



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

**A report on**

**Parcyrhun C.P School  
Villiers Road  
Ammanford  
Carmarthen  
Carmarthenshire  
SA18 3HB**

**Date of inspection: December 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
<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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## Context

Parcyrhun C.P School is situated on the outskirts of the town of Ammanford in Carmarthenshire. The school has a Welsh language stream and an English stream, and both languages are used in the school's day-to-day life. The school has a special unit for pupils with hearing impairments.

Just over 25% of pupils are eligible for free school meals. Forty two per cent (42%) of pupils have additional learning needs, including 12 pupils who are registered at the special unit. Six per cent (6%) of pupils come from Welsh-speaking homes, and 8% of pupils are from ethnic minority backgrounds.

There are currently 196 pupils on roll, including 21 part-time nursery children. They are divided into eight mixed-age classes. Ten full-time teachers are employed, including the headteacher and two part-time teachers. The school was last inspected in 2010. The headteacher has been in post since January 2009.

The individual school budget per pupil for Parcyrhun C.P School in 2016-2017 is £4,280. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. The school is in 20<sup>th</sup> place of the 100 primary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is excellent because:

- Nearly all pupils across the school develop excellent literacy and numeracy skills, which give them full access to an exciting and broad curriculum
- Most pupils, including those who are more able and those with additional learning needs, make excellent progress across the curriculum
- Nearly all pupils enjoy learning activities and have positive attitudes towards learning
- Nearly all pupils concentrate on tasks for extended periods of time; respond instinctively to teachers' expectations and show genuine pride in their work
- Nearly all pupils are exceptionally well-behaved during lessons and in informal situations around the school, which ensures that most pupils work successfully without depending too much on intervention by adults
- Staff provide a wide range of excellent learning experiences that stimulate nearly all pupils' enthusiasm
- Teachers succeed in sparking pupils' curiosity very effectively, and promote their continuous desire to learn
- The excellent teaching in all classes, over time, has a very positive effect on ensuring excellent outcomes for pupils
- Staff create their own innovative and unique games and resources to raise pupils' literacy and numeracy skills successfully

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides extremely effective leadership that is based on a clear and definite vision that focuses very effectively on developing excellent teaching
- The headteacher has high expectations of managers, staff and pupils, which ensure an effective climate of self-improvement in order to develop exciting and consistently effective teaching across the school
- The school has a robust management and leadership structure that provides staff with excellent opportunities to develop leadership skills
- Staff share the same clear aims for success, which promote an ethos of excellence in learning
- The headteacher, senior management team and governors know the school well

- The self-evaluation cycle is embedded firmly in school life, and all members of staff contribute purposefully in order to create an accurate picture of its strengths and areas for improvement
- The headteacher, staff and governors have created an ethos of continuous improvement that ensures notable improvements in important areas
- Co-operation between teachers in the Welsh language stream and the English stream is an exceptionally effective aspect of the school's work, which ensures an extremely effective ethos and standard of teaching and learning

## **Recommendations**

R1 Improve the ability of pupils in key stage 2 to make decisions that influence their own learning

R2 Develop further the role of members of the governing body in identifying priorities for improvement

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Excellent</b>
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### Standards: Excellent

Nearly all pupils across the school develop as conscientious, confident and independent learners. They develop excellent literacy and numeracy skills at a very early stage, which gives them full access to an exciting and broad curriculum. In general, many start school with skills that are much lower than the average. As they move through the school, most pupils, including those who are more able and those with additional learning needs, make excellent progress across the curriculum. By the end of key stage 2, they achieve at a level that is significantly higher than predicted, considering their initial attainment. This performance is consistent over time.

In the Foundation Phase, most pupils in both streams apply their literacy skills very effectively. This is a notable strength, particularly among many younger pupils in the Welsh language stream. Most pupils' oracy skills in the Foundation Phase are very good. By the end of key stage 2, nearly all pupils speak openly and very sensibly about their work, and contribute enthusiastically during class discussions. They use polished and increasingly complex vocabulary and phrases effectively. Many pupils' oracy skills are far above the usual expectations.

Most pupils in the Foundation Phase have a very good understanding of different writing styles. By the end of Year 2, nearly all pupils create extended pieces in a variety of contexts, which include interesting and creative descriptions. Most older pupils acquire their higher order reading skills effectively to find key information quickly from different reference books and various websites. In key stage 2, most pupils build on their previous learning experiences successfully. They make excellent progress in their ability to apply their writing skills very effectively. Most have a mature understanding of writing styles and create extended and creative pieces of work regularly.

Nearly all pupils across the school enjoy reading Welsh and English books, and make very good progress. Many use a wide range of higher order reading skills successfully to find and analyse information; for example, they have studied roundhouses during the age of the Celts; gathered facts about bats, and presented information about an historical figure, such as Susan Rees. Many pupils have purposeful translanguaging skills, and most summarise and present the main points of text sensibly, and use sub-headings and conclusions where appropriate.

Most pupils in the Foundation Phase make good progress in mathematics, handle numbers up to 100 confidently, and count forwards and backwards in twos and fives correctly. Many understand standard measures and have a sound knowledge of the characteristics of two-dimensional and three-dimensional shapes. Most apply their numeracy skills very confidently in other areas of learning, and older pupils do so extremely effectively; for example, when planning a wedding party for Culhwch and Olwen, they consider the cost of food in different supermarkets skilfully in order to ensure good value for money.

Many pupils in key stage 2 achieve particularly well during mathematics lessons. Most pupils' numeracy skills are developing excellently. By the end of key stage 2, many develop their own successful strategies when undertaking exceptionally challenging research tasks; for example, they calculate how much they would weigh on different planets intelligently. By completing tasks such as these, they learn how to analyse information, solve problems and develop thinking skills very effectively.

In the English stream, from an early age, most pupils in the Foundation Phase make very good progress in terms of learning Welsh, and they show a positive attitude towards the language. Nearly all pupils maintain this progress and enthusiasm during Welsh lessons throughout key stage 2, and create extended pieces of written work and interesting blogs.

Nearly all pupils who attend the special unit make very good progress from their starting points. The standard of a minority of pupils' literacy and numeracy skills is excellent. Nearly all pupils work with their peers successfully.

In the Foundation Phase, most pupils develop their information and communication technology (ICT) skills very successfully in activities across the curriculum. In key stage 2, many prepare presentations for different audiences, and create purposeful drawings, graphs, spreadsheets a posters and use word processing successfully. By the end of key stage 2, many apply their ICT skills very well across the curriculum, and develop their coding skills appropriately. This has a positive effect on their thinking skills.

Over time, there is no significant pattern of difference in the attainment of boys and girls at the expected or higher outcomes and levels. There is no clear pattern in the achievements of pupils who are eligible for free school meals in comparison with their peers.

At the end of the Foundation Phase, over the last four years, pupils' attainment at the expected outcome in all areas of learning has varied, moving the school between the top 25% and the upper 50% in comparison with similar schools. Performance at the higher outcome, overall, has varied, moving the school between the top 25% and lower 50%.

Pupils' attainment over the same period of time at the expected level in all subjects at the end of key stage 2 has placed the school between the top 25% and the upper 50% of similar schools. At the higher levels, pupils' attainment has been more inconsistent, and has varied, moving the school between the top 25% and the lower 50% of similar schools for all subjects.

### **Wellbeing: Good**

All pupils feel safe at school and recognise and appreciate the robust support from teachers and assistants. They understand the importance of eating and drinking healthily and participate confidently in a wide range of physical activities during playtime and after school.

Nearly all pupils enjoy the learning activities and they have positive attitudes towards learning and all aspects of school life. They work effectively with their peers and most concentrate on tasks for extended periods of time, considering their age. They show pride in their work and respond instinctively to teachers' high expectations, and work carefully in order to produce neat work of a high standard across the curriculum. Many pupils develop very good independent learning skills, particularly in the Foundation Phase.

Nearly all pupils are exceptionally well-behaved during lessons and in informal situations around the school. They are polite and treat each other, staff and visitors with respect. Most work successfully without being over-reliant on intervention from adults. This is a strength throughout the school and contributes effectively to pupils' progress and attainment.

Members of the school council meet with the governors occasionally in order to share information about their work. This has raised the council's profile, along with the importance of the pupil's voice in school life. The school council and eco council have clear objectives for the year; for example, they ensure that pupils eat healthily during playtime, and they raise money for Christmas activities. However, pupils in key stage 2 do not play a sufficiently prominent part in planning the curriculum and making important decision that influence their own learning.

The school's attendance percentage has improved over the last four years. This has raised the school from the bottom 25% to the top 25% in comparison with similar schools. Persistent absences have decreased significantly over this period. Most pupils arrive at school punctually.

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

The school provides a wide range of particularly effective learning experiences that stimulate nearly all pupils' enthusiasm. It provides schemes of work of a high standard, which enable teachers to spark pupils' enthusiasm and their continuous desire to learn. The principles of the Foundation Phase have been embedded firmly and, as a result, provision in the outdoor and indoor areas is of a very high quality and enriches the curriculum extremely effectively.

The Literacy and Numeracy Framework has been established very successfully in the school's plans. This is a strong feature and leads to effective opportunities for pupils to develop their skills coherently in purposeful contexts in all lessons across the curriculum.

The school enriches pupils' experiences very successfully by offering them interesting extra-curricular activities and providing opportunities for them to visit other places, including residential centres. The wide range of visitors to the school, and the clubs that are arranged, expand pupils' experiences well and develop nearly all pupils' thinking and social skills effectively; for example, the signing club for all pupils ensures that pupils in the special unit are included fully in curriculum activities. Planning in order to accommodate pupils is excellent.



The school develops pupils' ICT skills very successfully, and staff ensure that there are regular opportunities to enable most pupils to use the wide range of skills consistently across the curriculum. Planning to develop pupils' literacy skills in the Foundation Phase through exceptional use of ICT is excellent.

The school plans effectively to develop pupils' Welsh language skills in the English stream. Extensive use of Welsh in assemblies and polished use of the language by teachers and assistants in lessons ensure particularly high standards. Pupils take exceptionally good advantage of numerous opportunities to learn about local and Welsh culture and history. These activities engender a natural Welsh ethos that promotes pupils' pride in the language and in their heritage.

The school provides successful opportunities to enable pupils to learn how to live a sustainable life. The eco council grows vegetables, recycles clothing and promotes energy-saving activities. Teachers plan extended activities in order to develop pupils as tolerant and considerate citizens of the future. Staff plan particular opportunities for pupils to discuss their feelings maturely and responsibly, for example when considering the need for a food bank in Ammanford. Schemes of work provide good opportunities for pupils to develop their awareness of the arts, religions and traditions of other countries through theme work and their link with a school for pupils with hearing impairments in Zanzibar.

### **Teaching: Excellent**

A strong feature of the school's work is the consistency in the excellent standard of teaching in all classes, over time, which has a very positive effect on pupils' excellent outcomes. All teachers provide tasks of a very high quality, which engage nearly all pupils' interest, meet their needs and challenge them very well to achieve high standards. All members of staff have high expectations. This contributes very effectively to pupils' positive attitude towards learning, in addition to the progress that they make. Teachers and assistants work together particularly successfully in order to create an environment in which all pupils are keen to give of their best.

Planning for developing pupils' literacy, numeracy and ICT skills in all lessons is of a very high quality. The consistent robustness of planning and teaching in all classes has a positive effect on nearly all pupils' outcomes. Nearly all teachers provide specific activities that address the needs of individuals and groups very successfully. They create and deliver innovative resources and games to develop pupils' literacy and numeracy skills very effectively.

All teachers ensure that their lessons have a good pace, which leads to very high levels of commitment among pupils. Teachers make very effective use of success criteria in order to encourage pupils to evaluate their own progress successfully. Nearly all members of staff are excellent language models. They question pupils skilfully and assess understanding very well through sensible and effective intervention.

All teachers offer useful written comments and stimulating oral feedback to pupils. This provides pupils with good, regular opportunities to respond positively and improve their work successfully. Teachers praise individual pupils' efforts very successfully and celebrate their success academically, in sports and in the arts in line with their age and ability.

Nearly all teachers use the pupil progress-tracking procedure very effectively in order to target individuals and specific groups successfully. Staff use a wide range of assessments, including standardised tests, in order to evaluate and refine any specific provision skilfully for nearly all pupils, and plan their next steps carefully. This ensures that nearly all pupils make very good progress.

Annual reports for parents include comprehensive information about all pupils' progress and show the way forward clearly.

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

Staff provide good quality care and guidance that have a positive effect on pupils' standards and wellbeing. The school has valuable arrangements for promoting eating and drinking healthily. A good example of this is the cooking club, which provides beneficial opportunities for pupils to create healthy recipes for their families. Nearly all pupils understand how to stay safe. This is supported well by the activities of Clwb Clic ('Click Club'), which teaches pupils how to stay safe on the internet.

The school develops pupils' spiritual, moral and cultural skills well through a wide range of extra-curricular clubs, curriculum activities and beneficial assemblies. Provision for personal and social education is effective, and most pupils develop a sound understanding of respecting each other's views. This ethos of co-existence and co-operation enables most pupils to attain robust standards of wellbeing.

Provision for pupils with additional learning needs meets most pupils' needs successfully. Teachers identify additional learning needs at an early stage, and provide effective support regularly. Staff use individual education plans appropriately to ensure that most pupils make very good progress towards reaching their challenging targets.

The school makes skilful use of the expertise of external agencies daily in order to support pupils effectively; for example, aural services provide valuable support for pupils in the special unit. Leaders monitor and review the progress of these pupils successfully in order to identify the next steps in their development. Teachers and support staff work together effectively to plan successful intervention programmes that support the needs of individual pupils and their families well. The 'Gorwelion' ('Horizons') project has a particularly good effect on the emotional and social development of vulnerable pupils and ensures that they make very good progress.

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

### **Learning environment: Excellent**

The school is an extremely friendly, supportive and familial community that promotes a pleasant ethos in which nearly all pupils are given valuable opportunities to enable them to succeed.

The school places a strong emphasis on diversity, equality and respect in all aspects of its work. An excellent example of this is the way in which teachers integrate the unit's pupils fully in school life. Ensuring equal opportunities and inclusion are a clear priority for all staff, and all pupils have full access to all of the school's activities.

The school makes excellent use of stimulating displays of pupils' work to create a stimulating learning environment that supports learning very effectively. The school celebrates pupils' high standards throughout the school very successfully. An excellent example of this is the way in which it displays pupils' artwork with pride, alongside the work of famous Welsh artists. This celebrates pupils' efforts.

The school building and grounds are maintained to a very high standard. Staff make extensive use of the outdoor areas successfully in order to provide effectively for pupils in the Foundation Phase, and develop the physical skills of individuals across the school. The climbing wall, sports equipment in the indoor areas, and the garden contribute excellently to developing pupils' desire to be inquisitive and active. The school provides a good range of technological materials, and nearly all pupils make effective use of tablets to support their education.

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

The headteacher provides exceptionally effective leadership, which is based on a clear and definite vision for the school. She provides a clear and valuable strategic direction, which focuses very effectively on developing excellent teaching. Her high expectations of managers, staff and pupils ensure a direction and culture that lead to continuous improvement. She guides all aspects and initiatives, including those that develop national priorities, skilfully so that she has a clear and positive influence on the high standards achieved by most pupils consistently.

The senior management team have specific and clear responsibilities, which enable them to make a positive contribution to improvements. They have developed very effective arrangements in order to monitor the standards of teachers' teaching in both streams. They have a clear focus on supporting and challenging their own performance in order to raise pupils' standards, particularly in literacy and numeracy. This is an excellent feature of the leaders' work and has led to an effective climate of self-improvement in order to ensure exciting and consistently effective teaching across the school.

The headteacher has established a robust management and leadership structure that provides excellent opportunities to develop staff's leadership skills when senior members are promoted to other posts or undertake sabbatical periods. Staff share the same clear aims for success, which promote an ethos of excellence in learning. Staff meetings focus specifically on improvement plans and place a firm emphasis on reviewing previous decisions regularly in order to identify and evaluate progress.

Members of the governing body visit the school regularly and receive comprehensive reports from the headteacher about pupils' progress and achievement. As a result, they have a robust overview of the school's strengths and a clear awareness of its performance in comparison with other schools. They use the information sensibly to hold the school to account, when necessary, and to support the senior management team in setting priorities for the development plan. They have a range of suitable committees which enable them to undertake their statutory roles effectively.

Performance management procedures are defined clearly and are relevant to all staff who work at the school. Their performance targets link closely to the school's priorities for improvement and contribute significantly to improving and raising standards of teaching, in addition to pupils' high outcomes over a period of time.

### **Improving quality: Good**

The self-evaluation report is a comprehensive document that shows that the headteacher, the senior management team and the governors know the school well.

The school has a self-evaluation cycle that is embedded firmly as a natural part of its work, and all members of staff contribute to it purposefully. The process includes a wide range of suitable activity to gather evidence and create an accurate picture of the current situation. There is a monitoring week each term, which provides leaders and staff with valuable opportunities to contribute effectively to the procedure, by analysing data, considering the success of intervention programmes, scrutinising pupils' work and monitoring lessons. Co-ordinators prepare evaluative reports on their areas of responsibility. As a result, by the end of the year, leaders have robust evidence and a clear picture of the school's strengths and areas for improvement, which enables them to identify suitable priorities for improvement.

Although leaders respond appropriately to pupils' queries, they do not gather their views about important aspects of the school's work that are important to them systematically enough.

There are strong links between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan identifies relevant targets, actions, staff responsibilities and challenging criteria that focus clearly on pupils' outcomes. Over a period of time, the headteacher, staff and governors have created an ethos of continuous improvement which ensures notable improvements in important areas, including standards of literacy and numeracy, in addition to attendance. However, at times, although the priorities are appropriate, members of the governing body rely too much on guidance from the headteacher when deciding on them.

### **Partnership working: Good**

The school works effectively with a wide range of partners in order to enrich pupils' experiences well. The strong relationship and effective communication between the school and parents ensures that they receive useful information about activities regularly. They are given valuable opportunities to learn how to contribute to their children's education by attending curricular workshops, for example.

The school works effectively with other education providers in the areas and across the local authority, including the local playgroup, other schools, a further education college and a university. The close relationship with the playgroup enables children to settle quickly on entry to the school. The school has developed an effective programme with the local secondary school in order to ensure that pupils transfer smoothly to Year 7. For example, the 'awyr las' ('blue sky') project provides valuable opportunities for more able and talented pupils to work with pupils from other schools in order to expand their skills with subject specialists from the secondary school.

Arrangements for moderating and standardising within the cluster are effective. This ensures accuracy in the assessment and that teachers have a sound awareness of the requirements of outcomes and levels.

Partnerships with the local community are robust and include links with local organisations, which expand pupils' knowledge and understanding well; for example, collecting food for the local food bank helps pupils to realise that poverty and disadvantage exist in their own area, in addition to in other countries. The 'Coast' project, which encourages deaf adults to attend the workplace, has a very positive effect on the aspirations of pupils who attend the special unit.

### **Resource management: Excellent**

Leaders ensure that the school has enough skilful and experienced teaching and support staff to teach the curriculum. Assistants support teachers very effectively. They lead intervention and support programmes skilfully in classes, and are a key part of ensuring high outcomes for pupils across the school. The range and quality of the school's resources are exceptional. Staff create their own innovative and unique resources and games to raise pupils' literacy and numeracy skills successfully.

The school's arrangements for planning, preparation and assessment have a strong effect on pupils' progress. As part of these arrangements, pupils' fitness levels, co-operation skills and understanding of the importance of health and safety are very good.

The co-operation between teachers in the Welsh language stream and the English stream is an exceptionally effective aspect of the school's work. This supports new and temporary staff, and ensures consistency in the ethos and standard of learning and teaching between both streams very effectively.

Teachers and support staff benefit from beneficial training that derives from their personal needs and the school's priorities; for example, staff have received attachment awareness training, which has improved their skills in coping with pupils' specific difficulties. The Welsh co-ordinator works in a triad with other local schools to promote the Welsh language. This project enables staff to share good practice and support improvement in the school.

The headteacher and the finance committee manage the budget rigorously and make sensible financial decisions, which link clearly with plans for improvement, and focus firmly on improving pupils' wellbeing and standards. Leaders monitor the effect of expenditure carefully, in addition to the Pupil Deprivation Grant, as part of the self-evaluation cycle. This ensures that all pupils who are eligible for free school meals achieve at least the expected levels at the end of Year 2 and Year 6.

Considering pupils' standards of achievement and the quality of provision at the school, the school provides excellent value for money.

## Appendix 1: Commentary on performance data

### 6692050 - YSGOL GYNRADD PARCYRHUN

Number of pupils on roll	196
Pupils eligible for free school meals (FSM) - 3 year average	26.9
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	19	25	25	21
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	89.5	96.0	96.0	95.2
Benchmark quartile	1	1	1	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	9	13	12	7
Achieving outcome 5+ (%)	88.9	92.3	91.7	85.7
Benchmark quartile	2	1	1	3
Achieving outcome 6+ (%)	22.2	30.8	41.7	0.0
Benchmark quartile	3	2	1	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	10	12	13	14
Achieving outcome 5+ (%)	90.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	50.0	16.7	53.8	28.6
Benchmark quartile	1	3	1	3
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	19	25	25	21
Achieving outcome 5+ (%)	94.7	96.0	96.0	95.2
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	47.4	24.0	44.0	33.3
Benchmark quartile	1	3	1	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	19	25	25	21
Achieving outcome 5+ (%)	94.7	96.0	96.0	100.0
Benchmark quartile	2	2	2	1
Achieving outcome 6+ (%)	47.4	28.0	64.0	57.1
Benchmark quartile	2	4	1	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.

**6692050 - YSGOL GYNRADD PARCYRHUN**

Number of pupils on roll	196
Pupils eligible for free school meals (FSM) - 3 year average	26.9
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	30	17	24	31
<b>Achieving the core subject indicator (CSI) (%)</b>	90.0	94.1	91.7	100.0
Benchmark quartile	1	1	1	1
<b>English</b>				
Number of pupils in cohort	30	17	24	31
Achieving level 4+ (%)	90.0	100.0	91.7	100.0
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	36.7	29.4	45.8	29.0
Benchmark quartile	2	3	1	3
<b>Welsh first language</b>				
Number of pupils in cohort	11	10	13	13
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	36.4	30.0	46.2	30.8
Benchmark quartile	1	2	1	2
<b>Mathematics</b>				
Number of pupils in cohort	30	17	24	31
Achieving level 4+ (%)	90.0	94.1	95.8	100.0
Benchmark quartile	2	1	1	1
Achieving level 5+ (%)	40.0	29.4	45.8	35.5
Benchmark quartile	2	3	1	3
<b>Science</b>				
Number of pupils in cohort	30	17	24	31
Achieving level 4+ (%)	90.0	100.0	91.7	100.0
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	40.0	35.3	50.0	38.7
Benchmark quartile	1	2	1	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	91	91 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	91	91 100%	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.	91	91 100%	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	91	91 100%	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.	91	91 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	91	91 100%	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.	91	91 100%	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.	91	91 100%	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.	91	89 98%	2 2%	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.	91	91 100%	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.	91	90 99%	1 1%	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	91	91 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	



## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	27	23 85%	4 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	26	24 92%	2 8%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	27	25 93%	2 7%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	27	22 81%	5 19%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	26	18 69%	8 31%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	27	21 78%	6 22%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	20 74%	7 26%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	20 74%	7 26%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	27	20 74%	7 26%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	27	21 78%	6 22%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	27	25 93%	2 7%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	25	20 80%	5 20%	0 0%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	27	20 74%	6 22%	1 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	27	21 78%	6 22%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	26	16 62%	9 35%	1 4%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	25	17 68%	8 32%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	21	15 71%	6 29%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	25	19 76%	5 20%	1 4%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	26	22 85%	4 15%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Mr Dyfrig Wyn Ellis	Reporting Inspector
Mr Gwyn Williams	Team Inspector
Mrs Sarah Jane Morgan	Peer Inspector
Mr David Owen Jenkins	Lay Inspector
Mrs Bethan Martin (Headteacher)	Nominee

## Copies of the report

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