



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

A report on

**Penboyr Voluntary Aided Primary School
Felindre
Llandysul
Carmarthenshire
SA44 5XG**

Date of inspection: September 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Penboyr Voluntary Aided Primary School is situated in the centre of the rural village of Felindre, near the town of Newcastle Emlyn, Carmarthenshire.

There are 105 pupils aged between 3 and 11 years on roll. They are organised into four classes, which includes seven pupils in the nursery class. The school provides education through the medium of Welsh. About 30% of pupils are from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds.

About 18% of pupils are eligible for free school meals, a figure that is lower than the averages for Wales. About 14% of pupils have additional learning needs (ALN). A very few pupils are being looked after by another authority.

The individual school budget per pupil for Penboyr Voluntary Aided Primary School in 2015-2016 is £3,777. The maximum per pupil in primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Penboyr Voluntary Aided Primary School is in the 35th position of the 101 primary schools in Carmarthenshire in terms of the school budget per pupil. The headteacher has been in post since January 2007. The school was last inspected in March 2009.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress from their starting points during their time at the school
- Nearly all pupils feel safe at the school and know to whom to turn for advice and support when needed
- The school provides a wide range of comprehensive and interesting experiences across the school
- Teachers use a range of suitable methods to ensure that learning activities engender enthusiasm and maintain most pupils' interest
- The school has effective procedures to encourage pupils to eat and drink healthily
- Regular links with services provided by external agencies enable the school to provide effective support for pupils and enrich their understanding of issues that affect their wellbeing
- The school has a welcoming and familial ethos
- The outdoor area is an exciting resource that provides a stimulating and varied environment to enrich pupils' learning

Prospects for improvement

The school's current prospects for improvement are good because:

- The headteacher has a clear strategic vision that has a positive effect on improving pupils' standards and wellbeing
- The self-evaluation process has been established well
- There is a good link between the outcomes of the self-evaluation report and the priorities in the school development plan
- The school has many effective and supportive partnerships, which have a positive effect on pupils' learning and wellbeing
- The headteacher and governors organise the teaching staff successfully
- A skilful and enthusiastic team of assistants provide effective support
- The school provides good value for money

Recommendations

- R1 Improve pupils' reading skills
- R2 Increase pupils' independence to enable them to improve their own work and make decisions about their learning
- R3 Strengthen provision for developing pupils' oracy skills in order to ensure their regular use of the Welsh language

What happens next?

The school will produce an action plan to show how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils' basic skills as they begin their time at the school are below expectations. However, these pupils make good progress during their time at the school.

Considering their linguistic background, the oral skills of most pupils in the Foundation Phase develop quickly and, by the end of Year 2, they have the skills to speak increasingly correctly and confidently. Pupils across the school respond eagerly to questions from teachers and the majority at the top end of key stage 2 are able to hold extended conversations. Many are prepared to contribute to classroom discussions confidently.

Many pupils' reading skills are developing appropriately and in line with their abilities. By the end of the Foundation Phase, the majority of them are able to read increasingly fluently and retell stories confidently. A few are beginning to discuss their books sensibly and they have increasing knowledge of various types of books.

In key stage 2, many pupils read accurately, with a good understanding that is appropriate to their age and ability. They discuss the main events and characters in their current books appropriately. However, a minority of pupils discuss various texts and answer questions effectively about the books they are reading. They understand the purpose of factual books and share their opinions purposefully during discussions, for example in their investigation of the various forces that affect a parachute. In lessons, many pupils apply their skimming and scanning skills purposefully to texts in order to find information quickly.

As pupils move through the Foundation Phase, their writing is developing well. In the reception class, many pupils are beginning to write purposefully, and show confidence and enjoyment, for example when they recall the story of Little Red Riding Hood. By the end of Year 2, many pupils show a good understanding of basic spelling and sentence structure. They use a good range of vocabulary and write appropriately for different purposes. They retell stories and record facts accurately in their own writing styles, electronically and on paper. Most pupils write to the same standard as that which they achieve in literacy lessons in other areas of learning, for example when writing a detailed description of the life cycle of a bee.

In key stage 2, most pupils make good progress in their ability to write in various forms. They are beginning to use drafting skills successfully to develop and improve their work. By the end of the key stage, most write clearly when presenting factual and creative information across a range of topics in Welsh and English, and punctuate and paragraph their work purposefully. The majority of pupils use clear handwriting and present work neatly. However, the extensive number of worksheets limits pupils' writing skills across the school.

In the Foundation Phase, most pupils are making good progress in mathematics and apply their numeracy skills confidently and consistently across all areas of learning. By the end of the Foundation Phase, most pupils have good number skills, and they use lists, tables and simple diagrams to record and present information accurately. Many of them understand simple measurements and they have good knowledge of shape.

By the end of key stage 2, many pupils make good progress in mathematics lessons. They use mathematical language well, and they are able to choose alternative methods of solving problems successfully. For example, they calculate the cost of ordering food to support an interactive café accurately. More able pupils have a good range of techniques of multiplying and dividing appropriately, and they use co-ordinates confidently. Across the school, pupils apply their numeracy skills effectively in other subjects. For example, during their study of Mari Jones, older pupils calculate the miles that the pupils travelled to Bala and back and changed between miles and kilometres.

Most pupils' thinking and problem-solving skills are developing well. The performance of pupils who are eligible for free school meals has improved and they now compare more favourably with other pupils. On the whole, there is no significant difference between the performance of boys in comparison with girls. Pupils who have additional learning needs make good progress towards achieving the targets that are set for them.

Over four years, the school's performance at the expected outcomes has varied, moving it between the upper 50% and the lower 50% in Welsh literacy, and between the top 25% and the lower 50% in mathematical development, in comparison with similar schools.

During the same period, the proportion of pupils who have achieved at the higher outcome in Welsh literacy has varied, moving the school between the bottom 25% and the upper 50% of similar schools. In mathematical development, performance shows an upward trend, moving the school from the lower 50% to the top 25%.

In comparison with similar schools, pupils' performance in key stage 2 at level 4 during the last four years has varied, moving the school between the top 25% and the bottom 25% in Welsh, English, mathematics and science.

Pupils' performance at the higher levels in the four core subjects has varied over a period of four years. Performance in Welsh has fluctuated, moving the school between the lower 50% and the top 25% of similar schools. Performance in mathematics, English and science has moved the school between the bottom 25% and the top 25%.

Wellbeing: Good

Nearly all pupils feel safe at the school and know to whom to turn for advice and support when needed. Most of them behave well in lessons and around the school. They are welcoming and courteous towards visitors and display respect and care for their peers.

Nearly all pupils have a sound understanding of what they need to live healthily. They understand the positive effect of eating and drinking healthily and taking regular physical exercise. The school's bronze ambassadors reinforce this aspect effectively among pupils.

Most pupils are well motivated and keen to learn. Many pupils' independent learning skills are developing well. However, pupils do not always make enough choices about the content of their lessons.

Most older pupils are keen to undertake responsibilities and the role of playground friends is developing well. The school council represents the pupil's voice effectively and has presented radio station equipment to the school. Other groups of pupils, such as the digital leaders, are successful in supporting a number of pupils' information and communication technology (ICT) skills. The enterprise crew provide entrepreneurial opportunities for many pupils in key stage 2.

Pupils' attendance rates have improved considerably over the last four years. They now place the school in the top 25% in comparison with similar schools. Pupils' punctuality is good.

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

The school provides a wide range of comprehensive and interesting experiences across the school, which meet all the requirements of the Foundation Phase and the National Curriculum effectively. The school is making good progress towards weaving the Literacy and Numeracy Framework into the planning and there are frequent opportunities to reinforce skills further. For example, pupils create short films about the history of the local area and broadcast live on Radio Penboyr regularly. The school has effective interventions to support pupils.

Teachers plan stimulating experiences, for example following the journey of Nel Fach y Bwcs (Little Nel of the books) to Patagonia. These experiences are enriched skilfully through termly educational visits and a comprehensive range of extra-curricular activities. They build effectively on previous learning.

The school has a Welsh ethos that provides varied opportunities for pupils to develop positive attitudes towards the Welsh language. However, provision does not ensure consistent use of the Welsh language in informal situations. Provision for learning about Wales is a strength at the school. There are regular opportunities to study local history, legends and the stories of well-known Welsh people. The school contributes to the community and nationally through activities such as the Urdd and local events such as Calan Hen (Old New Year) in the local church. This expands their understanding of their heritage, and helps them to understand their role within the community.

The school provides experiences that ensure that pupils have a good awareness of sustainability issues. The school provides opportunities to raise their awareness of global citizenship through charitable activities and focusing on current affairs.

Teaching: Good

Teachers have good subject knowledge, and in most lessons they explain new concepts clearly. They use a range of suitable methods to ensure that learning activities engender most pupils' enthusiasm and maintain their interest. They question probingly in order to extend pupils' understanding and thinking skills well. In a very few lessons, learning activities have not been adapted in order to ensure that pupils of all abilities, especially those of higher ability, make full progress.

Teachers provide valuable oral feedback to pupils across the school. They mark their work regularly and, in many books, they include constructive comments on how to improve the work. Teachers use a suitable range of assessment for learning strategies. However, opportunities for pupils to reflect on their own work and that of their peers are inconsistent.

The school has purposeful procedures for assessment and tracking pupils' progress. This information is used appropriately in order to provide additional support to meet the needs of specific pupils. Procedures for levelling and moderating pupils' work over time ensure that teachers' assessments are robust. Parents receive beneficial information about their children's achievements and development.

Care, support and guidance: Good

The school has effective procedures to encourage pupils to eat and drink healthily. Staff ensure that pupils understand the importance of taking regular physical exercise and keeping themselves safe.

Staff provide regular opportunities for pupils to develop their awareness of spiritual and moral aspects in regular, varied sessions. They also promote pupils' cultural and social attitudes very successfully by introducing curricular projects, for example about William Morgan, Mary Jones and the growth of the Welsh Bible in Wales.

The school makes suitable and regular use of the services of external agencies, such as the police, the health service and the educational psychologist. These contacts enable the school to provide effective support for pupils and enrich their understanding of issues that affect their wellbeing. The school's procedures for improving attendance over time have been successful.

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

The school has thorough procedures for identifying pupils' additional learning needs and they act early and purposefully on them. Pupils' individual education plans identify appropriate targets for them, along with specific interventions, in order to ensure that they are making good progress. The school reviews these plans regularly and includes parents regularly through the whole process. As a result, the

school and the pupils are able to work effectively in partnership with each other for pupils' benefit.

Learning environment: Good

The school has a welcoming and familial ethos. Pupils have equal access to all areas of learning and provision. All staff encourage pupils' good behaviour effectively, based on values that promote respect and care. There are effective procedures to ensure that no pupils suffer because of disadvantage.

There is a good supply of resources for delivering lessons and activities across the curriculum, which includes a number of various computers and tablets and full use is made of the relevant resources. Classrooms and walls around the school are colourful and include a variety of displays that celebrate pupils' successes. The learning space in the building contributes effectively to meeting all pupils' needs.

The school is situated on a pleasant site and effective use is made of the whole site. The outdoor area is an exciting resource that provides a stimulating and varied environment to enrich pupils' learning; for example, the reflection and prayer area that was created by pupils, staff and members of the community, provides a peaceful place for quiet reflection. Other areas provide especially good opportunities for pupils to expand their linguistic and creative skills. The whole environment encourages pupils to stay healthy and appreciate the environment that surrounds them.

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

The headteacher provides effective strategic leadership, based on a sound understanding of the school's strengths and its priorities for improving pupils' standards and wellbeing. She has established clear priorities, and co-operates enthusiastically with staff, pupils, parents and governors to move the school forward. All staff co-operate closely through effective performance management arrangements. The headteacher and staff address national and local priorities effectively, with a purposeful commitment to ensuring that all pupils benefit fully from the school's provision. The school reduces the effect of poverty on educational attainment purposefully, for example through effective health and wellbeing initiatives.

Staff meetings focus purposefully on raising standards, the school's priorities and national initiatives. Staff monitor pupils' work, observe lessons and use data appropriately in order to plan for improvement. Over time, the staff have succeeded in raising standards in Welsh, English and mathematics, in addition to improving boys' attainment, and that of pupils who are eligible for free school meals.

The governing body supports the school well. Members attend training courses which enable them to develop their roles and responsibilities effectively.

By visiting the school regularly and contributing to meetings to analyse data, they are undertaking their role as a critical friend well. They provide an appropriate challenge for the school, which leads to ensuring improvement in the quality of learning and teaching.

Improving quality: Good

The self-evaluation process has been established well. It is based on a clear monitoring programme that considers assessments of pupils' work, lesson observations and collecting the opinions of governors, pupils, staff and parents.

Relevant data, such as national numeracy and literacy tests, is analysed in detail. Staff make effective use of this information to plan further steps for improvement and identify the needs of individuals and specific groups of pupils.

The self-evaluation report, which was produced by the headteacher and staff, gives an honest picture of the school. It provides a clear judgement on pupils' attainment and the areas in which improvement in standards and provision is needed, effectively.

There is a good link between the outcomes of the self-evaluation report and priorities in the school development plan. This leads to challenging improvement targets, with clear priorities and specific targets in order to ensure improvement. The development plan is comprehensive and includes quantitative targets, costs and actions and identifies the teachers who are responsible for them. This has led to purposeful improvements in pupils' standards of literacy and ICT skills, in addition to their attendance.

Partnership working: Good

The school has many valuable and supportive partnerships, which have a positive effect on pupils' learning and wellbeing.

The school's parents' and friends' association has raised substantial sums of money in order to improve the outdoor learning facilities and to add to technological resources. Many parents attend curricular workshops at the school to help them to support their children at home. They also share their expertise in various areas, for example to create jewellery and learn how to do felting. These have a positive effect on raising standards and extending pupils' skills.

There is a good partnership between the school and the local community. Effective use is made of organisations such as the history society to improve provision and extend pupils' standards. The close partnership with the church provides extensive opportunities to enable pupils to practise their communication and social skills well, for example by taking part in thanksgiving and Christmas services.

Strategic planning with the nursery school ensures good support for new pupils. Established transition arrangements with the local comprehensive schools ensure that most pupils are confident to move on to the next stage in their education. The school works effectively with local schools to ensure consistency when standardising

and moderating pupils' work. Teachers visit nearby schools to share good practices and this has a positive effect on teaching and learning.

Partnerships that exist with a number of local authority and health authority agencies have a positive effect on developing pupils' wellbeing and attainment.

Resource management: Good

The school has a suitable number of teachers, which ensure that pupils have full access to the curriculum. The headteacher and governors organise the teaching staff successfully. The best use is made of their time, expertise and interests. A skilful and enthusiastic team of assistants provide effective support for pupils.

Teachers make effective use of their planning, preparation and assessment time. The school's performance management processes are effective and support all staff's continuous professional development. The school is developing as an effective learning community, which has a positive effect on pupils' wellbeing and on improving their language and numeracy skills.

The headteacher and governors monitor and manage expenditure carefully. Leaders use funding effectively to support priorities for raising standards and arranging purposeful training. The school makes appropriate use of the Pupil Deprivation Grant to support the emotional and educational development of pupils who are eligible for free school meals.

In terms of pupils' outcomes and the quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6693307 - Penboyr Voluntary Aided Primary School

Number of pupils on roll	120
Pupils eligible for free school meals (FSM) - 3 year average	14.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	23	13	16
Achieving the Foundation Phase indicator (FPI) (%)	82.6	84.6	93.8
Benchmark quartile	3	3	2
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	22	12	15
Achieving outcome 5+ (%)	86.4	91.7	93.3
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	22.7	25.0	13.3
Benchmark quartile	3	3	4
Mathematical development (MDT)			
Number of pupils in cohort	23	13	16
Achieving outcome 5+ (%)	87.0	92.3	100.0
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	21.7	38.5	37.5
Benchmark quartile	3	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	23	13	16
Achieving outcome 5+ (%)	91.3	92.3	100.0
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	30.4	38.5	37.5
Benchmark quartile	3	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.

6693307 - Penboyr Voluntary Aided Primary School

Number of pupils on roll	120
Pupils eligible for free school meals (FSM) - 3 year average	14.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	12	12	10	19
Achieving the core subject indicator (CSI) (%)	83.3	66.7	90.0	100.0
Benchmark quartile	3	4	2	1
English				
Number of pupils in cohort	12	12	10	19
Achieving level 4+ (%)	83.3	66.7	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	25.0	16.7	80.0	36.8
Benchmark quartile	3	4	1	3
Welsh first language				
Number of pupils in cohort	12	12	9	19
Achieving level 4+ (%)	83.3	58.3	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	16.7	8.3	66.7	26.3
Benchmark quartile	3	3	1	3
Mathematics				
Number of pupils in cohort	12	12	10	19
Achieving level 4+ (%)	83.3	83.3	90.0	100.0
Benchmark quartile	3	4	3	1
Achieving level 5+ (%)	33.3	16.7	60.0	42.1
Benchmark quartile	2	4	1	3
Science				
Number of pupils in cohort	12	12	10	19
Achieving level 4+ (%)	91.7	83.3	100.0	100.0
Benchmark quartile	3	4	1	1
Achieving level 5+ (%)	41.7	16.7	60.0	36.8
Benchmark quartile	2	4	1	3

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.	58		58 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	58		58 100%	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.	58		58 100%	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	58		58 100%	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.	58		58 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	58		57 98%	1 2%	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.	58		58 100%	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.	58		58 100%	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.	58		57 98%	1 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.	57		57 100%	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.	58		56 97%	2 3%	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	57		53 93%	4 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses 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.	15	9 60%	4 27%	2 13%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	15	12 80%	3 20%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	15	9 60%	6 40%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	15	5 33%	8 53%	0 0%	2 13%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	15	7 47%	6 40%	2 13%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	9 60%	6 40%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	4 27%	11 73%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	15	8 53%	5 33%	0 0%	2 13%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	6 40%	6 40%	1 7%	2 13%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	15	10 67%	5 33%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	6 50%	6 50%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	15	6 40%	7 47%	2 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	12 80%	1 7%	2 13%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	13	5 38%	6 46%	2 15%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	15	6 40%	7 47%	2 13%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	8	4 50%	4 50%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	15	8 53%	7 47%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	14	4 29%	8 57%	2 14%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting inspector
William Glyn Griffiths	Team Inspector
Huw Watkins	Team Inspector
Michaela Leyshon	Lay Inspector
Carol James	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.