



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

A report on

**Ysgol Y Felin
Ynyswen
Felinfoel
Llanelli
Carmarthenshire**

SA14 8BE

Date of inspection: September 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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Context

Ysgol y Felin is a dual stream primary school for pupils aged 3-11. It was formed in September 2007 when Felinfoel Junior and Infant Schools amalgamated. There are six English-medium and four Welsh-medium mainstream classes, with mixed age groups in most of the classes.

There are 255 pupils on roll, 4.7% of whom speak Welsh in the home. There are 84 pupils (33%) in the Welsh-medium classes and 136 in the English-medium classes. There are very few pupils from an ethnic minority background. At present 15 pupils receive support in English as an additional language and 6 pupils are looked after by the local authority.

Over 31% of pupils are eligible to receive free school meals. This is well above the national average.

About 48% of pupils in the school have additional learning needs, including 35 (13%) in a special educational needs centre, of whom seven have statements of special educational needs. This is significantly above the average for Wales. The special needs centre comprises two Foundation Phase assessment and observation classes, a language unit and a key stage 2 class for pupils with severe learning difficulties.

The individual school budget per pupil for Ysgol y Felin in 2016-2017 means that the budget is £4,689 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol y Felin is 13th out of the 100 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance is good because:

- Most pupils participate actively in lessons and are eager to learn
- Pupils' progress in Welsh, English, and in numeracy is generally good across the school, and pupils in the English medium classes achieve good standards in Welsh
- Provision for developing pupils' information and communication technology (ICT) skills are effective and, as a result, pupils' standards in this area are good
- The behaviour of most pupils throughout the school is exemplary and, through a programme of agreed values, pupils understand the importance of showing respect and consideration towards adults and each other
- Teachers in most classes plan activities effectively and provide pupils with activities that build well on their previous learning
- The staff support pupils with additional learning needs well by providing them with a wide range of effective interventions activities

Prospects for improvement

The prospects for improvement are good because:

- The headteacher, staff and governors share a sense of purpose that focuses suitably on improving pupil outcomes and wellbeing
- The school's self-evaluation process is robust and enables all staff and governors to gain an accurate understanding of the school's strengths and areas for development
- The school development plan focuses well on raising standards and improving provision
- The school has a good track record for implementing actions to bring about improved outcomes for pupils
- The school works effectively in partnership with a wide range of outside agencies
- There is a strong partnership between the school and parents

Recommendations

- R1 Improve attendance
- R2 Provide more opportunities for pupils that are more able to produce extended pieces of English writing across the curriculum in key stage 2
- R3 Ensure that teachers' feedback to pupils consistently shows them their next steps in learning

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Although around half the pupils start school with a low level of skills, most pupils make good progress during their time there. The majority develop well as independent learners, with inquiring minds and an eagerness to learn, and who engage effectively in activities and lessons.

Pupils' progress in literacy skills in Welsh (in the Welsh-medium classes) and English across the school is generally good. In the Foundation Phase, many pupils talk confidently about their work, and pupils who begin with a low level of skills develop quickly to take a meaningful role in classroom activities.

By the end of key stage 2, many pupils have an effective general and subject vocabulary, which they use well to discuss their work. More able pupils discuss various subjects at length and offer opinions on a good range of different subjects.

Reading skills in both languages are developing well through the school. In the Foundation Phase, most pupils apply many suitable techniques to help them understand what they are reading. By the end of the Foundation Phase, they read well. In key stage 2, most pupils read effectively from a wide range of sources. They can use books and electronic sources effectively to research information for their class topics.

By the end of the Foundation Phase, most pupils produce pieces of writing of a good standard in both Welsh and English, using well-structured sentences in sequence. They generally spell familiar words correctly, and use phonetic techniques appropriately to attempt more unfamiliar words. Pupils that are more able write at length for different purposes in different curriculum areas, for example a description of a pet, or recording the life cycle of a butterfly.

By the end of key stage 2, most pupils write well in both languages in different genres across the curriculum. They use skills learned in language lessons at an appropriate standard in other subject areas. Spelling and punctuation are generally in line with pupils' age and ability. However, the handwriting of a minority of pupils is untidy, leading to poor presentation. Most pupils redraft their work effectively in response to teachers' comments. More able pupils generally achieve high standards in their written work in both languages. However, they do not produce extended pieces of writing in English which are appropriate to their ability often enough.

In the English medium classes, most pupils' Welsh literacy skills develop well. Pupils listen and respond appropriately to Welsh instructions, questions and guidance. By the end of the Foundation Phase, most pupils respond confidently and often use Welsh in informal situations.

By the end of key stage 2, many pupils read effectively in Welsh with appropriate meaning and understanding. They make a good effort to tackle difficult or unknown words. In key stage 2, the majority of pupils write extended pieces in Welsh, within familiar contexts, to an appropriate standard. They can formulate questions in preparation for writing dialogues and descriptions of places and people.

Pupils develop their numeracy skills very well throughout the school. In the Foundation Phase, most pupils develop appropriate number skills, and solve written number problems confidently. Most pupils use standard units to measure length and capacity, and collect and present data in a range of forms. Pupils that are more able understand place value up to three digits, can give the correct change from one pound, and use standard units of weight, for example when weighing food for animals as part of topic work. They use their numeracy skills at an appropriate level to support their learning across the curriculum

By the end of key stage 2, many pupils have developed their numeracy skills to a high standard. They have a sound understanding of numbers and calculation, different forms of measuring, and collecting data to produce appropriate forms of graphs to support work across the curriculum, for example line graphs for temperature over time and column graphs to compare the lengths of different rivers.

The standard of pupils' skills in information and communication technology (ICT) is a strength of the school. Nearly all pupils across the school use these skills effectively across other curricular areas. They use a range of equipment confidently - including tablet computers, laptops and desk based machines, as well as recording devices of various design to record work in different ways as part of their work across the curriculum. All pupils are registered users of an educational network and access its applications confidently.

Pupils of all ages use a range of ICT resources to communicate – writing creative stories, creating presentations, simple books, drawing pictures and generating patterns. As they move through the school, they progressively develop their skills and understanding of the equipment's capabilities, to produce pieces of work that are more complex.

From an early age, pupils use ICT to generate graphs and record findings from experiments and surveys. They collect data in various ways and transfer the information to the computer to generate graphs. For example, Year 3 and Year 4 pupils made a tally chart of pond insects from a 'pond dipping' exercise, and generated graphs of their results. Older pupils use databases with confidence. For example, they created a database of football players during the Euro 2016 competition.

Upper key stage 2 pupils use spreadsheets to model relevant school activities, such as to show the income and spending of the school's fruit shop. They have also used spreadsheets appropriately as part of the Eco-council's work in modelling the cost of running the school.

At the end of the Foundation Phase, pupils' performance across the learning areas over the past five years has varied. At the expected outcome, pupils' mathematical

development has placed the school generally in the upper 50% or top 25% when compared with similar schools. For literacy (Welsh), the school has moved between the top 25% and the lower 50% of similar schools, while literacy (English) has placed it generally in the lower 50% or bottom 25%. At the higher outcome, literacy (Welsh) has placed the school consistently in the top 25% of similar schools, while performance in literacy (English) and mathematical development has varied over the last five years.

At the end of key stage 2, performance in Welsh, mathematics and science at the expected level have placed the school generally in the upper 50% or top 25% when compared with similar schools, while performance in English has varied, moving it between the lower 50% and the higher 50%. At the higher level, performance in Welsh and science has placed the school generally in the top 25% of similar schools, while performance in mathematics has placed it generally in the upper 50%. For performance in English, the school has been consistently in the lower 50%.

The performance of pupils eligible for free school meals has improved over time. There is now no significant difference in achievement between these pupils and those not eligible for free school meals.

Pupils with additional learning needs, including those in the Special Needs Centre, make good progress towards their individual targets.

There is no trend of under-achievement by boys, and the very few pupils with English as an additional language, and those from an ethnic minority background, achieve well. Pupils looked after by the local authority also make progress that is generally in line with their age and ability.

Wellbeing: Adequate

Most pupils participate actively in lessons and are eager to learn. Nearly all work co-operatively and most remain on task for extended periods. They show a clear enjoyment in learning, especially in practical lessons, for example when examining Celtic artefacts.

Nearly all pupils are happy in school. They are aware of the importance of keeping healthy and safe including the need to use the internet responsibly. Most pupils know the importance of eating a balanced diet, drinking healthily and taking regular exercise. Over a half are involved in extracurricular activities including rounders, football and roller-skating. This reinforces their understanding of living healthily.

Nearly all pupils know what to do if they feel worried or have a problem. They have worked with the headteacher to develop a system of 'playground buddies' and have established a 'friendship bench' to ensure that pupils enjoy playtimes.

The behaviour of most pupils throughout the school is exemplary. Through a programme of agreed values, pupils understand the importance of showing respect and consideration towards adults and each other. This is a notable feature of the school.

The school council and eco committee play an active part in the school and represent the pupils' needs well. The school council has played a proactive role in the management of behaviour on the playground and has introduced a 'luncheon club' and an area on the playground for vulnerable pupils. It also plays an important role in the implementation of the school's response to the Welsh Government's language charter initiative, and actively promotes the use of Welsh around the school. The eco committee has also been proactive in developing 'green' activities, such as designing planting areas within the school grounds, and working with the local community on a 'litter pick'. As a result, most pupils are aware of the importance of looking after the environment.

Compared with levels in similar schools, the attendance rates have varied between the bottom 25% and the upper 50% over the four years to 2015. The rate for 2016 indicates a decline over the previous year.

Nearly all pupils arrive in school and in lessons on time.

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

The school provides a broad and balanced curriculum which meets the requirements of the Foundation Phase, the National Curriculum and religious education. Many teachers involve pupils in planning termly activities and engage the interests of most pupils effectively. In the best examples, they choose themes carefully and plan stimulating and exciting cross-curricular activities.

Effective provision for the development of literacy, numeracy, ICT and thinking skills ensures that pupils apply these skills consistently in other curriculum areas. All teaching staff ensure that the progressive skills of the Literacy and Numeracy Framework are planned for, and tracked effectively. They develop these skills well in specific language and mathematics lessons, and ensure that pupils use them at an appropriate level in work across the curriculum. Teachers often combine different skills very successfully within planning, for example when designing a new football kit for Wales or creating a piece of art work in the style of Picasso for a new gallery. The provision for ICT and the application of ICT skills is a particular strength.

The school makes very good use of the locality and often introduces a new theme following a visit to a landmark or by involving external providers. For example, a recent trip to Castell Henllys gave pupils an insight into the life of the Celts.

Teachers consistently plan, develop and enhance the pupils' awareness of the Welsh language, culture and traditions. Nearly all teachers use incidental Welsh during lessons and outside the classrooms, and encourage pupils to do the same. However, this does not always provide enough structure for pupils to learn from effectively. There is a clear scheme of work for developing Welsh in the English-medium classes to ensure that pupils make good progress. The school promotes a Welsh ethos effectively, and develops the Welsh dimension successfully in all aspects of school life. For example, the support of a local artist has resulted in pupils creating 3D models depicting the Rebecca riots.

Nearly all teachers, particularly within the Foundation Phase, plan and make good use of the outdoor areas to enhance learning and teaching. For example, by creating a bug hotel, pupils learn about minibeasts and their habitats.

The school promotes sustainable development and global citizenship effectively through a range of curricular and extra-curricular initiatives and activities, for example, by composting school waste, maintaining links with a school in Malawi, and working to promote sustainable products, such as those available from local supermarkets – coffee, tea, and fruit.

Teaching: Good

Teachers in most classes plan activities effectively and provide pupils with activities that build well on their previous learning.

Nearly all teachers have a thorough knowledge of the pupils' abilities and their individual needs, which enables them to use effective strategies to move the learning forward. In these cases, there is a good balance between teacher-led and pupil-led tasks to maintain a lively pace and provide focus for the pupils in learning sessions. Teachers use effective questioning to challenge and motivate pupils. As a result, in most lessons, pupils understand what the teachers expect of them, and teachers discuss with them how well they have achieved.

Nearly all teachers provide tasks at levels that are appropriate for a range of different abilities. This variety of activities maintains the interest of most pupils well. Nearly all teachers make very effective use of ICT resources to support their teaching. In nearly all classes, there is a positive working relationship between staff and pupils. This encourages most pupils to play an active role in the lesson. Nearly all teachers manage behaviour very well.

In the few instances where teaching is not as effective, teachers provide too much guidance and direction for pupils, including the over use of worksheets that limit opportunities for pupils that are more able to demonstrate the ability to produce extended pieces of work, particularly in English. The pace of teaching and learning in these few classes is slow and teacher questioning is too closed and does not provide appropriate challenge for pupils to develop their independence effectively.

Most teachers' marking is effective in identifying ways for pupils to improve their work. In literacy, this enables pupils to redraft their work well. There are opportunities for pupils to assess their own and other pupils' work, and nearly all teachers use assessment for learning techniques appropriately in many activities. However, in a few lessons, this does not always lead to pupils knowing how they can improve their work.

The school has effective procedures to track pupils' progress. This enables teachers and pupils to agree appropriate targets for improvement, which they share effectively with parents. End-of-year reports to parents provide useful information on their children's progress and targets for the following year, and meet requirements.

Care, support and guidance: Good

Personal and social education is a strength and there is an obvious whole school emphasis on promoting and supporting pupils' wellbeing. Teachers promote pupils' spiritual, moral and cultural development successfully. Activities include regular collective worship, promoting values and taking part in local cultural activities. Visitors to the school also contribute positively to these aspects.

The staff support pupils with additional learning needs well by providing them with a wide range of effective interventions activities. This is a strength of the school. All staff know the pupils well and identify the more vulnerable of them at an early stage. The school also works very well with many outside agencies, such as the educational psychologist and the 'Team around the Family' to ensure that individuals are supported according to their needs. Teachers and teaching assistants within the specialist classes provide highly effective individualised programmes that ensure that they meet pupils' needs well. Within mainstream classes, staff use appropriate individual education plans to target support and ensure that pupils develop and succeed.

The school has effective arrangements for promoting healthy eating and drinking. Pupils assist with a range of initiatives including the organisation of the 'fruit tuck shop' and the sale of specially designed water bottles. There are many activities that promote health education, including the creation of fruit faces and posters to recommend eating a balanced diet.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. All staff ensure that pupils know how to keep themselves safe online, for example by ensuring that they choose a safe password when using the internet.

Learning environment: Good

The school is a diverse, inclusive and caring community. All staff and pupils contribute positively to a shared ethos based on friendship and respect. As a result, the school is a happy, pleasant environment for both pupils and staff.

The school building is welcoming, secure and well-maintained. It provides a stimulating environment in which pupils enjoy working and playing. Throughout the school, there are colourful, high quality displays that celebrate pupils' achievements and support their learning in an effective way, and in many areas across the curriculum. Artwork and posters that promote the Welsh ethos are particularly prevalent.

Teachers use all available space effectively to promote learning, including providing suitable areas for pupils who require additional support.

The outdoor area for physical activities is spacious and includes a large field and two large yards. The outside learning areas for the Foundation Phase are colourful and interesting and provide pupils with stimulating learning opportunities.

There are plentiful resources to support the teaching of the curriculum, including an extensive range of books for pupils in the classrooms and libraries. Pupils have access to a wide range of good quality ICT equipment, which they use well to enhance their work across the curriculum.

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

The headteacher is a supportive and effective leader who communicates her vision for continued school improvement successfully.

Staff and governors share a sense of purpose, which focuses suitably on improving pupil outcomes and wellbeing. Senior leaders and teachers have a good understanding of their specific responsibilities and there are clear lines of accountability.

Regular staff and senior leadership team meetings focus well on school development priorities and pupil progress.

There is a well-established process for performance management of all staff. Senior leaders use the process effectively to support the professional development of staff and targets link strongly with the priorities in the school development plan.

The school is responding well to national and local priorities. Good examples include the implementation of the Welsh Language Charter and the Digital Competency Framework. These initiatives are having positive impact on pupils' standards in Welsh and ICT.

Governors are supportive and know the school and its community thoroughly. They have a good knowledge of how well the school is performing, through detailed reports from the headteacher and their regular visits. They have a clear understanding of the school's strengths and weaknesses, and their role in holding the school to account for its performance is developing appropriately.

Improving quality: Good

The school's self-evaluation process is robust and enables all staff and governors to gain an accurate understanding of its strengths and areas for development. It draws on a suitable range of first-hand evidence, including scrutiny of pupils' work and data analysis.

Subject leaders have a good understanding of the strengths and areas for improvement in their subjects. Recently, the school has developed the role of all teachers in evaluating provision in lessons. This is at an early stage of development, and it is too early to see the full impact of this work in ensuring consistency of teaching in all classes.

The school has sound arrangements for collecting the opinions of parents and pupils through questionnaires, and it responds suitably to their suggestions.

The self-evaluation report, although lengthy, provides an accurate and honest account of the school's strengths and identifies areas where it needs to improve.

The well-structured school development plan clearly identifies cost implications, key personnel and success criteria within realistic timescales. It focuses well on raising standards and improving provision. Senior leaders regularly monitor the impact of school improvement plans on pupil outcomes and wellbeing. As a result, the school is able to act appropriately on emerging issues.

The school has a good track record for implementing actions to bring about improved outcomes for pupils.

Partnership working: Good

The school has established a wide range of partnerships that have a beneficial impact on pupils' wellbeing and attainment. Communication with parents is very good. The school provides them with many opportunities to support their children's learning, such as supporting their school work through the ICT network. Parents are supportive and staff and governors value their contributions to school life.

The school is at the heart of its community and pupils make good use of the locality to enrich their curriculum experiences, for example through visits to local places of worship, and places of work, such as the local water reservoir, and the local rugby club.

The very strong links with the pre-school setting, located on site, ensures that younger pupils settle confidently into the school. Opportunities for the pre-school children to participate in language development sessions before starting school are particularly valuable.

There are effective transition programmes in place with the local secondary schools to ensure that pupils are well prepared to move on to the next phase in their education. The moderation work with the secondary schools and their feeder primaries ensures the reliability of end of key stage teacher assessments.

A strength of the school is its partnership with external specialist agencies to support vulnerable pupils and their families.

Resource management: Good

The school has sufficient well-qualified and experienced staff to deliver the curriculum effectively. Leaders deploy staff suitably in line with their expertise and skills to meet pupils' needs.

The teaching assistants make a valuable contribution to pupils' learning and progress across the school. The arrangements for teachers' planning, preparation and assessment time are appropriate.

Teachers and teaching assistants benefit from a wide range of relevant training opportunities to support their professional development. These have positive impact

on pupil outcomes and the quality of provision. The impact of ICT training for teachers, for example, has made a very positive impact on classroom provision and on pupil standards.

The school makes good use of all available finances to meet the needs of its pupils. The headteacher and governing body manage the budget carefully and in line with the priorities of the school development plan. The school uses the pupil deprivation grant effectively to support identified pupils. This has led to improvements in numeracy, literacy and wellbeing outcomes for those pupils.

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

Appendix 1: Commentary on performance data

6692391 - YSGOL Y FELIN

Number of pupils on roll	258
Pupils eligible for free school meals (FSM) - 3 year average	34.5
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	27	33	40	37
Achieving the Foundation Phase indicator (FPI) (%)	85.2	69.7	87.5	83.8
Benchmark quartile	2	4	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	13	22	24	24
Achieving outcome 5+ (%)	69.2	72.7	83.3	83.3
Benchmark quartile	4	4	3	3
Achieving outcome 6+ (%)	38.5	22.7	29.2	20.8
Benchmark quartile	1	3	2	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	14	11	16	13
Achieving outcome 5+ (%)	100.0	81.8	100.0	84.6
Benchmark quartile	1	3	1	3
Achieving outcome 6+ (%)	35.7	36.4	50.0	38.5
Benchmark quartile	1	1	1	1
Mathematical development (MDT)				
Number of pupils in cohort	27	33	40	37
Achieving outcome 5+ (%)	92.6	72.7	90.0	89.2
Benchmark quartile	1	4	2	2
Achieving outcome 6+ (%)	37.0	30.3	22.5	32.4
Benchmark quartile	1	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	33	40	37
Achieving outcome 5+ (%)	96.3	84.8	97.5	97.3
Benchmark quartile	2	4	1	1
Achieving outcome 6+ (%)	63.0	54.5	60.0	81.1
Benchmark quartile	1	2	1	1

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

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

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

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

6692391 - YSGOL Y FELIN

Number of pupils on roll	258
Pupils eligible for free school meals (FSM) - 3 year average	34.5
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	24	36	25	21
Achieving the core subject indicator (CSI) (%)	83.3	91.7	84.0	90.5
Benchmark quartile	2	1	2	1
English				
Number of pupils in cohort	24	36	25	21
Achieving level 4+ (%)	83.3	88.9	84.0	90.5
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	29.2	30.6	28.0	23.8
Benchmark quartile	3	3	3	3
Welsh first language				
Number of pupils in cohort	10	8	7	10
Achieving level 4+ (%)	100.0	100.0	85.7	90.0
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	50.0	12.5	28.6	40.0
Benchmark quartile	1	4	1	1
Mathematics				
Number of pupils in cohort	24	36	25	21
Achieving level 4+ (%)	83.3	91.7	88.0	95.2
Benchmark quartile	3	2	2	1
Achieving level 5+ (%)	20.8	38.9	36.0	38.1
Benchmark quartile	4	2	2	2
Science				
Number of pupils in cohort	24	36	25	21
Achieving level 4+ (%)	83.3	91.7	88.0	95.2
Benchmark quartile	3	2	2	1
Achieving level 5+ (%)	25.0	41.7	56.0	42.9
Benchmark quartile	3	1	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.

* 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

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	103	103 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	100 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	103	103 100%	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	103	102 99%	1 1%	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.	101	95 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	103 100%	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.	103	103 100%	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.	103	103 100%	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.	102	100 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.	103	100 97%	3 3%	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.	98	89 91%	9 9%	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	97	84 87%	13 13%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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	15 88%	2 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	15 88%	1 6%	1 6%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	14 82%	3 18%	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.	17	11 65%	6 35%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	16	7 44%	9 56%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	17	13 76%	4 24%	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.	17	9 53%	8 47%	0 0%	0 0%	0	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.	15	6 40%	8 53%	1 7%	0 0%	1	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.	16	12 75%	4 25%	0 0%	0 0%	1	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.	16	12 75%	4 25%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	17	13 76%	4 24%	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'.	16	13 81%	3 19%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	17	11 65%	6 35%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	17	15 88%	2 12%	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.	17	9 53%	7 41%	1 6%	0 0%	0	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.	16	9 56%	7 44%	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.	11	7 64%	4 36%	0 0%	0 0%	6	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.	17	7 41%	9 53%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	16	14 88%	2 12%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Michaela Leyshon	Lay Inspector
Mrs Helen Mary Jennings	Peer Inspector

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.