



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

**A report on**

**Ysgol Gynradd Pontiets  
Llanelli Road  
Pontyates  
Llanelli  
Carmarthenshire  
SA15 5UB**

**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:

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

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

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**Publication date: 13/09/2017**

## Context

Ysgol Pontiets is situated in the village of Pontyates and is maintained by Carmarthenshire local authority. It provides education for pupils between 4 and 11 years old. There are 54 pupils on roll, including seven nursery-age children.

Thirty per cent (30%) of pupils come from Welsh-speaking homes. Over the last three years, approximately 26% of pupils have been eligible for free school meals, which is higher than the national average (20%). Pupils are taught in three mixed-age classes, including nursery age pupils. Approximately 36% of pupils are on the school's additional learning needs register, which is above the national average.

The school was last inspected in February 2010. Since September 2014, the current headteacher has been appointed to the post of acting headteacher of two schools, namely Pontiets and Ysgol Pum Heol.

The individual school budget per pupil for Ysgol Gynradd Pontiets in 2016-2017 is £3,901. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gynradd Pontiets is in 30<sup>th</sup> place of the 100 primary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- Many pupils' literacy skills in the Foundation Phase are developing well
- Many pupils at the top of the Foundation Phase read with meaning and a sound understanding of the text
- The school's attendance levels over the last three years have been in the top 25% or upper 50% in comparison with those of similar schools
- Most pupils are well-behaved and treat adults politely and show care and respect to their peers
- Teachers plan experiences that engage pupils' interest well
- The school identifies pupils' needs at an early stage and provides for them effectively

However:

- The school's arrangements for safeguarding pupils do not meet requirements and are a cause for concern
- The syntax of a minority of pupils' in Welsh is weak and there are elementary errors in the standard of punctuation
- Current plans do not ensure regular opportunities for pupils to develop their numeracy skills in full, particularly for the school's eldest pupils
- A few more able pupils do not make the expected progress

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision that is based on raising standards
- The headteacher includes all stakeholders in the school's processes
- Governors have an increasing knowledge of areas for improvement
- The headteacher and governing body monitor expenditure carefully and control the budget successfully

However:

- There is no-one with leadership responsibility for the school during the periods when the headteacher is not present
- The school's self-evaluation is not evaluative enough and does not always identify or focus clearly on what needs to be improved
- There is no clear link between the self-evaluation report's processes and the priorities in the improvement plan
- Governors do not monitor the targets in the school improvement plan or ensure that important documents are in place and up-to-date

## Recommendations

- R1 Improve pupils' Welsh reading and writing skills in key stage 2
- R2 Ensure regular opportunities for pupils to use their numeracy skills across the learning areas and the curriculum
- R3 Ensure that teaching provides an appropriate level of challenge and nurtures pupils' independent learning skills in order for them to play a more active role in their learning
- R4 Ensure that leaders address the safeguarding issues
- R5 Improve the school's leadership structure in order to ensure a clear strategic direction and accountability at all levels
- R6 Strengthen the self-evaluation process in order to identify clearly priorities for improvement and ensure progress against them

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress around 12 months after the publication of this report.

## Main findings

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

Adequate

#### Standards: Adequate

On entry to the school, most pupils' language and mathematical skills are low. However, many make suitable progress during their time at the school. Pupils with additional learning needs make sound progress against their targets.

Considering their linguistic background, many pupils' literacy skills in the Foundation Phase are developing well. They succeed in making sound progress in their use of the Welsh language soon after starting at the school. As a result, by the end of the Foundation Phase, many pupils communicate clearly by using vocabulary that is appropriate for their age and ability. A good example of this is the way in which pupils discuss the life and culture of Africa as part of the story, 'Handa's Surprise'. By the end of key stage 2, a majority discuss their work appropriately. They respond suitably to teachers' questions and explain their ideas effectively, for example when explaining and discussing the effect of physical activity on the heart rate.

At the top of the Foundation Phase, many pupils read with meaning and a sound understanding of the text. A very few pupils, who are more confident readers, change their tone of voice effectively in order to hold the listeners' attention. In key stage 2, many pupils' reading skills are developing well in English. However, a minority of pupils' Welsh reading skills in key stage 2 are not developing in line with their age and ability. Lack of confidence hinders their fluency and understanding of what they are reading. Across the stage, many use higher order reading skills well when gathering information in reference books, for example when discovering facts about the artist, Andy Warhol.

In the Foundation Phase, many pupils write successfully in a variety of forms across the areas of learning, and use a clear sentence structure and robust punctuation. They use adjectives and interesting vocabulary in their written work, for example when writing a newspaper article based on the story of 'Jack and the Beanstalk'. In key stage 2, a majority of pupils write to a standard that is appropriate for their age and ability in Welsh, for example when writing a newspaper article and a letter to a prisoner, based on the theme of the Second World War. However, the syntax of a minority of pupils' is weak and there are elementary errors in the standard of punctuation. Many pupils' standards of writing in English are sound. A notable example is the way in which pupils write a letter to parents to encourage them to come to school to buy homemade produce and when writing a diary based on the book, 'James and the Giant Peach'.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately, but in a limited range of situations. By the end of the phase, many succeed in handling data effectively and creating a block graph of results independently. Many apply their number skills well to solve problems in the context of theme work. A good example of this is the way in which pupils count how many ingredients they need to make a specific number of delicacies. In key stage 2, a

majority of pupils' mathematical skills in lessons and in their mathematics books are sound. However, a few more able pupils do not achieve to their full potential. In science, most pupils use their numeracy skills suitably when recording the results of scientific investigations. However, pupils across the school do not use their numeracy skills frequently enough in other aspects across the curriculum.

Pupils make effective use of their information and communication technology (ICT) skills to support their work across the curriculum. Many of the school's youngest pupils control a toy confidently to follow a path across the pirates' island. By the end of the phase, most use word processing programs suitably to present information, for example when using them to place pictures and text. In key stage 2, many pupils' ICT skills are developing suitably, for example when presenting facts about one of the wonders of Wales by using a multimedia program.

Over the last few years, the school has often had a relatively small number of pupils (10 or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

In the Foundation Phase, the school's performance at the expected outcome in literacy and communication in Welsh, and mathematical development, has placed the school in the bottom 25% in comparison with similar schools in three of the last four years.

The school's performance at the higher outcome has varied, moving the school between the top 25% and the lower 50% in mathematical development, while the school's performance in literacy and communication in Welsh has placed the school in the bottom 25% and the lower 50% for the last four years.

At the end of key stage 2, the school's performance at the expected level in English, Welsh and mathematics has varied, moving the school between the bottom 25% and the top 25% in comparison with similar schools, while the school's performance in science has placed it consistently in the top 25%.

The school's performance at the higher levels in English, Welsh and mathematics has varied, moving the school between the upper 50% and the bottom 25%, while performance in science has placed it consistently in the bottom 25% for the last four years.

As numbers are so small, it is not possible to compare the performance of boys and girls, or the performance of pupils who are eligible for free school meals and those who are not.

### **Wellbeing: Adequate**

Nearly all pupils feel safe at school and know whom to approach if they need support. Most pupils are well-behaved. They treat adults politely and show care and respect to their peers. Many have a good awareness of the importance of staying safe in the community and online.

Most pupils have a sound awareness of the importance of eating healthily and keeping fit. Many take part in various activities that have a positive effect on their health and wellbeing. An example of this is the 'Clwb Joio' and growing vegetables to sell to parents. However, the lack of toilets at the school has a negative effect on pupils' wellbeing.

Most pupils in the Foundation Phase contribute well in lessons and are very eager to learn. Many pupils at the top of the school contribute appropriately to what they learn. However, pupils' ability to improve their own learning and to work independently has not been developed in full. They do not take enough responsibility for their own learning.

The school council, eco council and excellent ambassadors express their opinions effectively in the school's processes. An example of this is the way in which pupils have contributed towards improving the outdoor environment and developing a play park within the village. This develops a sense of pride in their community.

Over the last three years, the school's attendance levels have placed it among the top 25% or the upper 50% in comparison with similar schools.

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

Staff provide a range of comprehensive learning experiences for pupils, which meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education effectively. Teachers plan stimulating activities jointly to meet many pupils' needs. However, not all teachers plan purposefully enough to ensure frequent opportunities for pupils to develop their independent learning skills and to guide their own learning, particularly in key stage 2.

The school outlines the requirements of the Literacy and Numeracy Framework appropriately by incorporating it suitably into schemes of work. Teachers make appropriate use of beneficial activities that develop pupils' literacy and ICT skills in the class's thematic work. However, plans do not ensure regular opportunities for pupils to develop their numeracy skills in full, particularly for the school's eldest pupils.

Provision to promote the Welsh dimension is sound across the school. By studying local history, legends and the work of local artists, such as Sylvia Bain, the school promotes pupils' understanding of their local area and Welsh culture effectively.

The school plans robustly to develop pupils' understanding of global citizenship and sustainability. This work is reinforced further by the eco council, which promotes most pupils' understanding of sustainable lifestyles effectively.

### **Teaching: Adequate**

Across the school, teachers plan experiences that engage pupils' interest well. There is effective co-operation between teachers and assistants. Staff model

language clearly and correctly, which contributes well to the youngest pupils' oral standards. In the Foundation Phase, most teachers vary their teaching methods successfully in order to ensure that many pupils make good progress. They have a sound understanding of the principles of the Foundation Phase and take advantage of opportunities to develop pupils' skills effectively. However, in key stage 2, where teaching is less effective, teachers do not ensure that all pupils are challenged adequately. Overdirection and over-reliance on intervention from teachers limit pupils' ability to make decisions and guide their own learning.

Assessment for learning is in place but is not effective across the school. Teachers mark pupils' work appropriately and offer suitable comments. However, comments are not always specific enough and do not guide pupils in knowing how to improve their work. The school uses an appropriate range of assessment materials and standardised tests to assess pupils' achievement. Over the last year, the school's leaders have developed a comprehensive electronic system that tracks the progress of individuals and specific groups of pupils appropriately. However, leaders do not use the information that derives from this effectively enough to ensure the correct provision for pupils. As a result, a few pupils do not make the expected progress, particularly more able pupils.

Annual reports to parents include valuable comments on their child's progress, in addition to suitable targets for improvement.

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

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

The school is an inclusive community that promotes pupils' spiritual, moral, social and cultural development well. The system of daily assemblies, including circle time, provides valuable opportunities for pupils to reflect on values that reinforce this successfully.

The school works effectively with a number of specialist services in order to improve pupils' wellbeing, for example a language therapist, social services, the police and the school nurse. Presentations for parents and pupils to raise their awareness of ensuring online safety are a part of the school's plans. The school promotes most pupils' understanding of the importance of keeping fit and healthy firmly. This element is promoted successfully through curricular provision and the school's wider provision, including the 'mile a day' campaign.

The additional learning needs co-ordinator is new to the post, and in a short time has put a number of suitable procedures in place for this cohort of pupils. The school identifies pupils' needs at an early stage and uses interventions effectively. Good use of individual education plans by teaching staff leads to many pupils making sound progress in their learning. However, pupils and parents do not play a full part in the process of setting and evaluating improvement targets.

## **Learning environment: Adequate**

The school is an inclusive and homely community in which all pupils have equal access to the activities that are organised for them. The school has appropriate policies and procedures that promote equality and social diversity suitably, including ensuring accessible access to the building. The classrooms and corridors are colourful and stimulating, and pupils' work is displayed effectively on the walls. This engenders pride among the pupils.

A good supply of purposeful resources are available, which enrich learning both indoors and outdoors. The school buildings are maintained to an appropriate standard, considering their age. However, the quality and number of toilets are currently deficient, and this has a negative effect on pupils' wellbeing.

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

Since being appointed, the headteacher has given the school purposeful leadership. She has a clear vision to raise standards and ensure that all pupils meet their full potential. In order to realise this vision, she includes all stakeholders in the school's processes. She has put an extensive number of new and robust procedures in place. These arrangements are beginning to have a positive effect on provision and the standards of pupils' work, for example reading in the Foundation Phase. This is less developed at the top end of the school.

Over the last two years, the school has been through a period of instability in terms of staffing. In general, staff are aware of their roles and responsibilities, but not all job descriptions are specific enough and not all are up-to-date. As a result, leaders are not able to hold individuals to account for standards. The headteacher has identified the need to develop leaders within the school, but instability in the staffing situation has hindered this.

The headteacher holds regular staff meetings to discuss aspects of the school's work. This promotes purposeful co-operation between all staff. However, it is not clear who is the designated person that has responsibility for the school in the headteacher's absence. Appropriate performance management arrangements focus on the priorities in the school improvement plan, which contributes effectively towards improvements in provision and promoting staff's professional development successfully.

The governing body is very supportive and dedicated. The headteacher has initiated new arrangements to develop their strategic role and their ability to challenge the school. As a result of regular visits to the school, their understanding of pupils' performance and standards is developing. They have an increasing knowledge of areas for improvement. Learning walks and opportunities to scrutinise pupils' work are a means of expanding their role further. However, they do not monitor the targets in the school improvement plan or ensure that important documentation is in place and up-to-date.

The school responds suitably to national and local priorities, such as the Digital Competence Framework. However, numeracy plans across the curriculum have not been developed in full.

### **Improving quality: Adequate**

Arrangements for self-evaluation and planning for improvement are suitable. The headteacher, governors and teachers analyse data regularly, and leaders observe lessons and scrutinise pupils' books. This develops teachers' awareness of pupils' standards appropriately. However, they do not use the findings to plan effectively for whole school improvements. The headteacher is active in seeking parents' views through occasional questionnaires. This has led to enriching pupils' experiences in after-school clubs.

The school's most recent self-evaluation report is an appropriate document which, on the whole, provides a clear picture of the school's strengths. However, it is not evaluative enough and does not identify and focus clearly on what needs to be improved.

Priorities in the school improvement plan focus appropriately on improving outcomes, but there is no clear link between the self-evaluation report's processes and the plan's priorities. The improvement plan identifies actions for each target and the expected outcome. It details responsibilities for action appropriately, in addition to resources and costs to support developments. However, arrangements for monitoring progress are not rigorous enough and governors do not have an active part in the process.

Although there are some beneficial developments, there has not been enough progress against the recommendations from the previous inspection. For example, progress has been slow in developing pupils' Welsh language skills and assessment for learning processes across the school.

### **Partnership working: Good**

The school has a wide range of effective partnerships that enrich learning experiences successfully and have a significant effect on pupils' wellbeing and outcomes. The school communicates effectively with parents through regular newsletters and social media. The parent teacher association is very supportive of the school and contributes regular amounts of money that are used to pay for buses for educational visits.

The school has a number of robust partnerships with the community. Visits to local businesses to learn about food hygiene, and visits by members of the 'Gardening Club' to develop the school garden, contribute well to pupils' experiences and promote pride in their local area. Pupils benefit greatly from the support of a local initiative that conducts sessions to keep fit. This contributes well to pupils' wellbeing.

There are robust links and effective transition arrangements with the secondary schools, and a variety of positive transition activities for pupils. There is a valuable opportunity for the school to use the secondary school's resources to promote

scientific work. These effective transition arrangements ensure continuity and progression in pupils' learning experiences as they move to the next step in their education.

The school works purposefully with schools in the cluster and the secondary school to moderate pupils' work in the core subjects. These processes have led to more consistency in levelling pupils' work.

### **Resource management: Adequate**

The headteacher and the governing body monitor expenditure carefully and manage the budget successfully. Expenditure links clearly with the priorities in the school improvement plan. Although the school has significant reserves, this funding has been earmarked for specific expenditure to improve provision and pupils' wellbeing. The Pupil Deprivation Grant is used effectively, which has led to successful improvements in the standards of reading of specific groups of pupils. As a result, these pupils make appropriate progress against their targets.

Although the school has been through a period of instability in terms of staffing, the situation is now improving. Teachers make relevant use of their planning, preparation and assessment time, and these arrangements are managed well. The school has appropriate learning resources that promote and stimulate learning suitably. Effective use is made of the outdoor area to support and stimulate learning experiences.

The school is developing as an appropriate learning community by working with the schools in the cluster. There are relevant opportunities for staff to improve their skills and professional knowledge. This has a positive effect on planning and on supporting vulnerable pupils.

Considering the standards that are achieved by pupils and the quality of provision over time, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6692023 - Ysgol Gynradd Pontiets

Number of pupils on roll	53
Pupils eligible for free school meals (FSM) - 3 year average	25.5
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	9	5	5	7
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	77.8	80.0	80.0	57.1
Benchmark quartile	3	4	4	4
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	9	5	5	7
Achieving outcome 5+ (%)	77.8	80.0	80.0	57.1
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	33.3	0.0	20.0	14.3
Benchmark quartile	2	4	4	4
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	9	5	5	7
Achieving outcome 5+ (%)	77.8	80.0	100.0	71.4
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	22.2	20.0	60.0	28.6
Benchmark quartile	3	3	1	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	9	5	5	7
Achieving outcome 5+ (%)	88.9	80.0	100.0	85.7
Benchmark quartile	4	4	1	4
Achieving outcome 6+ (%)	55.6	40.0	40.0	0.0
Benchmark quartile	2	3	4	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

## 6692023 - Ysgol Gynradd Pontiets

Number of pupils on roll	53
Pupils eligible for free school meals (FSM) - 3 year average	25.5
FSM band	4 (24%<FSM<=32%)

### Key stage 2

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	6	6	5	5
<b>Achieving the core subject indicator (CSI) (%)</b>	66.7	100.0	60.0	100.0
Benchmark quartile	4	1	4	1
<b>English</b>				
Number of pupils in cohort	6	6	5	5
Achieving level 4+ (%)	66.7	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	33.3	33.3	40.0	20.0
Benchmark quartile	2	3	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	6	6	5	5
Achieving level 4+ (%)	66.7	66.7	60.0	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	33.3	16.7	0.0	20.0
Benchmark quartile	2	4	4	3
<b>Mathematics</b>				
Number of pupils in cohort	6	6	5	5
Achieving level 4+ (%)	83.3	100.0	60.0	100.0
Benchmark quartile	3	1	4	1
Achieving level 5+ (%)	0.0	0.0	0.0	40.0
Benchmark quartile	4	4	4	2
<b>Science</b>				
Number of pupils in cohort	6	6	5	5
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	0.0	0.0	0.0	20.0
Benchmark quartile	4	4	4	4

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to 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.	23		23 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	23		23 100%	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.	23		23 100%	0 0%	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	23		22 96%	1 4%	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.	23		22 96%	1 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	23		23 100%	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.	23		23 100%	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.	23		23 100%	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.	23		22 96%	1 4%	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.	23		23 100%	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.	23		20 87%	3 13%	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	23		14 61%	9 39%	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.	16	7 44%	7 44%	2 12%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	16	11 69%	5 31%	0 0%	0 0%	0	Mae fy mhlentyn 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.	15	10 67%	5 33%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	16	11 69%	5 31%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	16	5 31%	8 50%	3 19%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	16	12 75%	4 25%	0 0%	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.	16	10 62%	6 38%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	16	6 38%	9 56%	1 6%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	16	8 50%	6 38%	2 12%	0 0%	0	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.	16	7 44%	7 44%	2 12%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	16	7 44%	8 50%	1 6%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	10 62%	6 38%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	16	8 50%	5 31%	3 19%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	16	9 56%	4 25%	3 19%	0 0%	0	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.	16	7 44%	6 38%	2 12%	0 0%	1	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.	16	7 44%	9 56%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	4 27%	3 20%	3 20%	0 0%	5	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.	16	6 38%	6 38%	3 19%	1 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	16	5 31%	8 50%	3 19%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

### Appendix 3

#### The inspection team

Anwen Eluned Griffith	Reporting Inspector
Hazel Hughes	Team Inspector
David Owen Jenkins	Lay Inspector
Owain Roberts	Peer Inspector
Eira Rumble	Nominee

## Copies of the report

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