



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

**A report on**

**Ysgol Trewen  
Cwm-Cou  
Newcastle Emlyn  
Ceredigion  
SA38 9PE**

**Date of inspection: July 2016**

**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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## Context

Ysgol Gynradd Trewen is situated in the rural village of Cwm-Cou near Newcastle Emlyn in Ceredigion. There are 48 pupils between 4 and 11 years old on roll. They are arranged into three mixed-age classes. The school admits pupils full-time in the September following their fourth birthday.

Welsh is the main language spoken in the homes of 43% of pupils. Four per cent (4%) of pupils are eligible for free school meals, which is significantly lower than the national average. Twenty seven per cent (27%) of pupils have additional learning needs, which is higher than the national average. There are no pupils with a statement of special educational needs.

The headteacher was appointed in September 2013. She is also the headteacher of two other schools in a federation of nearby schools which include Ysgol Cenarth and Ysgol Beulah. The school was last inspected in February 2010.

The individual school budget per pupil for Ysgol Trewen in 2015-2016 is £3,883. The maximum per pupil in primary schools in Ceredigion is £7,464 and the minimum is £3,069. Ysgol Trewen is in 23<sup>rd</sup> place of the 47 primary schools in Ceredigion in terms of the 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:

- Most pupils make positive progress during their time at the school
- Most pupils have sound oral and written skills
- Most pupils make effective use of their literacy and numeracy skills in their work across subjects
- Most pupils work together effectively in groups
- Teachers provide a range of interesting learning experiences
- The quality of teaching is good, on the whole
- Pupils are well-behaved and are courteous to each other
- Most pupils have good attitudes towards learning
- The school is a happy, inclusive and homely community

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision that is based firmly on ensuring rich learning experiences and improving standards
- The headteacher shares this vision effectively with pupils, staff, parents and governors
- Self-evaluation procedures identify appropriate areas for improvement
- The school development plan includes sound strategies to develop provision and raise standards
- Teachers implement new initiatives that promote pupils' educational development and wellbeing successfully
- There are productive partnerships with other schools in the federation
- Resources are used constructively to support learning
- Co-operation with a range of partners has a positive influence on the school's work

## Recommendations

- R1 Develop pupils' ability to use a range of reading strategies
- R2 Plan purposefully to ensure consistent continuity and progress in pupils' skills throughout the school
- R3 Extend pupils' assessment for learning skills and ensure regular opportunities for them to respond to feedback on how to improve
- R4 Set specific and quantitative targets for pupils with additional learning needs
- R5 Develop the role of the governing body in the school's self-evaluation processes

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

On entry to the school, most pupils' skills are slightly below the expected level, particularly their literacy and numeracy skills. During their time at the school, most pupils make positive progress in their learning.

Across the classes, most pupils listen well. They recall their previous learning and use their knowledge purposefully in their work.

Most pupils' oral Welsh skills are developing well across the school. In the Foundation Phase, most pupils converse naturally with an increasing level of accuracy. They are keen to discuss issues within their experience and offer simple explanations. A few of the most able pupils offer more extended explanations spontaneously. In key stage 2, most pupils express themselves clearly and correctly in Welsh and English. They are keen to contribute to discussions and use subject and general vocabulary confidently when discussing their work.

In the Foundation Phase, most pupils read well, giving attention to punctuation and varying their inflexion and tone effectively. They read for different purposes and discuss the characters and events in their books clearly and meaningfully. The most able pupils read challenging novels fluently and with good expression.

In key stage 2, the majority of pupils read in Welsh and English confidently and with enjoyment. Most give appropriate attention to punctuation, and more able pupils use their tone of voice effectively, which confirms their understanding of what they are reading. However, pupils do not always make enough use of their higher order reading skills to find specific information or to question the meaning and deeper messages in print. Across the school, a few pupils show a lack of fluency and accuracy when reading and they do not have a range of reading strategies to support them.

By the end of the Foundation Phase, most pupils write independently and with increasing accuracy. They present their work methodically and neatly, and punctuate purposefully. Most older pupils write at length for a range of purposes, including writing imaginative stories and the diaries of characters in stories.

In key stage 2, pupils write for a wide range of purposes in their Welsh and English lessons and across the curriculum. Most pupils succeed in following the features of different types of extended writing effectively. Examples include writing newspaper reports about the journey of the Mimosa, a diary about the story of Branwen and an explanation of the result of a scientific experiment. The majority of pupils show a sound understanding of punctuation and basic spelling patterns, and choose vocabulary for a specific purpose. However, the standard of pupils' handwriting and presentation of their work is inconsistent.

In the Foundation Phase, most pupils recognise, organise and use numbers to count and solve problems confidently. They demonstrate a sound understanding of measuring, shape and handling data. For example, they gather information in the form of diagrams and tables and create purposeful graphs on topics such as the children's favourite weather and favourite colours. Most pupils use mathematical vocabulary correctly in their activities.

In key stage 2, most pupils develop a secure understanding of number facts and apply their understanding of units of time, measuring and handling data effectively in different contexts. They collect and represent data correctly in research tasks in different subjects. Examples include comparing summer and winter temperatures in Patagonia and calculating time and mileage when travelling to Patagonia from different airports.

The majority of pupils with additional learning needs make appropriate progress. The few pupils who are eligible for free school meals make positive progress in line with their ability. In general, there is no significant difference between the performance of boys and girls.

Over recent years, there has been a relatively small number of pupils 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 similar schools and national averages.

At the end of the Foundation Phase, over a period of four years, the percentage of pupils achieving the expected levels in mathematics and literacy has placed the school among the lower 50% or the bottom 25% in comparison with similar schools. The percentage achieving the higher outcomes varies, moving the school between the lower 50% and top 25% in literacy, and the school is usually below the median in mathematical development.

At the end of key stage 2, over a period of four years, the percentage of pupils who achieve the expected levels is uneven and varies, moving the school between the bottom 25% and the top 25% of similar schools in Welsh and English. In science, pupils' results usually place the school in the top 25% of similar schools, while in mathematics they place the school in the bottom 25%. Pupils' results in 2015 place the school in the top 25% in all subjects.

The percentage of pupils who achieve the higher levels varies, moving the school between the bottom 25% and the top 25% of similar schools in English, and between the bottom 25% and the higher 50% in Welsh and science. In mathematics, they place the school in the bottom 25% in most years. Results in 2015 show progress.

The standard of pupils' work in their books and in the classrooms is better than the data suggests at the expected levels and the higher levels.

## **Wellbeing: Good**

Pupils feel very safe at school and are confident to turn to any member of staff or a friend for support, when needed. Most pupils are aware of the importance of staying healthy by eating fruit and vegetables regularly and exercising.

Pupils are well-behaved in lessons and at break time. A prominent feature of school life is the courtesy and respect shown by pupils towards their peers and adults. Most pupils' levels of interest, enthusiasm and commitment are good across the school. The school's older pupils care for the younger pupils effectively on the playground.

Pupils undertake different responsibilities as members of the school council and their understanding of their roles is developing. They receive opportunities to voice their opinion and make decisions in order to improve different aspects of the school's work. They show obvious pride in their contribution towards planning successful activities, such as arranging fundraising activities towards good causes. Evidence of their decisions can be seen when planning rules and buying sports resources for break time, writing an eco code for the school and running the fruit shop.

Pupils develop their social skills effectively by contributing towards a range of activities in their local community, including contributing to local concerts and festivals.

The attendance rates show improvement in three of the last four years, and moved the school from the lower 50% to the top 25% in comparison with similar schools. Although there has been a decline in the last year, the school has made every possible effort to ensure that attendance is good and does not have a detrimental effect on pupils' standards and wellbeing. Nearly all pupils arrive at school punctually.

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

Teachers provide pupils with a wide and balanced range of learning experiences that enrich their education. Provision responds to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Planning is based on a series of themes that match pupils' interests and offer interesting and stimulating activities. However, planning is not always purposeful enough to ensure consistent continuity and progress in developing pupils' skills across the school. Rich and motivating experiences are provided for the Foundation Phase in a variety of situations both inside and outside the classroom.

Teachers incorporate the requirements of the Literacy and Numeracy Framework effectively in their planning through purposeful activities across the curriculum. There are valuable opportunities to apply pupils' creative skills and thinking skills in a variety of activities.

There is a good range of extra-curricular activities available to pupils that enrich experiences and expand opportunities. They contribute to their cultural and physical

development successfully. Learning experiences are enriched by inviting visitors to the school and through visits to different places, such as Mwnt beach. Visits promote pupils' awareness of their local area's historical and geographical features effectively.

There is sound provision for promoting and developing the Welsh language through all of the school's work. There is a variety of productive opportunities for pupils to learn about Welsh history, traditions and culture. They include studying the work of Welsh authors and artists, and contributing to local celebrations and eisteddfodau.

There is purposeful provision to enable pupils to learn about sustainability. Pupils are given beneficial opportunities to expand their knowledge of issues relating to global citizenship through the curriculum and cultural and charitable activities.

### **Teaching: Good**

Teachers have sound subject knowledge. Most make constructive use of a range of teaching strategies and suitable resources to develop learning. Throughout the whole school, there is good co-operation between pupils and staff in a positive learning environment. Teachers and assistants offer effective support to groups of pupils and individuals in the classroom.

Teachers plan their lessons carefully with clear learning objectives. In most sessions, purposeful presentations, effective questioning and interesting and challenging activities promote consistent learning. There is constructive use of everyday contexts to stimulate pupils, for example when encouraging pupils to write a letter to the county council to ask for a safe route to school, and when using numeracy skills in order to create a balanced diet for Olympic teams. This has a beneficial effect on pupils' ability to develop their literacy and numeracy skills for a purpose.

In the few lessons in which teaching is not as good, activities do not always offer an appropriate challenge to pupils with additional learning needs. In key stage 2, expectations in terms of ensuring polished presentation of work and neat handwriting are uneven.

The school has clear arrangements for assessing, recording and tracking pupils' progress. There is suitable use of the data that is produced to monitor pupils' progress and arrange support, as necessary.

Assessment for learning strategies are developing appropriately across the school. There are good examples of purposeful opportunities for pupils to assess their work and set targets for themselves. However, strategies are not embedded firmly enough to have a full influence on improving standards progressively across the school. Pupils' work is marked regularly. Teachers offer useful feedback orally and in writing, but opportunities for pupils to respond to comments on how to improve are inconsistent.

Reports to parents offer full information about their children's progress.

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

The school operates as a happy and caring community. There are effective procedures to promote health, the importance of keeping fit, and pupils' personal safety. This is achieved successfully in lessons, through visits by key visitors and purposeful visits.

Pupils' moral, spiritual and cultural awareness is developed successfully. Collective worship sessions, the focus on promoting values, and co-operating with the local community offer beneficial experiences that contribute to this.

The school co-operates effectively with a number of specialist agencies, such as the police, educational psychology services and social services, as necessary.

Teachers identify those pupils who have additional learning needs at an early stage. They provide appropriate support through intervention groups, with particular attention to improving pupils' literacy and numeracy skills. However, the targets that are identified in individual education plans are not always specific and quantitative enough. As a result, they do not offer enough guidance to teachers when planning provision for these pupils. The school arranges regular review meetings and parents and pupils are included in the discussions.

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

### **Learning environment: Good**

The school has a homely, inclusive and Welsh ethos that encourages respect towards children and adults. The school is a lively community with a warm, familial atmosphere. There are effective procedures to encourage all pupils to take part in the school's activities and the wider community. The school's policies and procedures promote equality and equal access to provision.

The school's building and grounds provide a clean, orderly and safe environment for pupils. Attractive displays in the classrooms and throughout the school reflect and celebrate pupils' work successfully. The school has a good supply of up-to-date resources for lessons and to develop pupils' digital skills. Staff make good use of the school building and grounds to encourage pupils to stay healthy, learn how to be sustainable and to appreciate their habitat's natural environment. There is purposeful use of all parts of the building and resources in the outdoor learning areas to meet the needs of the Foundation Phase.

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

The school is led by a conscientious headteacher who succeeds in conveying a clear vision that is based on ensuring rich learning experiences and improving standards. She shares this vision with staff, parents, pupils and governors successfully. As a result, there is an ethos of close co-operation.

Staff meetings give due attention to improving pupils' achievement and ensure that staff are aware of their roles in achieving the school's priorities. All members of staff have detailed job descriptions that link well with their individual responsibilities.

Members of the governing body support the school effectively. They understand the school's performance data appropriately and know how it compares with that of similar schools. By receiving the headteacher's reports, and conducting visits and discussions, they have a sound knowledge of the educational provision and the challenges that are faced. Members undertake their statutory duties effectively and hold the school to account for its performance. However, their role in the school's self-evaluation processes has not been embedded firmly.

The school responds positively to a number of local and national priorities. The expectations of the Literacy and Numeracy Framework have been established effectively and the principles of the Foundation Phase are implemented successfully.

### **Improving quality: Good**

The headteacher and staff have a sound knowledge of the school's performance, its strengths and areas that need to be developed further. There is constructive use of procedures to evaluate the quality of provision and pupils' standards of achievement. They include analysing data, lesson observations and scrutinising pupils' work. There is increasing use of the views of parents, pupils, governors and the local authority in this context. This is reflected in the self-evaluation report that offers a balanced picture of the school.

The school development plan focuses clearly on priorities that are likely to have the greatest effect on raising pupils' standards, for example the increasing attention given to standards of writing in Welsh and English. The evaluation of the previous development plan is thorough and has been used effectively to inform the current plan.

There is a clear link between the self-evaluation process and the school development plan, which is a useful tool for moving the school forward. Improvements in planning and teaching, and the progress in pupils' writing and mathematics skills are examples of this. The plan refers effectively to the actions to be taken, along with measurable targets, sensible timescales, the individual who is responsible and the necessary funding.

### **Partnership working: Good**

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

The school has a positive relationship with parents and keeps them well-informed about the school's procedures, for example by using text messages and a weekly newsletter. The Parent and Teacher Association provides useful resources that enrich pupils' learning experiences, for example by ordering more computers.

The school works effectively in partnership with the local authority and specialist agencies to support pupils' learning and wellbeing. Pupils also benefit from visits by the police and the school nurse, which raise pupils' awareness of how to stay safe.

There are strong links between the school and the local nursery groups, which enable pupils to settle happily on entry to the Foundation Phase. Effective transition arrangements with the secondary schools ensure that pupils transfer smoothly and prepare older pupils for the next step in their education.

The whole school benefits from the beneficial co-operation that exists between the three schools that are managed by the headteacher. They plan jointly, monitor and join together in various activities. These experiences have a positive effect on pupils and staff's professional development. The school works closely with other schools in the local cluster to moderate the levels of pupils' work and standardise assessments. This supports teachers to validate the accuracy of their assessments appropriately.

### **Resource management: Good**

The school's staffing levels are generous and ensure that all pupils have full access to all aspects of the school's activities and life. A good range of resources is used effectively to support teaching and learning.

The school responds fully to the statutory requirement for planning, preparation and assessment time for teachers. As a result of the performance management process, staff receive a range of purposeful training that responds appropriately to the school's priorities and individuals' needs.

The headteacher and the governing body manage the buildings, resources and budget effectively and base their financial decisions appropriately on the school's needs. A high level of monitoring expenditure occurs regularly. There is suitable use of the Pupil Deprivation Grant to support the very few pupils who are eligible. This ensures full access for all pupils to all of the school's activities and has a positive effect on their wellbeing and development.

Considering pupils' standards of achievement and the provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6672345 - YSGOL GYMUNEDOL TREWEN

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	1.7
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	7	10	*	8
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	71.4	90.0	*	87.5
Benchmark quartile	4	3	*	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	7	10	*	8
Achieving outcome 5+ (%)	85.7	90.0	*	87.5
Benchmark quartile	3	3	*	3
Achieving outcome 6+ (%)	14.3	50.0	*	50.0
Benchmark quartile	3	1	*	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	7	10	*	8
Achieving outcome 5+ (%)	71.4	90.0	*	87.5
Benchmark quartile	4	3	*	4
Achieving outcome 6+ (%)	14.3	20.0	*	37.5
Benchmark quartile	4	4	*	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	7	10	*	8
Achieving outcome 5+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving outcome 6+ (%)	100.0	90.0	*	75.0
Benchmark quartile	1	1	*	2

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.

## 6672345 - YSGOL GYMUNEDOL TREWEN

Number of pupils on roll	52
Pupils eligible for free school meals (FSM) - 3 year average	1.7
FSM band	1 (FSM<=8%)

### Key stage 2

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	9	6	10	7
<b>Achieving the core subject indicator (CSI) (%)</b>	77.8	83.3	80.0	100.0
Benchmark quartile	4	4	4	1
<b>English</b>				
Number of pupils in cohort	9	6	10	7
Achieving level 4+ (%)	100.0	83.3	90.0	100.0
Benchmark quartile	1	4	4	1
Achieving level 5+ (%)	66.7	*	*	71.4
Benchmark quartile	1	*	*	1
<b>Welsh first language</b>				
Number of pupils in cohort	9	6	10	7
Achieving level 4+ (%)	100.0	83.3	80.0	100.0
Benchmark quartile	1	3	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	9	6	10	7
Achieving level 4+ (%)	77.8	83.3	80.0	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Science</b>				
Number of pupils in cohort	9	6	10	7
Achieving level 4+ (%)	100.0	100.0	90.0	100.0
Benchmark quartile	1	1	4	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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.	24	24 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	23	22 96%	1 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	24	24 100%	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	24	24 100%	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.	24	23 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	24	22 92%	2 8%	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.	24	24 100%	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.	24	24 100%	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.	24	22 92%	2 8%	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.	23	22 96%	1 4%	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.	24	18 75%	6 25%	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	24	21 88%	3 12%	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.	25	7 28%	17 68%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	15 60%	10 40%	0 0%	0 0%	0	Mae fy mhleintyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	25	17 68%	8 32%	0 0%	0 0%	0	Cafodd fy mhleintyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	25	10 40%	13 52%	2 8%	0 0%	0	Mae fy mhleintyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	22	5 23%	16 73%	1 5%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	23	10 43%	13 57%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	12 48%	13 52%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhleintyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	18	5 28%	10 56%	3 17%	0 0%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhleintyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	24	10 42%	11 46%	3 12%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	8 35%	15 65%	0 0%	0 0%	2	Caiff fy mhleintyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	25	12 48%	13 52%	0 0%	0 0%	0	Mae fy mhleintyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	7 29%	15 62%	2 8%	0 0%	1	Mae fy mhleintyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	25	4 16%	18 72%	3 12%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhleintyn.
		49%	41%	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.	24	11 46%	10 42%	3 12%	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.	25	7 28%	17 68%	1 4%	0 0%	0	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.	23	9 39%	13 57%	1 4%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	14	3 21%	10 71%	0 0%	1 7%	11	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.	25	9 36%	12 48%	4 16%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	21	5 24%	12 57%	4 19%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Emma Rofe	Reporting Inspector
Edna Davies	Team Inspector
Owen Jenkins	Lay Inspector
Delyth Kirkman	Peer Inspector
Rhianydd James	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.