assessed over the last four years.

Pupils who have additional learning needs make good progress from their starting points and against their personal targets.

The number of pupils who are eligible for free school meals is very low. This makes comparisons with other pupils inappropriate.

Wellbeing: Adequate

Nearly all pupils feel safe at school and know to whom to turn if something is worrying them. Most pupils have a good understanding of the importance of eating and drinking sensibly in order to stay healthy. Many attend extra-curricular activities such as 'Clwb Ffrindiau' (Friends Club), which raises their awareness of physical fitness successfully.

Most pupils' standards of behaviour are consistently good. They show respect and care for each other and are courteous and welcoming towards visitors.

In general, most pupils are well-motivated, co-operate well together, recall previous learning and build on it successfully. However, there are few examples of pupils influencing and making decisions about what they learn.

The school council and the eco council play an active part in the life of the school and the community. Members take their responsibilities seriously and feel that they have an opportunity to voice an opinion and offer ideas. A good example of this is their contribution to creating a memorial garden and choosing resources to develop pupils' fitness during break times. Most pupils show a good range of social and life skills,

and older pupils are keen to take additional responsibilities, for example in their role as play buddies looking after younger pupils at the school.

The school's attendance has been consistently below the median in comparison with that of similar schools over the last four years. Many pupils arrive at school punctually.

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

The school provides a range of various experiences which meet the requirements of the National Curriculum, the Foundation Phase and the agreed syllabus for religious education. Staff co-operate successfully in order to ensure progression in the learning experiences within the mixed-age classes. Numerous visits outside the school contribute effectively to expanding and enriching these learning experiences further.

Teachers have begun to embed elements of the Literacy and Numeracy Framework appropriately into the school's plans, especially in scientific investigations at the top end of the school. However, there are few opportunities within the planning for pupils to apply their numeracy, extended writing or ICT skills across the curriculum.

The school provides beneficial experiences that promote and develop pupils' knowledge and understanding of the history, culture, celebrations and traditions of Wales well. An example of this is the visit to Carreg Cennen Castle as part of theme work on the local area. Visits by well-known people from the field of Welsh sports also promote pupils' pride in their Welshness successfully.

The school is developing pupils' understanding of sustainable education through class themes appropriately, which is promoted further by the work of the eco council, for example encouraging pupils to recycle and save energy at school. However, there are very few opportunities planned for pupils to develop pupils' awareness of their role as global citizens through studies of other countries.

Teaching: Adequate

The quality of teaching is generally robust across the school. There is a good working relationship between teachers and pupils, which creates a friendly and caring ethos. In the majority of lessons, teachers use an appropriate range of teaching methods and resources in order to maintain pupils' interest. Inside the classroom, pupils are supported effectively by teaching assistants. All staff model polished language effectively and this contributes successfully to strengthening pupils' oral language. Teachers question skilfully, which enables pupils to expand on and explain their answers sensibly. In about half of the most effective lessons, teachers have good subject knowledge and plan suitably for pupils of different abilities. Where teaching is less effective, teachers over-direct pupils, which limits their ability to take responsibility for their learning and develop as independent learners. In these lessons, tasks do not always challenge more able pupils successfully enough.

Staff track pupils' progress regularly. However, they do not use the information effectively enough to set challenging targets when planning the next steps in their learning. Assessment for learning strategies have been embedded fairly firmly at the school and pupils' work is marked regularly. Nearly all teachers share suitable learning objectives with pupils at the beginning of the lesson, but in most lessons they are not incisive enough to challenge more able pupils. Teachers' comments provide suitable feedback for pupils, and identify what they have done well and what they need to do to improve. However, pupils do not have enough opportunities to respond to comments in order to raise standards or to assess their peers' work. Annual reports to parents include comments on learning areas and curriculum subjects, and provide beneficial information for them about their children's progress and achievement.

Care, support and guidance: Good

The school has appropriate arrangements for promoting eating and drinking healthily. Staff promote pupils' health and wellbeing effectively by promoting a range of sports activities during the day and on an extra-curricular basis, for example encouraging older pupils to shoulder responsibility for training the younger ones on ball games during lunch times. The school provides successfully for pupils' spiritual, moral, social and cultural development. Worship assemblies and weekly visits by the vicar promote pupils' spiritual development effectively.

The school has good links with a range of services to support pupils, teachers and parents as needed. For example, the police co-operate closely with school in order to raise all pupils' awareness of e-safety issues. All of this co-operation has a positive effect on pupils' development and wellbeing. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school identifies pupils' educational needs at an early stage and provides beneficial support for them. Individual education plans set clear targets for improvement. These are shared with parents, which ensures that there is successful co-operation between the school and the home. Through regular assessments, the school tracks pupils' progress carefully and ensures that they achieve in line with their targets and make good progress.

Learning environment: Adequate

The school is an inclusive and homely community. As a result, nearly all pupils are happy at school. A strong feature at the school is the familial ethos that encourages pupils to take care of, and responsibility for, their fellow pupils, and in doing so it engenders an attitude of respect and self-confidence. There are effective procedures in place to ensure that no pupils suffer because of disadvantage and all pupils have an equal right to all areas of learning and provision.

Suitable resources are available in order to deliver all aspects of the curriculum. Although the building is old, the school makes appropriate use of the space that is available. The classroom environment includes a number of purposeful displays by teachers in order to support learning. However, only a few examples of children's work are displayed. There is no sports field in the school grounds but the playground

is divided into purposeful play areas, and the school uses the local nursery group's outdoor area appropriately in order to fulfil the principles of the Foundation Phase. The school building and grounds are clean and safe. The school has invested recently in expanding the outdoor resources in order to enrich pupils' break times.

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

The headteacher has a clear vision that is based on raising pupils' standards and wellbeing. Staff and governors share the same vision. Since her appointment, the headteacher has established suitable strategies in order to address the shortcomings in important aspects of pupils' wellbeing, provision and the school's performance, for example implementing specific procedures to develop pupils' social skills, which has had a positive effect on pupils' behaviour and involvement in their work. However, it is too early to see the effect on the implementation on pupils' standards.

The school has restructured staff responsibilities recently, and everyone has appropriate responsibilities and clear job descriptions. Staff meetings are held regularly and they pay increasing attention to discussing developments in the school's priorities. However, they do not always place enough focus on evaluating pupils' progress or the specific effect of new strategies on provision.

There is a performance management procedure in place which challenges staff to develop and improve their practice by setting purposeful targets that are in line with the development plan. The school addresses local and national priorities appropriately; for example, it has begun to map the Literacy and Numeracy Framework across aspects of learning areas and curriculum subjects.

Governors are very supportive of the school's work and fulfil their duties conscientiously. They have a sound understanding of the school's performance in comparison with that of other similar schools. More recently, they have begun to look at specific areas of provision by undertaking learning walks and observing lessons. This enables them to hold the school to account better for its performance and to contribute more effectively to the self-evaluation process.

Improving quality: Adequate

The headteacher has established an appropriate self-evaluation procedure that includes monitoring and data analysis activities, classroom observations, scrutinising pupils' work and questionnaires for stakeholders. She has developed the roles of staff and governors recently, in order to enable them to contribute better to the process. However, although the monitoring reports are analytical, they do not identify specifically enough the effect of any activities on standards and provision. As a result, the school does not act effectively enough on the information that arises from the process in order to address underachievement, for example by raising the standards of more able pupils and the attendance rate. However, although a little descriptive, the self-evaluation report provides a fairly appropriate picture of a number of the school's strengths and areas that need improvement.

The school development plan focuses clearly on improving provision and raising standards. It includes a reasonable number of targets, along with responsibilities, costs and success indicators. However, the priorities do not consider all the important areas that need to be addressed. They are not always specific enough and nor are the success indicators quantitative enough. This limits the school's ability to evaluate progress effectively. As a result, to date, the school's procedures have not had a full effect on improving the quality of provision or standards of attainment.

Partnership working: Good

The school has a number of successful strategic partnerships. Parents are supportive and the school appreciates their contributions. The Friends of Ysgol y Blaenau Association organises successful activities, which raise a considerable sum of money annually in order to enrich pupils' experiences. Good examples of this are paying for buses to transport pupils on educational trips and purchasing relevant resources in order to improve their fitness.

There is a strong link between the school and the nursery group, which is situated in the building. This supports the process of transferring pupils effectively and ensures that they settle quickly on entry to the Foundation Phase.

The school has a successful partnership with the secondary school, which ensures that pupils transfer smoothly from the primary to the secondary sector. The effective co-operation between the school and the secondary school on standardising and moderating work ensures accuracy in their assessments.

The school co-operates closely with local schools to share staff's knowledge and expertise. A good example of this is using the expertise of staff from a nearby school in order to model effective scientific investigations for older pupils at the school. As a result, these pupils' investigative skills are developing well. This also provides valuable opportunities to up-skill teachers.

The school works effectively in partnership with the local authority and specialist agencies to support pupils' learning and wellbeing.

There are close links between the school and the local community, and pupils take part in local events such as Christmas services and a St David's Day party for elderly people. This enriches pupils' experiences and increases their awareness of the importance of belonging to their community.

Resource management: Adequate

The school has an appropriate level of staff and it makes suitable use of their expertise to provide a range of learning activities and experiences for pupils. The school responds to staff's training needs appropriately through performance management processes and teachers use their planning, preparation and assessment time purposefully. Staff training supports the school's priorities.

The school is developing as a professional learning community, which enables staff to share their knowledge and expertise to support the teaching. Appropriate networks of professional practice with three local schools are beginning to have a positive effect on improvements in provision and have a positive influence on pupils' standards and attainment in areas such as science and Welsh.

The school makes beneficial use of the Pupil Deprivation Grant in order to support pupils who are eligible for free school meals by delivering programmes that target their social skills. These programmes have a positive effect on pupils' skills of working independently and co-operation. There is a suitable range of resources at the school, which are used appropriately to help all pupils to have full access to the curriculum.

The governing body and headteacher are facing an extremely challenging situation in terms of trying to manage the school budget. Through close co-operation with the local authority, there is a suitable plan in place to address the situation.

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

Appendix 1: Commentary on performance data

6692052 - Ysgol Gynradd Blaenau

Number of pupils on roll	64
Pupils eligible for free school meals (FSM) - 3 year average	4.9
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	8	14	8	11
Achieving the Foundation Phase indicator (FPI) (%)	75.0	78.6	100.0	100.0
Benchmark quartile	4	4	1	1
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	8	14	8	11
Achieving outcome 5+ (%)	75.0	78.6	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	0.0	0.0	25.0	18.2
Benchmark quartile	4	4	4	4
Mathematical development (MDT)				
Number of pupils in cohort	8	14	8	11
Achieving outcome 5+ (%)	75.0	78.6	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	0.0	14.3	50.0	18.2
Benchmark quartile	4	4	1	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	8	14	8	11
Achieving outcome 5+ (%)	75.0	92.9	100.0	100.0
Benchmark quartile	4	4	1	1
Achieving outcome 6+ (%)	25.0	0.0	62.5	45.5
Benchmark quartile	4	4	3	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6692052 - Ysgol Gynradd Blaenau

Number of pupils on roll	64
Pupils eligible for free school meals (FSM) - 3 year average	4.9
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	7	17	9	8
Achieving the core subject indicator (CSI) (%)	71.4	94.1	66.7	100.0
Benchmark quartile	4	2	4	1
English				
Number of pupils in cohort	7	17	9	8
Achieving level 4+ (%)	71.4	94.1	77.8	100.0
Benchmark quartile	4	3	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	7	17	9	8
Achieving level 4+ (%)	42.9	58.8	44.4	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	7	17	9	8
Achieving level 4+ (%)	100.0	94.1	66.7	100.0
Benchmark quartile	1	3	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	7	17	9	8
Achieving level 4+ (%)	100.0	94.1	66.7	100.0
Benchmark quartile	1	3	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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 to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	30	30 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	32	32 100%	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.	32	32 100%	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	32	32 100%	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.	32	32 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	32	32 100%	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.	32	32 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	32	32 100%	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.	32	32 100%	0 0%	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.	32	32 100%	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.	32	32 100%	0 0%	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	32	30 94%	2 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 3

The inspection team

Sioned Hywel Thomas	Reporting Inspector
Edna Davies	Team Inspector
Michaela Leyshon	Lay Inspector
Rhian Williams	Peer Inspector
Vanessa Roberts	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.