



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report on**

**Ysgol Gynradd Cefneithin  
Heol Y Parc  
Cefneithin  
Llanelli  
Carmarthenshire  
SA14 7DE**

**Date of inspection: March 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:

<b>Judgement</b>	<b>What the judgement means</b>
<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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**Publication date: 08/05/2015**

## Context

Ysgol Gynradd Cefneithin is a community primary school, which is maintained by Carmarthenshire local authority. The school is situated in the centre of the village and serves the village itself and the nearby rural area. Children are admitted to the school at the beginning of the term in which they reach their fourth birthday. At present, there are 72 pupils between the ages of 3 and 11 on roll. The number of pupils has increased during the last year. As a result, the school has increased the number of classes from two to three and has employed new staff to meet the demand.

About 18% of pupils are eligible for free school meals at the school at present. Thirty one per cent of pupils come from Welsh-speaking homes. Welsh is the medium of teaching and learning in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of ensuring that they are bilingual by the time they transfer to the secondary school. About 16% are on the additional learning needs register.

The school was last inspected in April 2009. The school's leadership has been unstable over the last 18 months, since the retirement of the previous headteacher. The executive headteacher, who is also headteacher of a nearby school, has been in post since September 2014.

The individual school budget per pupil for Ysgol Gynradd Cefneithin in 2014-2015 is £3,961. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Gynradd Cefneithin is in 37<sup>th</sup> place of the 95 primary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school is good because:

- Many pupils make suitable progress in relation to their age and ability
- Most pupils concentrate well in lessons and take an interest in their work
- Standards of behaviour are good, and pupils show respect for each other and for adults
- Staff plan suitable activities based on contemporary themes, which stimulate most pupils successfully
- There are suitable strategies in place to help pupils to understand how to improve their work

However:

- Standards of Welsh are not consistent across the school
- More able pupils do not make the progress that they are expected to make
- Teachers do not identify enough opportunities for pupils to write at length in Welsh

### Prospects for improvement

Prospects for improvement are adequate because:

- The executive headteacher has put a number of robust strategies in place, which focus specifically on raising standards
- The current self-evaluation document generally portrays an accurate picture of the school's strengths and aspects that need to be developed
- The school has put robust processes in place to raise standards of attendance
- The school works successfully with a range of strategic partnerships

However:

- The school's leaders have not acted effectively enough on the findings of the monitoring procedure, in order to address a number of aspects that need to be improved
- The success indicators of priorities in the school development plan are not quantitative enough, which limits leaders' ability to evaluate progress
- Governors do not have a sound enough understanding of the school's performance in order to challenge it regularly enough about its performance

## Recommendations

- R1 Raise standards of reading and writing in Welsh
- R2 Improve the quality of planning
- R3 Provide tasks that challenge more able pupils appropriately
- R4 Strengthen the role of members of the governing body as critical friends
- R5 Strengthen the quality of the monitoring procedure in order to identify aspects that need to be developed better
- R6 Set quantitative and clear success indicators in the school development plan and use them appropriately to evaluate progress

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

On entry to the school, the basic skills of the majority of pupils vary. During their time at the school, many make suitable progress in relation to their age and ability. In general, they recall previous learning appropriately and show a suitable knowledge and understanding of what they have learnt.

Most pupils in the Foundation Phase make appropriate progress in their use of Welsh from the time that they start at the school. Many pupils in the Foundation Phase listen attentively and converse confidently about their work and use suitable syntax and appropriate vocabulary for their age and ability. The lack of vocabulary and confidence limits a few pupils' ability to converse and discuss in Welsh. A few pupils make appropriate progress with their reading. However, many read laboriously, use limited strategies to read unfamiliar words and have a lack of understanding of the text.

In key stage 2, many communicate clearly and confidently in both languages, and join in class discussions enthusiastically. By the end of the stage, many pupils discuss aspects of their work intelligently and a few of the more able pupils discuss with maturity and use appropriate vocabulary. Most pupils read confidently in English and show a good awareness of audience. However, the reading skills of a minority of pupils have not developed to the same extent in Welsh. Many pupils are able to glean relevant information from various texts, including information and communication technology (ICT), effectively.

In the Foundation Phase, the majority make good progress in their writing skills. By the end of the Foundation Phase, many of them use their literacy skills suitably and write sensibly and independently. The majority use conjugated verb forms regularly and punctuate their work appropriately. However, more able pupils do not make enough progress when writing at length.

In key stage 2, many pupils make appropriate progress in their ability to write in various forms, especially in English. The majority punctuate and spell familiar words correctly in both languages. However, the majority of pupils do not make enough progress in using their extended writing skills in Welsh.

In the Foundation Phase, many pupils develop their numeracy skills appropriately in mathematics lessons. For example, many pupils are able to add and subtract accurately using tens and units. They use these skills appropriately to solve simple mathematical skills across the areas of learning. The majority are able to describe the properties of two- and three-dimensional shapes, using mathematical vocabulary appropriately. However, a few more able pupils are not able to make the progress that they are expected to make.

In key stage 2, many pupils use a range of calculation methods accurately in order to solve number problems, for example recording and interpreting the results of an experiment to measure the effect of physical activity on heartbeat by using various

graphs. However, the majority of pupils do not apply their numeracy skills across the curriculum regularly.

Most pupils who have additional learning needs make appropriate progress in relation to the targets in their individual education plans.

Many pupils' presentation of work across the school is neat.

In the Foundation Phase, the school's performance at the expected outcome has placed the school in the bottom 25% in comparison with similar schools in literacy and communication in Welsh for the last two years. It had been in the lower 50% the previous year. The school's performance in mathematical development has placed it in the lower 50% for two of the last three years. In 2014, the school's performance in mathematical development has risen, moving the school to the top 25% in comparison with similar schools.

Performance in the Foundation Phase at the higher outcome, over the last three years, has varied, moving the school between the lower 50% and the upper 50% in comparison with similar schools in literacy and communication in Welsh. In mathematical development, the school has performed in the bottom 25% for two of the last three years. In 2014, the school has performed in the bottom 25% in language, literacy and communication in Welsh and in mathematical development in comparison with performance in similar schools.

At the end of key stage 2, the school's performance at the expected level over the last four years has varied, moving it between the bottom 25% and the top 25% in every core subject in comparison with similar schools. In 2014, progress could be seen in pupils' outcomes who attained the expected level in English, in which performance has placed the school in the top 25%.

Over time, performance at the higher level has varied, without showing an obvious trend. In 2014, the school's performance at the higher level than expected has placed it in the bottom 25% in English, Welsh, mathematics and science in comparison with similar schools. The school's performance in science has placed it in the bottom 25% in comparison with similar schools for three of the last four years.

In general, the achievements of pupils who are eligible for free school meals are not as good as the remainder at the expected outcome or the higher outcome, except at the end of key stage 2 at the higher levels.

There is no significant pattern of difference over time when comparing the performance of boys with that of girls, except in achievements at the higher levels at the end of key stage 2, where boys perform better consistently.

### **Wellbeing: Good**

The school is a happy environment in which pupils feel safe. They are very caring towards each other and feel free to turn to staff or friends for help when needed. They have a good understanding of the importance of eating and drinking healthily. They take part in a variety of physical activities in school and in after-school clubs in order to keep healthy.

Standards of behaviour are good, and pupils show respect for each other and for adults. Through initiatives such as the 'Buddies', pupils develop a strong sense of responsibility for the wellbeing of others and care for their fellow pupils. Most pupils concentrate well in lessons and take an interest in their work. They are enthusiastic and eager to learn, and they display perseverance in their work. They co-operate successfully together and the majority's skills in improving their own learning and to develop as independent learners are developing strongly.

Pupils take part in a variety of local events which expand their knowledge and understanding of their responsibilities to their local community and the wider community. For example, the vegetable growing project is developing pupils' awareness of aspects of entrepreneurship well. Members of the school council influence school life, for example by establishing the school's rules. They take pride in their duties to help their fellow pupils with their efforts to raise money for the welfare of others. An example of this is the money that was raised following a disaster in a local coal mine. They report to the governing body regularly on the work of the school council.

Over time, the percentage of pupils' attendance has been lower than the average in similar schools. Attendance has now improved and the school is in the top 25% in comparison with similar schools. Most pupils arrive at school punctually.

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

The school plans suitable activities which are based on contemporary themes. These stimulate most pupils' interest successfully. In general, provision deals appropriately with the requirements of the Foundation Phase, the National Curriculum and religious education. However, planning does not always ensure a balance of subjects, promote appropriate progression in learning experiences, or offer enough challenge for the most able pupils.

The school has begun to address introducing the Literacy and Numeracy Framework. However, this has not yet had enough effect on opportunities that are provided for pupils to use these skills regularly enough in subjects and aspects across the curriculum.

Provision for the Welsh dimension and the Welsh language is robust. By studying local history, and the story of the life and work of famous Welsh people such as Owain Glyndŵr, William Morris and Betsi Cadwaladr, pupils' understanding of their local area and the history and culture of Wales is developing effectively. A range of visits, conversing with visitors and taking part in extra-curricular activities enrich pupils' learning experiences well.

Recycling, saving energy and sustainability are a natural part of school life. The work of the eco council contributes to pupils' understanding of sustainability. Good examples of this are pupils' commitment to growing fruit and vegetables on the school allotment, and the regular opportunities for them to collect and handle data from the school weather station. The school's involvement with charitable work that links Wales and Romania develops pupils' understanding of global citizenship well.



## **Teaching: Adequate**

In the majority of classes, lessons have a suitable pace, which holds pupils' attention appropriately. Teachers provide activities that build appropriately on previous knowledge and share learning objectives clearly, so that pupils understand what they need to do. The majority of teachers use probing, open-ended questioning in order to develop and improve pupils' understanding of tasks, and encourage them to elaborate on their answers.

In a minority of lessons, in which teaching is not as good, the pace of lessons is slow, and pupils lose interest. A minority of teachers over-direct learning and there is a lack of challenge for more able pupils. This is reflected in pupils' work books.

Teachers mark pupils' work regularly. Where marking is most effective, teachers' comments refer directly to the success criteria and ensure that pupils understand what they need to do to improve. However, although these strategies are used in every class, a minority of teachers do not always ensure that pupils respond to the advice that they have been given.

The school has adopted a new procedure to track pupils' progress recently. Teachers record the results of every pupil's specific assessments and tasks in an organised way. However, it is too early to see the effect of this on planning, especially in order to address the needs of specific groups of pupils.

The reports that are submitted to parents provide clear information about pupils' ability and meet statutory requirements.

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

The school promotes pupils' health and wellbeing effectively, and it has appropriate policies to support this provision. Many opportunities are provided for pupils to take part in physical activities regularly, and sports ambassadors take a prominent part in promoting this during break times. Effective arrangements exist to promote eating and drinking healthily. The school provides valuable experiences that promote pupils' spiritual, moral, cultural and social development well through presentations in assemblies and other activities regularly. For example, worry boxes give valuable opportunities for pupils to share experiences and to discuss issues that are important to them.

Effective use is made of external agencies and specialist social and welfare services to support pupils. For example, the school has clear strategies to promote good attendance including the effective use of the local authority's welfare service. This has had a notable effect on pupils' levels of attendance and punctuality. The school emphasises the importance of good behaviour and it has clear strategies to promote this, and they have a positive effect on pupils.

Provision for pupils who have additional learning needs is good. The school makes effective use of effective procedures in order to identify pupils' additional learning needs at an early stage. The school provides purposeful intervention and support

programmes in order meet these pupils' needs effectively. Individual education plans are produced and reviewed effectively in consultation with parents and pupils.

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

### **Learning environment: Good**

The school has a homely and familial ethos. Its main aim is to create good co-operation between staff, pupils and the school's wider community. As a result, there is a close and happy atmosphere. The school's rules foster pupils' pride in their Welshness and make them respect others around them.

Pupils enjoy a wide range of experiences through the school's various clubs and these opportunities are available to all without exception. The school's policies, plans and procedures are aimed at ensuring equal opportunities for all and respect equality and social diversity well.

Various displays are to be seen across the school building, which provide an insight into pupils' experiences and activities. There are purposeful resources for the purposes of the curriculum. The school playground has been developed recently, through the financial support of a local charity. This has a strong effect on pupils' wellbeing and social skills.

The building and site are maintained appropriately.

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

In the short time since her appointment, the executive headteacher has put a number of strategies in place that focus specifically on raising standards and refining the school's systems to make them more effective.

The executive headteacher and the school staff co-operate effectively as a team and have an appropriate understanding of the school's strengths and a number of areas that need to be improved. Their understanding of how the school is performing in comparison with similar schools is developing appropriately. However, it is too early to see the true effect of leadership on pupils' outcomes to date.

All staff have up-to-date job descriptions, and their responsibilities have been defined clearly. They fulfil their roles appropriately in relation to the school's plans and strategic direction. Subject co-ordinators are beginning to take a more active part in monitoring standards of learning, but their role has not been developed fully to date.

The school's leaders pay appropriate attention to national priorities and have adapted schemes of work recently in order to try to respond to the requirements of the Literacy and Numeracy Framework. The school plans appropriately in order to respond to pupil deprivation.

Members of the governing body are supportive of the school's work. However, over time, they have not challenged the school regularly enough about its performance. Recently, through 'learning walks' and scrutinising books, their understanding of the school's standards is developing appropriately. They receive regular reports from the executive headteacher on performance, which has improved their understanding of how the school performs in comparison with schools in the family and similar schools. However, reports do not always focus enough on standards or the aspects that need to be developed.

### **Improving quality: Adequate**

Although it is a little descriptive in places, the current self-evaluation report portrays an accurate picture of the school's strengths and aspects that need to be developed. The document is based on an appropriate range of evidence such as the outcomes of monitoring procedures, parent and pupil questionnaires, and an analysis of the school's performance data.

Recently, the findings of monitoring procedures have been shared appropriately with staff and governors in regular meetings. In general, monitoring reports identify appropriate strengths. However, they do not always highlight the aspects that need to be developed further incisively or in enough detail. As a result, the school's leaders have not acted effectively enough on the findings of monitoring procedures to address the shortcomings in planning, learning experiences or teaching.

There is an appropriate link between the self-evaluation report and the school development plan, which focuses clearly on raising standards. It includes a number of manageable targets, suitable strategies for improvement, along with appropriate monitoring arrangements. However, success indicators are not always quantitative enough. This limits leaders' ability to evaluate progress in detail against them. Over time, the school's leaders have not monitored the development plan effectively enough. As a result, improvements have not been consistent enough.

### **Partnership working: Good**

The school works successfully with a range of partnerships in order to support pupils successfully. There is a good relationship between the school and parents. Regular letters and the school website are an effective way of sharing information with parents regularly. The 'School Friends' association is enthusiastic and very supportive. By holding a variety of activities, they raise considerable sums of money annually. Recently, the school was supported to buy resources such as ICT equipment, and to pay for transport for educational visits.

There is a robust partnership between the school and the local community. The school provides regular opportunities for pupils to contribute to community activities such as services in the local chapel and competing in the annual community art competition. These opportunities, along with speaking with the large number of visitors who come to the school, enrich learning experiences successfully.

The school has established a number of robust partnerships with a variety of local authority agencies and the consortium. This is having a positive effect on pupils' attendance, wellbeing and attainment.

An effective link with the nursery group ensures that children settle quickly as they start full-time at the school. Effective transfer arrangements also exist with the secondary school, which prepare older pupils well for the next stage in their education. There are a number of valuable opportunities for pupils to work on various projects in order to develop specific aspects of the curriculum. For example, challenging projects are held in Welsh, English and mathematics for more able pupils.

The effective co-operation with three primary schools within the catchment area to share good practice and facilitate joint planning, is developing successfully. However, it is too early to measure the effect of this partnership on pupils' outcomes. There is beneficial co-operation with primary schools and secondary schools in the catchment area to standardise and moderate pupils' work jointly at the end of a key stage. This has developed teachers' confidence in levelling work and assessing pupils' progress.

#### **Resource management: Adequate**

The school has an appropriate level of teaching staff and classroom assistants and it makes effective use of their expertise to deliver the Foundation Phase and the National Curriculum and to give appropriate support to individuals. The expertise of staff at a nearby school is used effectively to support specific aspects of the curriculum, such as physical education, and to provide support to pupils who have additional learning needs.

The school responds fully to statutory requirements in relation to teachers' workloads. Teachers make effective use of their non-contact time for planning, preparing and assessing pupils' work.

Appropriate performance management arrangements are in operation within the school for teachers and assistants. This has led appropriately to meeting the staff's professional development needs. There is a professional learning community in place with other schools in the catchment area, which focuses on raising pupils' standards in numeracy activities. However, it is too early to measure the effect of this co-operation to date.

The school's expenditure decisions link appropriately with priorities in the development plan. The school makes appropriate use of the pupil deprivation grant to provide support in basic skills and to increase the attendance of vulnerable pupils. This provision is beginning to have an effect on these pupils' outcomes and wellbeing. Through monitoring and managing the budget appropriately, the governing body has reduced the deficit in the budget successfully.

Considering pupils' outcomes over time, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6692000 - Ysgol Gynradd Cefneithin

Number of pupils on roll	54
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	7	8	7
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	85.7	75.0	71.4
Benchmark quartile	2	4	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	7	8	7
Achieving outcome 5+ (%)	85.7	75.0	71.4
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	28.6	0.0	28.6
Benchmark quartile	2	4	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	7	8	7
Achieving outcome 5+ (%)	85.7	87.5	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	14.3	0.0	0.0
Benchmark quartile	3	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	7	8	7
Achieving outcome 5+ (%)	100.0	100.0	71.4
Benchmark quartile	1	1	4
Achieving outcome 6+ (%)	0.0	0.0	14.3
Benchmark quartile	4	4	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.

## 6692000 - Ysgol Gynradd Cefneithin

Number of pupils on roll	54
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	2 (8%<FSM<=16%)

### Key stage 2

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	11	5	11	6
<b>Achieving the core subject indicator (CSI) (%)</b>	81.8	100.0	90.9	83.3
Benchmark quartile	3	1	2	4
<b>English</b>				
Number of pupils in cohort	11	5	11	6
Achieving level 4+ (%)	81.8	100.0	90.9	100.0
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	27.3	40.0	27.3	16.7
Benchmark quartile	3	2	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	11	5	11	6
Achieving level 4+ (%)	81.8	60.0	90.9	33.3
Benchmark quartile	3	4	2	4
Achieving level 5+ (%)	9.1	0.0	18.2	0.0
Benchmark quartile	4	3	3	4
<b>Mathematics</b>				
Number of pupils in cohort	11	5	11	6
Achieving level 4+ (%)	81.8	100.0	90.9	83.3
Benchmark quartile	4	1	3	4
Achieving level 5+ (%)	27.3	60.0	27.3	16.7
Benchmark quartile	3	1	4	4
<b>Science</b>				
Number of pupils in cohort	11	5	11	6
Achieving level 4+ (%)	90.9	100.0	90.9	83.3
Benchmark quartile	3	1	3	4
Achieving level 5+ (%)	18.2	20.0	36.4	16.7
Benchmark quartile	4	4	3	4

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 the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	36	36 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	36	34 94%	2 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	36	36 100%	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	36	36 100%	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.	36	36 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	36	35 97%	1 3%	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.	36	36 100%	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.	36	36 100%	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.	36	36 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	36	35 97%	1 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.	36	34 94%	2 6%	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	36	34 94%	2 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

Denotes the benchmark – this is 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.	20	11 55%	8 40%	1 5%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	20	15 75%	5 25%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	20	15 75%	4 20%	0 0%	0 0%	1	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.	20	9 45%	10 50%	1 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	20	6 30%	11 55%	1 5%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	20	10 50%	8 40%	2 10%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	20	9 45%	8 40%	1 5%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	8 44%	6 33%	1 6%	0 0%	3	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	20	11 55%	7 35%	1 5%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	9 45%	8 40%	1 5%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	20	11 55%	7 35%	1 5%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	7 39%	6 33%	1 6%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	20	7 35%	10 50%	3 15%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	20	14 70%	5 25%	1 5%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	20	9 45%	4 20%	4 20%	1 5%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	20	9 45%	8 40%	2 10%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	7 44%	2 12%	1 6%	1 6%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	20	11 55%	8 40%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	18	10 56%	7 39%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Eifion Lloyd Watkins	Reporting Inspector
Anwen Eluned Griffith	Team Inspector
Glenda Jones	Lay Inspector
Amanda Lawrence	Peer Inspector
Beverly Owen	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.