



*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 Carreg Hirfaen  
Cwmann  
Lampeter  
Carmarthenshire  
SA48 8EP**

**Date of inspection: January 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**This document has been translated by Trosol (Welsh to English).**

**© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 31/03/2015**

## Context

Ysgol Gynradd Carreg Hirfaen is a Welsh-medium school which is situated in the village of Cwmann on the outskirts of the town of Lampeter. The school was formed in January 2009, following the closure of nearby schools and, as a result, it serves a wide area. It is maintained by Carmarthenshire local authority.

There are 116 pupils aged between 3 and 11 years on roll, including 14 nursery children, and some of these are part-time. Pupils are admitted to the school full-time in the third term following their third birthday. Pupils are taught in five classes, with mixed-age pupils in three of them.

About 78% of pupils come from homes in which Welsh is spoken as a first language. A significant change was seen recently, as fewer than half the pupils in the Foundation Phase now come from Welsh-speaking homes. Welsh is the main medium of teaching. Three per cent of pupils come from ethnic minority backgrounds. The number of pupils who are eligible for free school meals has increased from 5% to about 11% this year. This figure continues to be lower than the national average (21%). Twenty-four per cent of pupils have additional learning needs, which is higher than the national figure.

The school was last inspected during the October term of 2009.

The headteacher was appointed in April 2000 and is at present also responsible for managing Ysgol Gynradd Llansawel.

The individual school budget per pupil for Ysgol Carreg Hirfaen in 2014-2015 is £3,525. The maximum in terms of school budget per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Carreg Hirfaen is in 73<sup>rd</sup> position of the 95 primary schools in Carmarthenshire in terms of school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Pupils make sound progress during their time at the school
- Nearly all pupils have positive attitudes towards learning and they concentrate well in lessons
- Most pupils use their skills effectively across areas of learning
- Teachers plan stimulating learning experiences that gain pupils' interest across the school
- The school is a happy and caring community in which all pupils feel safe

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a robust vision with a definite focus on raising standards and continuous improvement
- All staff share the same values and work effectively as a team
- There is an obvious link between the self-evaluation process and the priorities in the school development plan
- There is evidence of planning and implementing improvements successfully
- There is effective use of strategic partnerships in the interests of pupils' education

## **Recommendations**

- R1 Reduce the gap between boys' and girls' achievement
- R2 Ensure consistency in the provision for extended writing
- R3 Develop governors' active role in self-evaluation processes

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

Most pupils have a good level of ability in the basic skills on entry to the school. Nearly all of them make good progress through the Foundation Phase in all areas of learning. They make sound progress in their use of Welsh soon after starting at the school.

Nearly all pupils in the Foundation Phase listen attentively during whole group sessions, and speak clearly. They express their ideas confidently and enunciate and intone comprehensibly, with a wide range of vocabulary and a good measure of accuracy. By the end of the Foundation Phase, many pupils are able to talk confidently about their work. Nearly all pupils in key stage 2 listen attentively and are eager to contribute to discussions and to respond to questions effectively. Most pupils ask relevant questions and respond to the contributions of other pupils sensibly, in both languages. They present information clearly and effectively and show a good grasp of natural syntax.

In the Foundation Phase, most pupils read fluently and meaningfully. They discuss the content of their favourite books effectively and express an opinion about the authors. Many pupils make suitable use of their reading skills to glean information from books and websites.

In key stage 2, most pupils show an understanding of a wide range of texts and are able to respond meaningfully to the content. They read a wide range of texts with fluency across the curriculum and are able to choose specific parts from books and from the internet to use in their work. By the end of key stage 2, many pupils use higher reading skills effectively, such as scanning a text for information.

Nearly all pupils' written work shows good progress by the end of the Foundation Phase. Many write at length and independently, varying their sentences and using punctuation accurately.

By the end of key stage 2, most pupils write clearly when presenting factual and creative information in a variety of topics in both languages. They use correct sentence syntax and sequence paragraphs in order to convey meaning and maintain and develop ideas. However, there is inconsistent evidence of pupils writing at length regularly across the curriculum. Across the school, pupils use and apply the numeracy skills that they learn in mathematics lessons regularly across the curriculum. This is one of the school's obvious strengths. Most pupils in the Foundation Phase have a firm grasp of number facts, in line with their age and ability. They use the information effectively to solve problems, for example when comparing the size of various shoes in the classroom. Across the ability range, many pupils use correct mathematical terms when discussing their work. Most pupils are able to collect and represent data in number tasks and in their work across the curriculum effectively.

In key stage 2, most pupils are able to use their skills successfully to solve real problems and in areas such as history, geography and science. This was seen at its best in work on the summer camp and the racing car building scheme.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care. Small numbers of children in some years and inconsistency in these numbers can have a significant effect on the school's performance from one year to the next. Furthermore, the school has changed its benchmark group as a result of a significant increase in pupils who are eligible for free school meals recently. Mostly, there is less than the equivalent of one pupil between placing the school in the top 25% of schools and the bottom 25%.

In the Foundation Phase in 2014, pupils' performance in terms of attaining the expected outcome (outcome 5) in literacy skills places the school in the lower 50% in comparison with similar schools. Performance in mathematical skills places it in the bottom 25%. The pattern of pupils' performance is inconsistent over the last three years, which matches the significant inconsistency in the number of pupils at the end of the Foundation Phase every year. Pupils' performance in 2014 in mathematical skills at the higher outcome (outcome 6) places the school in the top 25% of similar schools, and in the lower 50% in literacy. A pattern of progress is seen over three years, although performance is inconsistent.

In key stage 2 in 2014, pupils' performance at the expected level (level 4) in English and mathematics places the school in the bottom 25% in comparison with similar schools. In Welsh, the school is in the lower 50%, and in the top 25% in science.

However, over a period of four years, the picture in comparison with similar schools is inconsistent in both languages and mathematics and there has been an obvious decline during the last two years. Performance has been considerably higher and the school has been in the top 25% in three of the last four years in science.

The school's performance at the higher level (level 5) in 2014 places it in the top 25% of similar schools in each subject. Over a period of four years, the school was in the top 25% in science and mathematics in three of the four years and for two of them in English. The school has been in the top 25% in Welsh for two years, with a decline in 2013 to the bottom 25%.

No pupils were eligible for free school meals in the Foundation Phase cohort or in key stage 2 in 2014. Over the previous four years, the achievement of pupils who are eligible for free school meals has been consistently better in comparison with the performance of their peers at the end of the Foundation Phase and key stage 2.

There is a significant difference in boys' performance in comparison with that of girls over a period of time, particularly in literacy. There is less of a gap evident in pupils' work this year following intervention, but this has yet to be reflected in end of key stage performance data.

## **Wellbeing: Good**

Nearly all pupils have a good awareness of the importance of eating healthily and of the need to drink water. They are aware of the need to take physical exercise and they take part regularly in keep fit activities and competitions in a very wide range of games.

Nearly all pupils' behaviour is very good and they show respect and care for each other and for adults. Nearly all pupils feel very safe at the school and are happy to turn to any members of staff for support when needed. They are very aware of wellbeing, health and safety issues.

In 2014, attendance is 96.4%, which places the school in the upper 50% of similar schools. This is the pattern over a period of three years. Nearly all pupils come to school punctually.

Nearly all pupils are enthusiastic learners, who enjoy their experiences at school. They show enjoyment and pride in their work and persevere with their tasks for extended periods. Pupils in the Foundation Phase are beginning to make decisions about the content of their work and contribute to setting success criteria. Nearly all pupils in key stage 2 are able to evaluate their own work and that of their peers in a mature manner. They are also prepared to accept responsibility for running the fruit shop independently.

Many pupils accept responsibilities conscientiously in the school community. The school council makes decisions that contribute to pupils' wellbeing by discussing conditions in classrooms and noise levels whilst pupils are on task. Members are responsible for organising fair trade activities and invite members of the community in order to raise money for particular charities. They have also contributed to discussions involving planning the new school.

Pupils are very eager to take part in the local community, for example in eisteddfodau and in services in local places of worship. They benefit from these opportunities and, as a result, foster confidence and a sense of being part of the community in which they live.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

## **Learning experiences: Good**

The school provides a wide and rich curriculum that meets the requirements of the National Curriculum and religious education, the Foundation Phase and the Literacy and Numeracy Framework fully. Teachers plan a wide range of learning experiences that gain pupils' interest. These activities build successfully on pupils' previous experiences and ensure development and progress. Plans identify clearly opportunities for developing pupils' literacy, numeracy and ICT skills. However, there is no consistency in the opportunities to develop pupils' skills in extended writing across the school. All teachers plan jointly and are beginning to share best practice across classes in the school.

Provision for the Welsh language and cross-curricular opportunities to develop reading and writing skills in Welsh is a strong element throughout the school and contributes significantly towards improving standards. Provision for the Welsh dimension enables pupils to develop their understanding of their local and national heritage.

Educational visits and the wide variety of extra-curricular experiences enrich pupils' experiences, for example through the project to create a racing vehicle.

The school promotes sustainable development through practical activities, which include recycling and measuring energy use. The eco council is active and gives the school appropriate guidance, which contributes positively to pupils' experiences. Provision for global citizenship is appropriate and pupils are aware of foreign countries. Activities such as the free trade fortnight enrich this provision.

### **Teaching: Good**

The quality of teaching is consistently good across the school. Teachers and assistants create an industrious and supportive ethos and ensure an effective working relationship with pupils. In nearly all lessons in which learning was seen at its best, pupils were included fully and understood what was expected of them. Teachers make effective use of praise and support pupils appropriately to achieve their tasks. Teachers have high expectations and learning objectives and success criteria are used regularly. The range of methods and resources that are used are effective in stimulating and challenging pupils to do their best. In a few cases, a lesson plan was adapted to follow pupils' contribution and input.

In the very few lessons in which teaching was not as good, activities were not specific enough in order to respond to the lesson's objectives.

The school has appropriate assessment for learning strategies. Pupils' work is marked positively and there is consistency in marking methods throughout the school. Teachers help pupils to set targets in the Foundation Phase and pupils set their own targets in key stage 2 in order to ensure improvement. As a result, the majority of pupils concentrate on their work and are aware of how to improve it. Teachers give good feedback and opportunities for pupils to review their progress during lessons.

The school has comprehensive and effective assessment arrangements. There is a range of good records of the progress of individual pupils and also specific groups of pupils. Teachers use results to arrange pathways for improvement for pupils which contribute to improving outcomes.

Parents receive valuable information about their children's progress and annual reports respond fully to statutory requirements.

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

The school is a happy and caring community. It has appropriate arrangements for promoting and encouraging healthy eating and drinking. Through a wide range of physical activities and in after-school clubs, pupils have a variety of opportunities to increase their levels of health and fitness.

The school has robust procedures for ensuring pupils' safety. There is an effective system to promote self-discipline, which has a positive effect on pupils' behaviour. In co-operation with parents, the school has ensured effective procedures that have improved the attendance level over recent years.

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

The school promotes pupils' spiritual, moral, social and cultural development well by providing suitable experiences such as raising money for charities and encouraging pupils to express feeling and care for each other.

The school works effectively with a number of external agencies and support services to provide guidance and information to pupils and parents as needed. The support that is received has a positive effect on pupils' achievements and wellbeing.

Provision for pupils who have additional learning needs is effective. Teachers identify pupils' needs at an early stage and use information from observations and tests to provide a suitable range of support programmes. The individual education plans include clear and measurable targets.

### **Learning environment: Good**

The school has an inclusive ethos and all pupils feel that they are being appreciated fully. It is a happy community with a family atmosphere where equal access to education is provided to all pupils. The school has policies, plans and procedures in place, which ensure social equality and diversity.

Respect for diversity and racial equality are promoted successfully through relevant activities related to global citizenship and in daily worship sessions.

Although the school building is old, and there is no specific hall available, the school makes the best of what it has and offers provision away from the site in order to ensure a well-rounded education. Despite these limitations, the school and cabins have been decorated and adapted to be attractive and appropriate for pupils. Internal displays create a colourful, stimulating and varied atmosphere that fosters pupils' pride in their work.

There are plenty of good quality resources to meet pupils' needs and the school makes effective use of them. Use of external resources offers a wide range of rich experiences to pupils. The school site is safe and is maintained well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

### **Leadership: Good**

The headteacher's robust leadership sets a clear direction for the school's development. He has high expectations and a purposeful vision that is shared successfully with the school community. He is beginning to allocate responsibilities effectively and has a key role in promoting co-operation and sharing good practice. These are positive features that are having a significant effect on the quality of provision and on raising pupils' standards of work.

All members of staff are aware of their roles and responsibilities and they undertake them enthusiastically. They co-operate closely as a team and meet regularly to discuss and plan jointly. Under the headteacher's leadership, they are very willing to share expertise among themselves. This promotes good teaching and learning practices effectively.

Members of the governing body are conscientious and very supportive of the school. They have an increasing understanding of the school's strengths and of the areas that need to be developed further. The sub-committee arrangement that has been adopted recently has enabled them to come to a firm judgement about pupils' standards of work and attainment. However, their strategic role has not been developed fully in order to contribute effectively to the process of producing the self-evaluation report.

The school responds positively to a number of local and national priorities, for example the use of the Numeracy and Literacy Framework for planning skills across the curriculum.

### **Improving quality: Good**

Self-evaluation processes are thorough and use information from a wide range of direct evidence. These include pupils' performance data, thorough monitoring evaluations of standards and the quality of teaching and learning, the views of parents and other stakeholders and termly reviews by external agencies. This evidence provides an accurate picture of the school's strengths in addition to areas to be improved. However, the written report is not always sufficiently evaluative and analytical.

The governing body's recent ability to challenge the school's performance data ensures that all leaders have a thorough awareness of the school's strengths and areas that need to be developed. There is a clear relationship between the priorities in the current development plan and the self-evaluation report. The priorities are based appropriately on an evaluation of the previous plan and the information that emerged through the self-evaluation process.

The development plan is detailed and identifies relevant and specific targets. It includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, funding requirements and methods for monitoring progress. Achieving some of the priorities in the plan has already led to visible improvements in standards and provision, for example in Welsh and the Literacy and Numeracy Framework.

### **Partnership working: Good**

The school works effectively with a range of strategic partners which has a positive effect on pupils' standards and wellbeing and extends learning experiences.

An open ethos ensures parents' strong commitment to the school's aims and values. The significant funding that is contributed by the parents and teachers association provides additional resources and ensures funds for visits.

Pupils' contribution to community activities, as well as the number of visitors who come to the school, expands and enriches learning experiences. The school promotes robust links with local agencies, associations and businesses for the benefit of pupils' education. The close co-operation with a local shop to sell the school's 'Sebon Slic' product supports the development of pupils' business skills.

Strong links have been fostered with a pre-school group to ensure that pupils transfer effectively to the nursery class. A strong relationship and effective transition arrangements exist between the school and the secondary school, and there is a variety of purposeful transition activities for pupils. This close co-operation, along with strong links with the cluster of local schools, has contributed well to sharing experiences and planning whilst responding to the latest changes. Resources have been shared effectively by arranging joint training and meetings.

The school has a strong commitment to co-operating closely with its cluster of schools to standardise and moderate pupils' work, share experiences and exchange good practices. This has a positive effect on teachers' understanding of the levels expected at the end of a key stage.

### **Resource management: Good**

The school has thorough budgetary arrangements and expenditure links well with the school's objectives and improvement plans. The headteacher and governors monitor and manage expenditure carefully. Effective use of the deprivation grant promotes robust progress in the development of pupils who have needs.

Teachers make purposeful use of their planning, preparation and assessment time by working jointly. These arrangements are managed effectively. Assistants provide good support for teachers through continuous co-operation and a willingness to develop professionally. This has a positive effect on pupils' standards of work and experiences.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide valuable opportunities to promote staff's professional development through a comprehensive training programme.

The effect of learning resources is evaluated carefully to ensure that they are suitable for all pupils' needs and provide opportunities to develop skills. Effective use of the outdoor area promotes learning experiences and stimulates Foundation Phase pupils.

The school is developing as an effective professional learning community and has a number of learning networks that have had a positive effect on improving pupils' language and numeracy skills across the curriculum.

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

## Appendix 1: Commentary on performance data

### 6692386 - Ysgol Carreg Hirfaen

Number of pupils on roll	102
Pupils eligible for free school meals (FSM) - 3 year average	6.1
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	*	19	9
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	*	78.9	88.9
Benchmark quartile	*	4	3
<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	*	19	9
Achieving outcome 5+ (%)	*	84.2	88.9
Benchmark quartile	*	4	3
Achieving outcome 6+ (%)	*	10.5	33.3
Benchmark quartile	*	4	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	*	19	9
Achieving outcome 5+ (%)	*	94.7	88.9
Benchmark quartile	*	2	4
Achieving outcome 6+ (%)	*	15.8	55.6
Benchmark quartile	*	4	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	*	19	9
Achieving outcome 5+ (%)	*	94.7	88.9
Benchmark quartile	*	3	4
Achieving outcome 6+ (%)	*	26.3	55.6
Benchmark quartile	*	4	3

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.

**6692386 - Ysgol Carreg Hirfaen**

Number of pupils on roll	102
Pupils eligible for free school meals (FSM) - 3 year average	6.1
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	15	12	15	18
<b>Achieving the core subject indicator (CSI) (%)</b>	93.3	91.7	80.0	88.9
Benchmark quartile	2	3	4	3
<b>English</b>				
Number of pupils in cohort	15	12	15	18
Achieving level 4+ (%)	93.3	91.7	80.0	88.9
Benchmark quartile	2	3	4	4
Achieving level 5+ (%)	33.3	66.7	46.7	83.3
Benchmark quartile	3	1	2	1
<b>Welsh first language</b>				
Number of pupils in cohort	15	12	15	18
Achieving level 4+ (%)	93.3	91.7	73.3	88.9
Benchmark quartile	2	2	4	3
Achieving level 5+ (%)	33.3	41.7	20.0	77.8
Benchmark quartile	2	2	4	1
<b>Mathematics</b>				
Number of pupils in cohort	15	12	15	18
Achieving level 4+ (%)	93.3	100.0	86.7	88.9
Benchmark quartile	2	1	4	4
Achieving level 5+ (%)	53.3	66.7	46.7	66.7
Benchmark quartile	1	1	2	1
<b>Science</b>				
Number of pupils in cohort	15	12	15	18
Achieving level 4+ (%)	100.0	100.0	93.3	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	66.7	91.7	46.7	77.8
Benchmark quartile	1	1	2	1

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaire

##### Primary survey (all pupils)

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.	42	41 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	42	42 100%	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.	42	42 100%	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	42	42 100%	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.	42	42 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	42	42 100%	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.	42	42 100%	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.	42	42 100%	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.	42	42 100%	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.	42	42 100%	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.	42	41 98%	1 2%	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	42	41 98%	1 2%	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 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.	38	27 71%	8 21%	3 8%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	32 84%	6 16%	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.	38	33 87%	5 13%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	38	27 71%	8 21%	3 8%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	38	24 63%	10 26%	3 8%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	37	27 73%	7 19%	3 8%	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.	38	23 61%	12 32%	3 8%	0 0%	0	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.	37	22 59%	10 27%	2 5%	3 8%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	37	20 54%	12 32%	1 3%	3 8%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	24 63%	14 37%	0 0%	0 0%	0	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.	38	20 53%	17 45%	1 3%	0 0%	0	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'.	34	19 56%	11 32%	4 12%	0 0%	0	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.	38	22 58%	15 39%	1 3%	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.	38	28 74%	6 16%	1 3%	3 8%	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.	38	18 47%	10 26%	5 13%	3 8%	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.	38	21 55%	14 37%	3 8%	0 0%	0	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.	25	11 44%	7 28%	3 12%	0 0%	4	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.	36	24 67%	8 22%	3 8%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	37	19 51%	14 38%	4 11%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

### Appendix 3

#### The inspection team

Glyn Roberts	Reporting Inspector
Hazel Hughes	Team Inspector
Robert Williams	Team Inspector
Jeffrey Davies	Lay Inspector
Aled Jones Evans	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