



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

A report on

**Maesybont Primary School
Maesybont
Llanelli
Carmarthenshire
SA14 7SU**

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

Maesybont Primary School is situated in the village of Maesybont near Gorslas, Llanelli, and is maintained by Carmarthenshire local authority. There are 29 pupils between 3 and 11 years old on roll, including three nursery-age children, and they are taught in two mixed-age classes. Approximately 8.3% of pupils are eligible for free school meals. Many of the school's pupils come from outside the catchment area.

Approximately 13.6% of pupils are on the additional learning needs register, none of whom has a statement of special educational needs. A few pupils come from Welsh speaking homes and a few come from mixed ethnic minority backgrounds.

The current headteacher began in the post in 2000. The school was last inspected in February 2009.

The individual school budget per pupil for Maesybont Primary School in 2015-2016 is £4,964. The maximum per pupil in primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Maesybont Primary School is in 11th place of the 101 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make appropriate progress from a very low linguistic point during their time at the school
- Many pupils' numeracy skills across the school are sound
- Many pupils understand what they need to do to improve their work
- Many pupils use their thinking skills and investigative skills purposefully in their themed work
- Many pupils develop well as independent learners and work together effectively
- Nearly all pupils enjoy school and contribute well in lessons
- It has effective procedures for pupils with additional learning needs
- Most pupils have a good understanding of the importance of eating and drinking healthily
- Pupils throughout the school are polite, caring and well behaved
- Teachers know their pupils very well and plan interesting activities that engage their interest effectively
- The standard of teaching is robustly good throughout the school

However:

- Pupils' oral standards at the top of the Foundation Phase are not sound enough
- Pupils throughout the school do not use Welsh naturally consistently enough either inside or outside the classroom
- The school does not plan purposefully enough to ensure that the requirements of the National Curriculum, or the county's agreed syllabus for religious education, are met in full

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has succeeded in creating a caring a successful learning community
- Leadership is built on a clear vision, and everyone works towards the principle of placing the pupil at the centre and recognising each individual's needs
- The headteacher encourages very good co-operation among the school's staff
- Agreed procedures exist throughout the school
- There is a robust focus on ensuring good provision in order to raise standards
- Staff address national and local priorities appropriately

- Leaders have fostered a wide range of useful partnerships that contribute effectively to improving the quality of provision for pupils

However:

- Leaders do not make appropriate use of the full range of performance data in the self-evaluation process
- The self-evaluation report does not identify aspects that need to be improved rigorously enough to be completely effective
- The school improvement plan does not focus enough on standards and the targets in it are not quantitative enough to enable governors to hold the school to account
- The financial situation and condition of the buildings are a cause for concern

Recommendations

- R1 Improve pupils' oral standards in the Foundation Phase and increase the use of Welsh by pupils throughout the school, both inside and outside the classroom
- R2 Improve long- and medium-term planning in order to ensure that all elements of the curriculum and the agreed syllabus for religious education are achieved over time
- R3 Sharpen self-evaluation procedures by using the full range of data and identify better the key issues that need to be improved
- R4 Ensure that the development plan focuses better on raising standards and includes quantitative targets so that governors are able to hold the school to account more effectively
- R5 Continue to work with the local authority to reduce the school's debt and improve the condition of the building

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, many pupils' language skills are very low. However, by the end of their time at the school, many pupils make appropriate progress. Many pupils use their thinking skills purposefully, for example when solving problems relating to the term's theme and using a coding programme to create an environment or game. However, more able pupils in the Foundation Phase do not always achieve as well as they could.

In the Foundation Phase, many pupils have good listening and understanding skills. However, they lack the confidence to respond correctly orally and use too much English in their responses. By the end of key stage 2, most pupils' confidence in using Welsh is good, although they have a tendency to use English words. Only a few pupils speak to each other naturally through the medium of Welsh. In English, the majority of pupils in key stage 2 discuss their learning intelligently and explain their knowledge and ideas clearly. They are able to express themselves effectively and respond to speakers correctly and at length. Most pupils listen attentively to others speaking and concentrate well in lessons. This is one of the school's strengths.

In the Foundation Phase, most pupils are able to read books, and their own work, in Welsh to a standard that is in line with their age and ability. In key stage 2, many pupils read a range of Welsh texts by pronouncing correctly and using purposeful intonation, on the whole. Most pupils are able to discuss what they have read well and refer to their favourite characters and gives reasons for this. In English, the school's older pupils are able to guess the meaning of words by using sensible clues and use skimming and scanning skills effectively to discover information in text. They are confident when searching for relevant information on the internet in both languages.

Many pupils in the Foundation Phase show continuous development in terms of their writing skills. By the end of the Foundation Phase, most are able to use a variety of forms correctly to write for various audiences and for different purposes. They display an appropriate grasp of basic punctuation, for example by writing a story about pirates and the story of Black Bart (Barti Ddu). In key stage 2, most pupils are able to use their Welsh writing skills fairly correctly for different purposes. Good examples include describing a visit to a fire station, a post card from Jamaica, a biography of Shirley Bassey and retelling the story of Llyn Llech Owain. By the end of key stage 2, they write clearly and interestingly using paragraphs and punctuation correctly. Pupils' work shows good progress in English throughout key stage 2, and punctuation, spelling and syntax are in line with their age-related expectations. Many pupils are able to write at length to an appropriate standard across the curriculum and for various audiences. In the best examples, good paragraphing and rich and extensive vocabulary are used to create effect very successfully.

Many pupils throughout the school develop their numeracy skills robustly and use them effectively in a range of areas successfully. In the Foundation Phase, pupils have a good understanding of mathematical facts. They are able to create block and bar graphs and interpret them successfully in real situations related to the themes of homes and pirates. In key stage 2, most pupils' numeracy skills are sound. They use a variety of calculation methods correctly in order to solve number problems. They develop their numeracy and problem-solving skills effectively in a range of real situations. A good example of this is the way that they planned, priced, made and purchased food for a community celebration at the school and calculated the profit. Most pupils make purposeful use of data across the curriculum through theme work, for example when analysing the number of tracks on The Beatles' records and presenting this in the form of graphs by using a customised computer programme.

The number of pupils who are assessed each year at the end of the Foundation Phase and key stage 2 is very low. This means that comparisons with other schools are not reliable.

Trends at the expected outcome in literacy and mathematical development over the last four years in the Foundation Phase show significant variation, moving the school between the bottom 25% and the top 25% in comparison with similar schools. However, at the higher than expected outcome, performance places the school consistently in the bottom 25%.

During the same period, at the end of key stage 2, performance at the expected level in Welsh, English, mathematics and science places the school generally in the top 25% of similar schools. Performance at the higher than expected level is more varied and, although there has been progress recently, has been below the average consistently.

As pupil numbers are so low, comparisons between the performance of boys and girls and pupils who are eligible for free school meals are not reliable.

Nearly all pupils with additional learning needs achieve well and make progress against their personal targets.

Wellbeing: Good

Nearly all pupils feel happy and safe at school and are aware of the importance of keeping safe. They are polite and welcoming and very caring towards each other. Older pupils' care of younger pupils on arrival at the school and during break times is one of the school's clear strengths. Pupils' behaviour is very good in lessons and on the playground. Most pupils show a very positive attitude towards learning, arrive punctually and work together well in pairs and groups. Many pupils are aware of their personal targets and know what they need to do to improve. Their ability to work independently and to stay on task is a strength.

Most pupils are aware of the importance of eating and drinking healthily and are able to explain the effect of this and exercise on their health well.

Members of the school council and wellbeing council feel that their voice is important and that adults listen to them; for example, a literacy shed has been provided on the playground, and pupils are given an opportunity to share their worries in a worry box. They enjoy taking part in assemblies and other events in the local community, and benefit from arranging their own events within the school, for example a pirate tea party to raise funds to make the playground more attractive. This, along with their input to school policies, gives a strong feeling of belonging to the local community and the wider community, which prepares them well for life and work outside school.

The school has agreed procedures with the local authority in relation to the attendance of a specific cohort of pupils. As a result, the school's attendance data is not reliable, particularly as there are so few pupils on roll. However, pupils' attendance rate has been consistently lower than the median over the last three years in comparison with levels in similar schools.

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

The school offers a range of exciting learning experiences both inside and outside the school which engage pupils' interest well. Teachers tailor their plans according to pupils' interests and often follow a whole-school theme, such as 'pirates', in order to enrich all pupils' experiences. However, teachers do not plan rigorously enough to ensure curricular achievement over time. As a result, they do not ensure that the school meets the requirements of the Foundation Phase, the National Curriculum, or the religious education syllabus in full.

On the whole, staff develop pupils' literacy and numeracy skills well by the time they leave the school. There are early opportunities for pupils who do not make the expected progress in literacy and numeracy to receive support and, as a result, most pupils achieve the expected results by the end of Year 2 and Year 6. In general, the school has made good progress in implementing the Literacy and Numeracy Framework, and teachers plan interesting and stimulating activities for pupils to practise their skills across the curriculum.

The Welsh dimension is very apparent in the school's thematic plans, and full consideration is given to including Welsh characters or stories, such as Black Bart, in the activities. They succeed in bringing local myths to life and making them relevant by using a local artist when studying the story of Llyn Llech Owain. This ignites pupils' imaginations well and leads to creative and written work of a high standard.

The school promotes global citizenship well through Fairtrade activities and studying the lives of people in other countries, such as Jamaica. The school ensures that most pupils are aware of the importance of recycling and saving water and energy. This is reinforced by offering a battery recycling service to the community.

Teaching: Good

The standard of teaching is robustly good throughout the school. Teachers prepare short-term plans effectively and include a purposeful range of skills to develop in lessons. These include numeracy, literacy, thinking skills, and information and communication technology (ICT) skills. These plans are differentiated successfully in

line with the age or ability of pupils in the class. A good example of this in key stage 2 is studying a poem about a witch as stimuli for rhyming work for Year 3, and producing a diary from the witch's perspective for Year 6.

The effective co-operation that exists between staff, along with their knowledge about all pupils, is one of the school's strengths. They use this knowledge purposefully to tailor learning in order to meet all pupils' needs. As a result, almost without exception, pupils make good progress in lessons and develop to become independent learners by the time they leave the school. By using open-ended questions effectively, staff develop pupils' thinking skills well and ensure that they understand the work. Teachers ensure that pupils build on previous work, and this contributes to the progress that nearly all pupils make in lessons. A good example of this was building on understanding of numbers below zero when measuring and identifying temperature on a thermometer.

Staff are sound language models and work conscientiously to try to immerse learners in the Welsh language, and they soon succeed in getting most pupils to understand instructions. However, expectations in terms of pupils' oral response in Welsh are not consistently challenging enough. There is a tendency not to ensure that pupils use Welsh naturally in conversations among themselves in lesson, nor at other times outside the classroom. As a result, not all pupils develop oral linguistic skills soundly or quickly enough to enable them to achieve the higher outcomes.

Teachers use a variety of assessment for learning strategies in order to offer suitable opportunities for pupils to assess their own work and that of their peers regularly. An example of this is the use of traffic lights in the Foundation Phase and success criteria, self-assessment and peer assessment in key stage 2. All teachers offer useful and constructive oral feedback in lessons and mark pupils' work consistently and carefully by identifying 'two stars and a wish'. However, there are few examples of pupils being given an opportunity to respond to teachers' comments in writing.

The school uses test and assessment data regularly and effectively to assess and monitor pupils' progress and provide purposeful intervention programmes for them. Pupils' profiles and examples of standardising pieces of work jointly as a cluster and within the school ensure that teachers' assessments are robust and accurate.

Staff produce useful annual reports for parents on pupils' progress. This gives parents a clear picture of what pupils are able to do and what they need to do in order to improve.

Care, support and guidance: Good

The school is a caring community that promotes pupils' social, moral, spiritual and cultural development effectively. The school's arrangements for promoting healthy eating and drinking are effective. Staff provide water in the hall and advise on the content of healthy lunchboxes. As a result, pupils have a good awareness of eating and drinking healthily.

Staff ensure that all pupils feel safe at school. By providing an opportunity for them to take part in producing the anti-bullying policy, staff ensure that members of the

school council are aware of the effective procedures that are in place and share that information with the rest of the school. Staff respect the council members' idea of keeping the worry box centrally so that all pupils know how to share their concerns if something is worrying them.

The school makes beneficial use of the expertise of external agencies to support pupils, for example by using experts such as the local police officer or the school nurse to teach them about physical health, first aid and online safety. The school works closely with the local authority's welfare officer in order to improve school attendance.

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

Provision for pupils with additional learning needs is good. As there is only a small cohort of pupils in each class, these pupils' needs are identified at an early stage and close contact with parents strengthens the provision that is made for them. As a result, these pupils make good progress against the targets in their individual education plans.

Learning environment: Adequate

There is a homely and inclusive ethos and atmosphere within the school and a special partnership exists between pupils, staff, parents and the local community. Pupils are given equal opportunities within all of the school's provision and the school's policies, plans and procedures promote equality and social diversity effectively.

There are plenty of resources both inside and outside the school that are used effectively in order to enrich teaching. Under very difficult circumstances, staff do their best to ensure an attractive and stimulating environment within the school. Very good use is made of the building and purposeful resources outside, such as the performance stage and the literacy shed. The building and toilets are kept clean and tidy.

However, the condition of the exterior of the building means that it is in need of significant maintenance. The windows are rotten and have not been painted for years; the gutters are leaking and are causing serious damp within the building. Water accumulates in the cellar constantly and adds to the damp.

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

The headteacher, along with the staff, has succeeded in creating a caring, inclusive and successful learning community which reflects the school's motto – *ysgol fach â chalon fawr* (a small school with a big heart). There is an agreed vision and good co-operation for the benefit of pupils. The vision is conveyed successfully to staff, pupils, parents and governors and, by doing so, a clear and robust direction is ensured for the school. There is a definite focus on trying to ensure provision that

promotes learning by placing the child at the centre and identifying each individual's needs. The school makes the best use of the staff's experience, and their teaching responsibilities have been agreed and shared purposefully. This contributes well to developing the school as an effective learning community. There is evidence that the headteacher's guidance leads to improvement, for example in the use of assessment for learning throughout the school, and in the outcomes of more able pupils in English and mathematics at the end of key stage 2.

In formal staff meetings, there are purposeful opportunities to share information about lesson observations and scrutinising books together and to discuss the local authority's reports. These meetings focus appropriately on ensuring provision in literacy and numeracy and, by doing so, raise the standards of pupils' work and give appropriate attention to national and local priorities. As a result, outcomes at the end of the Foundation Phase and key stage 2 compare favourably with those in similar schools in terms of attaining the outcomes and expected levels.

The governing body is very supportive of the school and receives regular reports from the headteacher and the local authority on standards, provision and implementing the school improvement plan. The governing body's understanding of standards in the classroom is strengthening through monitoring visits. However, governors are too dependent on information from the headteacher and the local authority, and their role as critical friends has not become embedded enough to enable them to hold the school to account.

Improving quality: Adequate

The school has an appropriate programme for monitoring and evaluating a range of aspects of its work over a specific period of time. Self-evaluation procedures make appropriate use of direct evidence such as lesson observations, scrutinising books, discussing work with pupils and seeking pupils' and parents' opinions. The school also analyses and uses teachers' end of key stage assessments appropriately, and this promotes staff's understanding of the school's performance in comparison with that of similar schools. However, the school does not use data from national reading tests purposefully enough to identify issues that need to be identified in the self-evaluation report. Subject monitoring reports are only based on the core subjects, they focus too much on provision at the expense of standards and they are not evaluative enough.

The school's self-evaluation report identifies the school's strengths well. However, it does not identify in enough detail all of the aspects that need to be improved, particularly in relation to pupils' Welsh oral achievements and checking that the school's long- and medium-term plans are appropriate. The report is too descriptive and sparse in terms of the effect of activity that is identified as evidence of standards or provision.

Although there is an appropriate link between the outcomes of the self-evaluation report and the priorities in the school improvement plan, it does not always include the most important priorities. However, the current improvement plan shows clearly why an area has been included and gives due attention to funding and staff's responsibilities, in addition to appropriate timescales. Leaders review the previous

development plan purposefully and this identifies the progress made, particularly in terms of more consistent use of assessment for learning. However, the document includes very few quantitative targets and this makes it difficult for governors to hold the school to account for its standards.

Partnership working: Good

The school has successful strategic partnerships with parents, the community and other schools. This has a positive effect on pupils' standards and wellbeing. Parents are very supportive of all aspects of the school and are encouraged to share their experiences regularly with pupils. The school's parents' association organises successful activities that raise a significant amount of money each year to enrich pupils' experiences and provision that is made for them. Good examples of this are paying for musical instrument lessons for all pupils in key stage 2, and purchasing laptops and a Welsh reading scheme for the school.

Purposeful links exist between the school and nursery groups in the catchment area. This ensures that pupils settle quickly on entry to the Foundation Phase. The school works purposefully with schools in the cluster and three similar schools on a project that leads to raising the standards of more able pupils in particular. The school has successful partnerships with the local secondary schools, which not only ensure that pupils transition smoothly from the primary sector to the secondary sector, but also work together to raise standards in science and ICT. Suitable work on standardising and moderating teachers' assessments is undertaken in the core subjects. This strengthens teachers' understanding of correct assessment requirements.

The school is a central part of the local community and this makes a positive contribution to enriching pupils' experiences and deepens their awareness of belonging to their community. Pupils take part in local events, such as services and concerts, and the community comes to the school to recycle materials, support public activities and share experiences with pupils.

The close partnership that exists between the school and the authority's specialist services ensures an appropriate response to supporting vulnerable pupils, where necessary. Pupils also benefit from visits by the local police officer, the school nurse and the fire brigade, who raise pupils' awareness of workers in the local community and how to stay safe.

Resource management: Adequate

The school is staffed appropriately by very experienced teachers. They receive a range of effective training in order to develop their expertise further and to meet all pupils' needs.

Teachers make purposeful use of their planning, preparation and assessment time, and, as a result of the performance management process, training is planned sensibly in relation to the school's priorities and individuals' needs.

The school makes beneficial use of the Pupil Deprivation Grant in order to support pupils who are eligible for free school meals by using assistants to support them. Pupils make good progress against their personal targets.

A network of professional practice is developing appropriately with a clear focus on improving standards and provision, for example raising the percentage of pupils who achieve the higher levels in mathematics and Welsh at the end of key stage 2.

The governing body and headteacher face an exceptionally challenging situation in terms of trying to manage the school's budget. Due to the small number of pupils and the need for two teachers, there is not enough funding to maintain the school. Although the headteacher has reduced her working days for a period in order to try to alleviate the situation, and the governing body has cut all expenditure to the core, the debt is continuing to increase. The governing body prepares annual reports for the local authority and is trying to work together to reduce the debt, but there is not a specific plan for doing so. With this in mind, as well as standards, the school provides adequate value for money.

Appendix 1: Commentary on performance data

There are many very small cohorts in many of the years of performance data for the Foundation Phase and key stage 2 for this school. In such cases, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	15	15 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	15	14 93%	1 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	14	14 100%	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	15	15 100%	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.	15	15 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	15	15 100%	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.	15	15 100%	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.	15	15 100%	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.	15	15 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I have enough books, equipment, and computers to do my work.	5	5 100%	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.	13	13 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	14	14 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	13	11 85%	2 15%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	13	12 92%	1 8%	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.	13	12 92%	1 8%	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.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	13	12 92%	1 8%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	13	11 85%	2 15%	0 0%	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.	13	12 92%	1 8%	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.	9	5 56%	3 33%	1 11%	0 0%	1	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.	13	12 92%	0 0%	1 8%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child is encouraged to be healthy and to take regular exercise.	13	10 77%	2 15%	1 8%	0 0%	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.	13	12 92%	1 8%	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	11 92%	1 8%	0 0%	0 0%	1	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.	13	10 77%	3 23%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	12 92%	0 0%	1 8%	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	12 92%	0 0%	0 0%	1 8%	0	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.	12	11 92%	0 0%	1 8%	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	8 100%	0 0%	0 0%	0 0%	1	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.	13	10 77%	2 15%	1 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	13	11 85%	1 8%	1 8%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Maldwyn Ellis Pryse	Reporting Inspector
Deris Davies Williams	Lay Inspector
Mari Phillips	Peer Inspector
Jessica Lewis	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.