



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

A report on

**Ysgol Gynradd Ffairfach
Heol Bethlehem
Ffairfach
Llandeilo
Carmarthenshire
SA19 6SY**

Date of inspection: July 2017

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.

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.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

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

© Crown Copyright 2017: 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: 06/09/2017

Context

Ysgol Gynradd Ffairfach is situated in the village of Ffairfach near Llandeilo, in Carmarthenshire local authority, and serves the village and the surrounding area. It provides education for learners between three and eleven years old. There are 106 pupils on roll, including 14 full-time nursery age pupils, and they are taught in four mixed-age classes.

Welsh is the school's everyday language and the main medium of learning and teaching. English is taught formally in Year 3. Thirty-seven per cent (37%) of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds. Over the last three years, approximately 6% of pupils have been eligible for free school meals, which is below the national average. Twenty-seven per cent (27%) of pupils are on the school's additional learning needs register, which is above the national average.

The school was last inspected in May 2010. The headteacher was appointed to the post in September 1995.

The individual school budget per pupil for Ysgol Gynradd Ffairfach in 2016-2017 is £3,644. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gynradd Ffairfach is in 45th place of the 100 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make sound progress from their starting points
- Pupils across the school develop their literacy and numeracy skills effectively
- Pupils make good use of their information and communication technology (ICT) skills to support their work across the curriculum
- The standard of nearly all pupils' behaviour in lessons and around the school is very good
- Most teachers use a good variety of learning methods and interesting activities to engage pupils' participation and interest
- It has robust procedures that identify and support pupils with additional learning needs successfully
- Pupils make effective use of the wide variety of outdoor areas, which enable them to make independent and sensible choices in their own learning

Prospects for improvement

Prospects for improvement are adequate because:

- Leaders have a robust vision to create a caring and inclusive learning community with a clear emphasis on ensuring pupils' wellbeing
- Members of the governing body are enthusiastic and supportive of the school's work, and fulfil their duties conscientiously
- Recent procedures for self-evaluation and planning for improvement are suitable
- The school has a wide range of partnerships that extend pupils' learning experiences successfully and have a significant effect on their outcomes
- The school has a wide range of learning resources of a good standard that promote and stimulate learning effectively

However:

- The leadership's focus is not strategic enough when reviewing progress and monitoring the effect of improvement procedures on pupils' outcomes
- The school's self-evaluation report is not evaluative enough and does not identify clearly all elements of what needs to be improved
- There is not a clear link between the outcomes of the self-evaluation report and the priorities in the school development plan

Recommendations

- R1 Improve attendance
- R2 Ensure that plans to develop pupils' numeracy skills across the curriculum are based on the level of their mathematical ability
- R3 Ensure that the quality of feedback for pupils is effective
- R4 Ensure that the leadership gives the school a clear strategic direction
- R5 Strengthen the self-evaluation process in order to identify clearly the areas for improvement
- R6 Respond to the health and safety concerns with regard to the school building and grounds that were raised during the inspection

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, many pupils have basic skills that are lower than expected. During their time at the school, most pupils, including those with additional learning needs, make sound progress.

Nearly all pupils across the school show good listening skills and speak appropriately about their work. Many succeed in making sound progress in their use of the Welsh language after starting school, and many pupils' literacy skills develop well. By the end of the Foundation Phase, a majority of pupils communicate appropriately in Welsh and use vocabulary that is relevant for their age and ability. In key stage 2, many pupils respond skilfully in classroom discussions and offer ideas and use language that is purposeful for the task; for example, they discuss the arguments for and against using technology sensibly. However, most pupils do not use the Welsh language voluntarily regularly enough when speaking with their peers in the classroom and around the school.

Most pupils have a positive attitude towards reading. They speak confidently about a variety of books that are of interest to them. By the end of the Foundation Phase, many are fluent and meaningful readers, and cope well with unfamiliar words. By the end of key stage 2, most read confidently in both languages and show a good awareness of the audience. Most are aware of punctuation and, as a result, they read with expression and a sound understanding of the text. Many pupils use their skills well when gathering information. A good example of this is the way in which they gather information from a document on the history of Tryweryn and the effect on the community.

Across the school, most pupils' writing skills are developing effectively. Nearly all of the younger pupils in the Foundation Phase make sound progress in their Welsh writing skills when forming letters, words and simple sentences, for example when writing the history of Mary Jones and her Bible. By the end of Year 2, most pupils' writing skills are of very good quality. They have an effective understanding of a wide range of writing forms and vary their sentences effectively. When writing at length, they begin to structure their work correctly by using correct punctuation, rich adjectives and effective similes. A good example of this is their story work about the elves and the shoemaker. By the end of key stage 2, most are able to write very effectively for different purposes in both languages. They succeed in engaging the reader's interest by making effective use of rich vocabulary and extended sentences skilfully. A good example of this is the report from the perspective of a polar bear who is suffering as a result of global warming. Most pupils re-draft pieces of work effectively and improve their first efforts regularly, for example in their attempt to persuade when writing an argument for and against building a supermarket in the centre of Llandeilo. Nearly all pupils write to the same standard across the curriculum in both languages as they do in language lessons.

In the Foundation Phase, most pupils' numeracy skills are developing soundly. They show a firm grasp of number facts and use this information effectively to solve problems in relation to money and multiplication. Many pupils have a sound understanding of place value, time, measurements and shape. Older pupils use tables, diagrams and simple graphs correctly in order to gather and present information, for example when counting types of houses in their local area.

In key stage 2, most pupils solve problems relating to money and percentages successfully, for example when costing bargains in a shop. Most use number facts very confidently when calculating and, by the end of key stage 2, a minority of more able pupils solve six-digit number problems consistently confidently. Many collect, interpret and present relevant data in different forms confidently. However, pupils across the school do not make the same progress in their numeracy skills in other aspects across the curriculum.

Most pupils make good use of their information and communication technology (ICT) skills to support their work across the curriculum. By the end of the Foundation Phase, most pupils save and recall their work to their personal files skilfully. They collect data and present it in graph form to show the content of traffic outside the school. Most pupils programme and control a moving toy skilfully to follow a path to pirate treasure. In key stage 2, most pupils develop their ICT knowledge and skills to a high standard. They attach video and sound clips to their tasks independently to record their work across the curriculum. A good example of this is the skilful animation to tell the story of Cantre'r Gwaelod.

The standards that were seen at the school are higher than the data suggests.

Over the last four years, pupils' performance at the end of the Foundation Phase at the expected and higher outcomes has generally placed the school in the bottom 25% in comparison with similar schools for literacy and mathematical development.

At the end of key stage 2, the school's performance at the expected level in Welsh, English and science has placed the school in the bottom 25% consistently, in comparison with similar schools over a period of four years. Performance in mathematics has varied, moving the school between the bottom 25% and top 25%. The school's performance at the higher levels in the core subjects has generally varied, moving the school between the bottom 25% and upper 50% over the last four years.

In the Foundation Phase, in general, girls perform better than boys at the expected and higher outcomes in language. The same is true at the end of key stage 2 and the expected and higher levels in Welsh, English and science.

There is no obvious pattern between the performance of pupils who are eligible for free school meals and those who are not at the expected outcomes or levels at the end of the Foundation Phase. At the end of key stage 2, the performance of pupils who are eligible for free school meals is generally lower than that of their peers at the expected level in Welsh, and at the higher than expected level in mathematics.

Wellbeing: Adequate

Nearly all pupils feel happy and safe at school, and know whom to approach if they have concerns. The standard of nearly all pupils' behaviour in lessons and around the school is very good. They treat each other and adult with obvious respect. Most pupils contribute well in lessons and work together effectively. A good example of this is the support that a group of older pupils at the school provide when introducing new ICT skills to the youngest pupils. Most pupils across the school show interest and a good level of motivation in their work, and they stay on task appropriately. They have a good understanding of their targets and understand how well they are doing and how to improve their work.

Nearly all pupils have a clear understanding of the importance of eating healthily and keeping fit. The pupil's voice is developing appropriately, for example when contributing ideas and information to accompany new themes. The work of the school council and eco group is successful. Members are proud of their efforts in influencing some of the school's decisions, such as adding to physical exercise resources and the library. Members of the council also encourage their fellow pupils to eat healthily and to take care of the school's environment. They also play a key part in the process of interviewing candidates for posts at the school, for example when appointing a new headteacher recently.

Pupils play an important part in the local community. By taking part and contributing to a range of events, such as the Festival of the Senses and local fairs, in addition to supporting the local food bank and the local hospital, pupils have a strong awareness of their area.

Overall, the school's attendance rate has decreased over the last three years, and has placed it in the lower 50% or the bottom 25% in comparison with similar schools. However, most pupils arrive at school punctually in the morning.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school plans a wide range of learning experiences that meet the needs of most pupils and respond to the requirements of the National Curriculum, the principles of the Foundation Phase and the agreed syllabus for religious education. The school has appropriate plans that meet the requirements of the Literacy and Numeracy Framework. On the whole, they identify suitable opportunities for pupils to use their numeracy and literacy skills across the curriculum, for example when writing historical facts about Welsh castles and about Japanese traditions. However, plans to develop numeracy across the curriculum do not always ensure that they consider pupils' mathematical ability clearly enough.

The school develops pupils' ICT skills comprehensively. For example, it ensures that they use database software, collect information to create presentations, and use a green screen to create the school's news bulletin confidently. Use of a digital platform in some classes is a strength that deepens pupils' understanding and strengthens the school's link with the home very successfully.

Provision for the Welsh language and Welsh dimension is effective across the school. For example, they study Welsh legends and the work of the artist Helen Elliott to create pieces of work that are based on local castles effectively. Visits to local places, such as Carreg Cennen Castle and Dinefwr Park, help pupils to develop their awareness of Welsh culture and heritage successfully.

Education for sustainable development and global citizenship is encouraged successfully through curriculum work and the activity of the eco council. For example, the school recycles plastic milk bottle tops with an environmental company and has used the money to purchase a wheelchair for the local hospital. The school has a number of beneficial outdoor areas, such as the communal vegetable garden, which promotes pupils' understanding of horticulture and enterprise. The school teaches pupils effectively about the principles of Fair Trade and the effect that buying these goods has on producers in poor foreign countries. This contributes well to their awareness of global citizenship issues.

Teaching: Good

In general, the quality of teaching is good across the school and has a positive effect on standards. Teachers have a sound knowledge of the areas of learning and the subjects that they teach, and they link their lessons effectively with previous learning. In all classes, there is successful co-operation between teachers and assistants, who provide valuable support to individuals and specific groups. All staff model language clearly and correctly.

Most teachers use a good variety of learning methods and interesting activities to engage pupils' participation and interest. Use of practical and challenging activities, for example when setting a series of instructions to extend pupils' understanding of co-ordinates, enriches this. In most lessons, effective presentations and questioning promote pupils' thinking skills successfully, for example as they investigate and experiment with the effect of the sun's rays.

Assessment for learning strategies are developing soundly across the school. Teachers share objectives and discuss success criteria purposefully with pupils. By the end of key stage 2, pupils create their success criteria independently successfully. Staff expect pupils to assess their work against these criteria. On the whole, most teachers mark pupils' work regularly. However, not all comments give pupils clear enough guidance on what they need to do to improve their work.

Staff use the outcomes of national tests and a tracking system appropriately to measure progress and to prioritise appropriate support for specific groups of pupils. However, use of information that derives from this is not effective enough to track the progress of all pupils across the school. Annual reports for parents include valuable and comprehensive comments on their children's progress, in addition to targets for improvement, including pupils' comments on their achievement.

Care, support and guidance: Adequate

The school is a happy and welcoming community in which pupils feel safe. The school succeeds in encouraging pupils to develop an agreed sense of values,

including respect towards others. Pupils' spiritual, moral, social and cultural development is promoted well across the school by considering the principles of different beliefs and comparing them, and by encouraging them to contribute to a local literary festival, in addition to other activities. School assemblies create an appropriate atmosphere and a reflective ethos. However, not all pupils are given access to all collective worship sessions. The school works successfully with a number of external agencies, such as a visual impairment therapist, among others. As a result, the quality of care and support for pupils is good.

Up-to-date individual education plans are in place for all pupils on the additional learning needs register, and they are reviewed appropriately by pupils and their parents. The school has robust procedures that identify and support pupils with additional learning needs. Staff identify more able and talented pupils and provide suitably for them.

Provision to develop pupils' understanding of the importance of eating and drinking healthily and how to keep fit is effective, and encourages them to take part in regular physical exercise activities.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. However, governors were informed about some health and safety concerns in relation to the site that were raised during the inspection.

Learning environment: Good

The school is an inclusive and caring community in which pupils feel happy. One of the school's strengths is the sense of pride that exists between pupils, and between pupils and adults. This is reflected in the positive behaviour of nearly all pupils. The building is of an appropriate quality and the site is well-maintained. Many of the classrooms provide a stimulating learning environment with attractive displays that celebrate pupils' work successfully. For example, there are displays to celebrate extended writing work in key stage 2 and skilful drawings of local chapels in the Foundation Phase.

Good provision of learning resources is used purposefully in order to enrich learning and teaching. This includes a good range of ICT equipment, and nearly all pupils make skilful use of electronic tablets in order to support their education successfully. In the Foundation Phase, effective use is made of a wide variety of outdoor areas, which enables pupils to make independent and sensible choices about their own learning. Provision includes beneficial opportunities for pupils to use the sheltered area and the communal vegetable garden, which enrich their learning well.

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

Leadership: Adequate

Leaders have a robust vision to create a caring and inclusive learning community with a clear emphasis on ensuring pupils' wellbeing. The headteacher's caring leadership ensures that pupils' wellbeing is central to all of the school's work. Staff and governors share this vision successfully. However, the leadership's focus is not strategic enough when reviewing progress or monitoring the true effect on improvement procedures on pupils' outcomes.

Job descriptions are up-to-date and individuals fulfil their roles appropriately in direct relation to the school development plan. However, their role has not been developed in full in terms of monitoring provision and contributing to the school's evaluation processes. Suitable performance management arrangements contribute to improvements in teaching and learning, and provide opportunities to promote staff's professional development through specific training.

Members of the governing body are enthusiastic and very supportive of the school's work, and fulfil their duties conscientiously. They have an increasing understanding of the school's strengths and areas for improvement. They are beginning to analyse a range of performance data appropriately, and their understanding of how the school is performing in comparison with similar schools is good. They have also begun to visit the school to scrutinise books, go on learning walks and observe lessons. Their role in the school's strategic processes is beginning to develop appropriately, although they do not yet contribute enough towards monitoring the progress of priorities in the school improvement plan.

The school responds suitably to some national priorities. However, numeracy plans across the curriculum have not been developed in full.

Improving quality: Adequate

On the whole, recent procedures for self-evaluation and planning for improvement are suitable. The headteacher, governors and teachers analyse data regularly, observe lessons and scrutinise pupils' books. However, they do not use the findings effectively enough to plan for whole-school improvement. The headteacher is active in seeking parents' views through regular questionnaires and acting on their comments.

The school's most recent self-evaluation report is a comprehensive document that provides comments on a wide range of aspects. However, it is not evaluative enough nor does it identify clearly all elements of what needs to be improved.

Priorities in the school development plan focus appropriately on improving outcomes, but there is not a clear link between the plan and the outcomes of the self-evaluation report. It identifies actions under the different targets and expected outcomes. Responsibilities for actions and details of resources and costs for supporting developments are identified clearly. However, arrangements for monitoring the progress of targets are not rigorous enough and governors do not yet have a core role in the process.

Although the school has made some beneficial developments recently, there is not enough progress against some of the recommendations following the previous inspection.

Partnership working: Good

The school has a wide range of partnerships that extend pupils' learning experiences successfully and have a positive effect on their outcomes and experiences. The parents' association is supportive of the school and contributes significant amounts of

money to support the school and purchase resources, for example ICT equipment and to pay for buses for educational visits. The headteacher's focus on promoting an open door culture is successful and is appreciated greatly by parents.

There is a robust partnership with the local community. Visits to the community make an important contribution to pupils' experiences. They promote a sense of the importance of belonging to their habitat and pride in their local area. Good examples include regular visits to care homes and taking part in an Edwardian festival regularly. The school supports community events, such as Llandeilo Music Festival, and benefits from the support of local businesses. These links have a positive effect on pupils' wellbeing and writing skills, for example when they write articles about their experiences.

There is a good relationship between the school and the playgroup that meets on the site. This ensures that pupils settle quickly on entry to the school. There are robust links and effective transition arrangements with the secondary schools, and there is a variety of successful transition activities for pupils.

The school works purposefully with nearby schools and the secondary school to moderate pupils' work in the core subjects. These processes are a successful attempt to develop teachers' awareness of the expected standards at the end of both key stages.

Resource management: Adequate

The school has rigorous financial arrangements and expenditure is linked well with the school's objectives, targets and plans. The headteacher and governors monitor and manage expenditure carefully. Staff and financial resources are used effectively to support the school's priorities to raise standards and extend pupils' experiences. However, the level of staffing in the Foundation Phase does not currently comply fully with national recommendations.

Teachers make purposeful use of their planning, preparation and assessment time, and arrangements for this are managed well. Assistants provide robust support and have a positive effect on pupils' development and attainment, for example by improving mathematical reasoning in key stage 2.

The school has a wide range of learning resources, and these are of an appropriate standard and promote and stimulate learning effectively. The school is attractive and colourful and displays pupils' work in a stimulating way. Teachers plan purposefully to make effective use of the outdoor area to support learning experiences.

The school is developing as an appropriate learning community. There are relevant opportunities for staff to improve their skills and professional knowledge. This has a positive effect on planning and teaching and provides better support for vulnerable pupils. Use of the Pupil Deprivation Grant has a positive effect on improving the standards of reading of pupils who are eligible for free school meals.

Although standards are good, considering the strategic leadership and shortcomings in aspects of self-evaluation and provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6692061 - YSGOL GYNRADD FFAIRFACH

Number of pupils on roll	99
Pupils eligible for free school meals (FSM) - 3 year average	6.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	18	13	17	14
Achieving the Foundation Phase indicator (FPI) (%)	66.7	84.6	76.5	64.3
Benchmark quartile	4	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	18	13	17	14
Achieving outcome 5+ (%)	66.7	84.6	76.5	64.3
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	5.6	23.1	11.8	0.0
Benchmark quartile	4	4	4	4
Mathematical development (MDT)				
Number of pupils in cohort	18	13	17	14
Achieving outcome 5+ (%)	66.7	92.3	82.4	64.3
Benchmark quartile	4	3	4	4
Achieving outcome 6+ (%)	0.0	7.7	11.8	0.0
Benchmark quartile	4	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	18	13	17	14
Achieving outcome 5+ (%)	100.0	100.0	100.0	92.9
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	0.0	69.2	58.8	71.4
Benchmark quartile	4	2	3	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.

6692061 - YSGOL GYNRADD FFAIRFACH

Number of pupils on roll	99
Pupils eligible for free school meals (FSM) - 3 year average	6.4
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	17	10	15	10
Achieving the core subject indicator (CSI) (%)	64.7	80.0	80.0	90.0
Benchmark quartile	4	4	4	4
English				
Number of pupils in cohort	17	10	15	10
Achieving level 4+ (%)	70.6	90.0	73.3	90.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	23.5	0.0	53.3	60.0
Benchmark quartile	4	4	2	2
Welsh first language				
Number of pupils in cohort	17	10	15	10
Achieving level 4+ (%)	52.9	60.0	80.0	70.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	11.8	0.0	53.3	40.0
Benchmark quartile	4	4	2	3
Mathematics				
Number of pupils in cohort	17	10	15	10
Achieving level 4+ (%)	88.2	80.0	100.0	90.0
Benchmark quartile	4	4	1	4
Achieving level 5+ (%)	35.3	20.0	53.3	50.0
Benchmark quartile	3	4	2	3
Science				
Number of pupils in cohort	17	10	15	10
Achieving level 4+ (%)	70.6	90.0	93.3	90.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	23.5	20.0	53.3	50.0
Benchmark quartile	4	4	3	2

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is 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.	57		56 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	57		53 93%	4 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.	57		55 96%	2 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	57		57 100%	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.	57		51 89%	6 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	56		53 95%	3 5%	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.	57		57 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	57		57 100%	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.	57		47 82%	10 18%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	55		40 73%	15 27%	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.	56		39 70%	17 30%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			76%	24%	
Nearly all children behave well at playtime and lunch time	56		39 70%	17 30%	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.	35	20 57%	12 34%	2 6%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	35	24 69%	10 29%	1 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	35	23 66%	11 31%	1 3%	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.	34	14 41%	16 47%	4 12%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	35	12 34%	21 60%	1 3%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	35	18 51%	16 46%	1 3%	0 0%	0	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	35	21 60%	14 40%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	12 34%	17 49%	4 11%	1 3%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	35	14 40%	17 49%	1 3%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	35	12 34%	21 60%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	35	17 49%	17 49%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	10 29%	15 43%	8 23%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	35	13 37%	18 51%	4 11%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	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.	35	16 46%	17 49%	1 3%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	34	12 35%	18 53%	2 6%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	34	14 41%	20 59%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	10 29%	14 40%	2 6%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	34	11 32%	18 53%	3 9%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	35	17 49%	15 43%	1 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Ms Vanessa Bowen	Reporting Inspector
Mrs Hazel Hughes	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Owain Gwyndaf Jones	Peer Inspector
Ms Meinir Morgan (Headteacher)	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.