



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

**A report on  
Ysgol Wirfoddol Abergwili  
Gerddi Gyfre  
Abergwili  
Carmarthen  
Carmarthenshire  
SA31 2JD**

**Date of inspection: June 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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**Publication date: 16/08/2016**

## Context

Ysgol Gynradd Wirfoddol Abergwili is in the village of Abergwili on the outskirts of the town of Carmarthen in Carmarthenshire and is under the voluntary control of the Church in Wales. It provides education for pupils aged between 3 and 11 years. Welsh is the school's everyday language and the main medium of teaching and learning. English is taught formally in key stage 2. About 10% of pupils come from Welsh-speaking homes, and very few pupils come from an ethnic minority background.

Children are admitted to the school on a full-time basis during the term in which they reach four years of age. During the inspection, there were 67 pupils on roll. They are taught by two full-time teachers and two part-time teachers in three mixed-age classes.

Very few pupils are eligible for free school meals, which is considerably lower than the national average.

Twenty-one per cent of pupils are on the school's additional learning needs register. These figures are lower than the percentages for Wales. No pupils have a statement of special educational needs.

The headteacher was appointed in February 1995. The school was last inspected in June 2009. As the school is under the voluntary control of the Church in Wales, the Church will conduct a separate inspection of collective worship and pupils' spiritual development.

The individual school budget per pupil for Ysgol Gynradd Wirfoddol Abergwili in 2015-2016 is £3,317. The maximum per pupil in primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Ysgol Gynradd Wirfoddol Abergwili is in 91<sup>st</sup> place of the 101 primary schools in Carmarthenshire 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:

- Nearly all pupils achieve well and make good progress in their learning during their time at the school
- The standard of pupils' key skills is good and nearly all are confidently bilingual by the end of key stage 2
- Pupils' standards of behaviour and self-discipline are high
- Teaching is consistently good
- The school plans a range of interesting learning experiences that gain pupils' interest and enthusiasm
- There is a very familial, caring and welcoming ethos, in which pupils feel safe and happy and are treated with respect

### Prospects for improvement

Prospects for improvement are good because:

- The headteacher's leadership has a positive effect on the school's development
- The vision has been conveyed successfully to staff, pupils, parents and governors
- Staff members co-operate effectively as a team
- The governing body is very supportive of the life and work of the school and holds leaders to account for its performance
- Clear procedures are in place to monitor performance
- There is very successful co-operation with a range of partnerships, which contributes extensively to improving pupils' standards and wellbeing

## Recommendations

- R1 Ensure regular opportunities for pupils to decide independently how to present their work
- R2 Strengthen teachers' comments on pupils' work, to ensure that they understand better what they need to do in order to improve

### **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

Basic assessments of pupils on entry to the school show that most of them have varied skills, and that Welsh is a new language for most of them. However, the skills of pupils who come from non-Welsh speaking homes develop very quickly. Nearly all pupils, including those who have additional learning needs, achieve well and make good progress in their learning during their time at the school.

Nearly all pupils across the school demonstrate good listening skills. In the Foundation Phase, most pupils use correct syntax and purposeful vocabulary and they are keen to provide answers or comments when talking about their work. By the end of key stage 2, most pupils discuss their work confidently in Welsh and English. They use an increasing variety of suitable vocabulary, for example when discussing the results of a scientific experiment. At the top end of the school, most pupils attain a good standard of bilingualism and change easily from one language to the other when discussing their work.

Most pupils in the Foundation Phase make good progress in learning to read. Almost all pupils are very familiar with traditional legends, discuss their content meaningfully and refer to their favourite characters in story books enthusiastically. They use a range of suitable strategies when reading unfamiliar words. By the end of the phase, the majority of pupils pay appropriate attention to punctuation and read fluently and with good expression.

By the end of key stage 2, nearly all pupils read to a standard that is in line with their age and ability and discuss their favourite books in a mature way, referring appropriately to their favourite authors. Most understand the difference between fiction and factual books and understand the purpose of the contents and index pages. They use their skills appropriately when gleaning information in their investigative work, for example when seeking information about sustainable energy.

In the Foundation Phase, most pupils write an increasing range of simple sentences and spell correctly and punctuate purposefully. By the end of the Foundation Phase, nearly all pupils convey information in a series of simple sentences, using a full stop and a capital letter with some consistency. They usually spell frequently-used words correctly and most of them present their work neatly. Most pupils are beginning to choose and select interesting words to create an effect, for example when writing a report following the celebrations for World Book Day.

Nearly all pupils in key stage 2 write intelligently for various purposes in Welsh and English and demonstrate a sound awareness of various forms of writing. They create thoughtful and extremely readable pieces and demonstrate a fairly firm grasp of form, for example when writing a letter from a soldier describing experiences of fighting in a war. They use sensible paragraphs to present their work in an organised way and punctuate fairly correctly within a sentence and use apostrophes and quotation marks when needed. Nearly all pupils present their work neatly and use clear handwriting.

In the Foundation Phase, most pupils develop their number skills successfully in mathematics lessons. They use their knowledge of the 2, 5 and 10 times tables effectively when solving problems. Most develop a sound understanding of analogue time to the hour, half hour and quarter hour. They have a good knowledge of the characteristics of different shapes and many use mathematical vocabulary correctly when discussing their work. They are able to collect and present information and create charts and graphs to record their work accurately, for example when comparing the favourite fruits of pupils at the school and comparing the outcomes with the data of children in Kenya.

In key stage 2, most pupils have a firm grasp of numeracy skills. They are prepared to offer answers and then check them by sharing their findings confidently. Many apply their understanding of the four number rules successfully, for example when planning a budget for camping. They collect and represent data in investigative tasks intelligently and use their skills confidently when solving reasoning problems, such as calculating the cost of electricity bills.

In the Foundation Phase and key stage 2, over the last four years, the number of pupils has been low. As a result, it is not possible to come to meaningful conclusions when considering them. The results for one or two pupils, at times, can have a great influence on the performance of the whole cohort. This can have a considerable effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages.

Pupils make appropriate use of their language and numeracy skills in various contexts across the curriculum.

At the end of the Foundation Phase, over a period of four years, the school's performance at the expected outcome in comparison with that of similar schools has been higher than the median in three out of the last four years in language and mathematics skills. Over the same time, performance at the higher outcome in language has been higher than the median in three of the four years but lower in mathematics skills.

At the end of key stage 2, the school's performance at the expected level and higher in Welsh, English, mathematics and science has varied between being higher than the mean in some years and being lower in other years.

In the Foundation Phase and key stage 2, the number of pupils who are eligible for free school meals has been small, and therefore any sensible comparison between them and other pupils is unreliable. The same thing is true when comparing the performance of boys and girls.

### **Wellbeing: Good**

Nearly all pupils feel happy and safe at school and know to whom to turn if they have any concerns. Nearly all pupils have a sound understanding of the importance of eating healthily and keeping fit, and take part regularly in sports activities such as the Dragon Sports Club.

Nearly all pupils' standard of behaviour and self-discipline is high during lessons and during break times. They show respect and care for their peers and for adults. Most pupils enjoy their lessons, are enthusiastic and respond to, and concentrate appropriately on, their tasks. However, pupils' ability to improve their own work and to work independently is limited.

Members of the school council are very enthusiastic and understand that they are representing the views of other pupils in the school community. They work efficiently and influence decisions by considering, for example, the comments of others who use the 'Ideas Box'. This has led, for example, to using the profit from the fruit shop to buy a 'Find a Friend Bench'. This ensures that no one needs to feel lonely during break times.

Pupils play a part in a range of activities in the community, for example holding a Christmas concert, and regular use is made of the local museum to enrich their learning experiences. Foundation Phase pupils' weekly 'Wellies Walk' around the village fosters a sense of belonging to their community in them.

Attendance levels are good and have placed the school in the top 25% of similar schools in three of the last four years. 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**

The school plans a range of interesting experiences that gain nearly all pupils' interest and enthusiasm and meet requirements.

The school responds effectively to the requirements of the Literacy and Numeracy Framework and plans ensure progression, continuity and an appropriate level of challenge for nearly all pupils as they move through the school. Plans include a number of purposeful and relevant visits to local areas and beyond, including the village museum, the Welsh Assembly, Pentre Bach and an art gallery in London. These visits enrich pupils' learning experiences successfully.

In partnership with the church, a good range of extra-curricular activities is provided for pupils, including music, sports, craft and cookery. These again enrich pupils' learning experiences successfully.

Provision for the Welsh language and the Welsh dimension is very robust. Adults model language effectively and schemes of work ensure appropriate competence in oral, reading and writing skills. Activities to promote pupils' understanding of their culture, history and traditions are varied and interesting. Staff ensure that pupils receive regular opportunities to compete in eisteddfodau, attend workshops with poets, and learn clog-dancing and about important historical events.

The school promotes sustainable development and global citizenship appropriately across the curriculum. Pupils receive opportunities to learn about other countries and cultures such as Africa and Lesotho. The eco committee supports pupils' understanding of the importance of conserving energy and recycling suitably.

## **Teaching: Good**

There is an effective working relationship between adults and pupils, which fosters a successful learning environment. Teachers have good subject knowledge and they link their lessons clearly with previous learning and use a range of learning methods skilfully to gain pupils' participation and interest. Assistants contribute effectively to the quality of teaching and provide good support according to pupils' needs in order for them to complete their tasks.

Teachers share learning objectives clearly and discuss success criteria with pupils regularly during lessons. Teachers question pupils probingly and encourage them to use their literacy, numeracy and thinking skills regularly across the curriculum. However, limited opportunities are provided for pupils to decide independently how to present their work.

Pupils' work is marked regularly, and teachers' comments often identify pupils' success in the task. However, there are few constructive comments that would give clear guidance to pupils on what they need to do to improve their work. There are appropriate procedures in place to provide opportunities for pupils to evaluate their own work and that of others but they have not yet had a full effect on pupils' skills to make this effective enough.

The school has thorough procedures for tracking pupils' progress, including effective use of the outcomes of standardised tests and teachers' assessments. As a result, teachers understand pupils' needs well and use the information to set appropriate tasks for them.

Parents receive good information about their children's progress and annual reports meet requirements.

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

The good quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for eating and drinking healthily, and for ensuring that pupils understand the importance of keeping fit.

The school fosters pupils' spiritual, moral and social development successfully through curricular activities, circle time periods and relevant workshops. Pupils' cultural skills are promoted effectively.

Notable examples are the visit to an art gallery in London and taking part in the Proms.

The effective links that exist with a range of specialist services and external agencies ensure beneficial support and guidance for pupils and parents when necessary.

The school has thorough arrangements for identifying and monitoring pupils who have additional learning needs. The school makes effective use of information from formal assessments and teachers' assessments in order to identify these pupils at an early stage. Teachers provide good quality individual education plans for these pupils, which are reviewed regularly and jointly with parents.

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

The school promotes good attendance successfully, through regular monitoring and regular contact with parents. The attendance percentage has placed the school among the top 25% in three of the last four years in comparison with similar schools. The school's arrangements ensure that most pupils arrive at school punctually.

### **Learning environment: Good**

A particularly good feature of the school is the familial ethos. It is a very inclusive, welcoming and caring community, in which pupils feel happy and safe.

There is an obvious emphasis on ensuring equal opportunities and full access to a balanced curriculum for all pupils. Respect for diversity and racial equality is promoted successfully through varied work, including studying foreign countries such as Botswana and Lesotho.

The building is of good quality and effective use is made of it. The Foundation Phase's outdoor area has been developed in a creative way to enrich stimulating learning experiences for pupils. The playground is colourful and includes multi-coloured pots of flowers, a climbing wall and an attractive adventure trail. The school takes full advantage of the facilities that are available to them in the village, such as the local park and the football team's playing field.

The school has a varied supply of high quality equipment and resources in classrooms, which are used effectively to support learning. Attractive displays of pupils' work around the school create an interesting learning environment, which stimulates learning well. They also engender pupils' pride in their work. The school building and grounds are well maintained. Cleanliness is of a high standard. The school site is safe for pupils.

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

The headteacher's purposeful leadership has a positive effect on the school's development and the vision 'A seed today, a flower tomorrow' is well known to everyone.

The headteacher is supported well by members of staff and they co-operate effectively as a team for the benefit of pupils. The school is an orderly community; there are clear structures and policies in place and they are implemented regularly and effectively.

Regular staff meetings focus clearly on the school's priorities for improvement. As a result, all members of staff understand their roles and responsibilities well in relation to the school's strategic plans. They use all monitoring information effectively when responding to the actions identified in the school development plan. For example, the system for analysing assessments and setting appropriate targets on a whole-school level is challenging but realistic.

Performance management arrangements are effective. They are linked to the school's priorities and provide good opportunities to promote staff's professional development. For example, the focus on improving reading is having a positive effect on pupils' standards.

The school is making good progress in introducing initiatives that meet local and national priorities. The expectations of the Literacy and Numeracy Framework and developing information and communication technology (ICT) skills have been established successfully. The Welsh language, and the history and culture of Wales, are promoted very effectively in several areas.

Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. They have a sound understanding of the school's strengths and areas that need to be improved. They operate well as critical friends and hold the school to account for its performance effectively.

### **Improving quality: Good**

Clear procedures are in place to monitor the school's performance. Data analysis is an integral part of the process and a wide range of evidence is collected effectively, including classroom observations, scrutinising pupils' work and speaking to learners. These procedures have helped the school to produce a useful self-evaluation report that identifies clearly the strengths and areas that need to be developed.

The views of staff, parents and pupils support the evaluation process appropriately. Good attention is paid to the pupil's voice through circle time sessions, the school council, ideas box and questionnaires. Parents' comments and views are considered seriously through regular questionnaires.

There is a close link between the findings of the self-evaluation process and the priorities in the school development plan. The plan is detailed, identifies relevant and attainable priorities and includes details of suitable success criteria, which focus well on improving pupils' outcomes. The plan provides a clear outline of staff responsibilities, an implementation timetable, financial requirements, training opportunities and arrangements for monitoring progress. It is monitored effectively by the headteacher and staff, and this ensures that good progress is made against priorities. The plan's actions have already had a positive effect, for example on improving pupils' standard of writing in Welsh and English.

### **Partnership working: Good**

The school works successfully with a range of partnerships that contribute effectively to improving pupils' standards and wellbeing. There is a strong relationship with parents, and the school includes them well in their children's education. The parents and friends association raises considerable sums of money to support the school's work, for example by buying resources for ICT. This promotes pupils' skills well.

The transition arrangements that exist between the school and the nursery group and with the two local secondary schools are effective and prepare pupils well for the next periods in their education.

There are strong links with the local community. Pupils receive interesting opportunities to develop their enterprise skills by producing, displaying and selling their art work in the town's gallery. They lead services in the church, visit local businesses and plant trees in the nearby park. These contribute effectively to promoting their understanding of the importance of contributing to community life.

The co-operation that exists with schools in the catchment area is beneficial. Schools receive joint training in order to raise pupils' standards in reading and writing and to standardise and moderate their work. This has a positive effect on standards and ensures agreement when levelling pupils' work.

### **Resource management: Good**

The school has a sufficient number of experienced teaching and support staff in order to address all aspects of its work. Classroom assistants' contribution and support are a strength at the school; they provide valuable support to teachers and have a positive influence on improving pupils' attainment.

There is a good range of resources at the school and they are managed effectively in order to ensure full access for pupils to all aspects of the curriculum. This is very apparent in the purposeful use that is made of the outdoor area, the playing field and facilities in the community.

The school's performance management processes lead effectively to staff development in appropriate areas that are based on the school's priorities for improvement, along with the staff's specific priorities.

The school is an effective learning community. The number of learning networks that exist within the school and beyond provide a wide range of appropriate opportunities for teachers and assistants to co-operate on planning interesting and stimulating work programmes for pupils. These have a positive effect on pupils' learning experiences and have led to improving pupils' writing skills in Welsh and English.

Provision for teachers' planning, preparation and assessment is well organised.

The headteacher and governors monitor and manage expenditure very carefully. The school makes good use of the Pupil Deprivation Grant to improve pupils' social aspects. This has a positive effect on the motivation and confidence of pupils who have specific needs.

Considering the good outcomes, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6693000 - Ysgol Wirfoddol Abergwili

Number of pupils on roll	70
Pupils eligible for free school meals (FSM) - 3 year average	8.6
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	7	5	11	11
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	71.4	80.0	90.9	81.8
Benchmark quartile	4	3	2	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	7	5	11	11
Achieving outcome 5+ (%)	71.4	80.0	90.9	81.8
Benchmark quartile	4	3	3	4
Achieving outcome 6+ (%)	42.9	20.0	63.6	36.4
Benchmark quartile	1	3	1	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	7	5	11	11
Achieving outcome 5+ (%)	85.7	80.0	100.0	90.9
Benchmark quartile	3	4	1	3
Achieving outcome 6+ (%)	0.0	0.0	36.4	27.3
Benchmark quartile	4	4	2	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	7	5	11	11
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	85.7	100.0	100.0	81.8
Benchmark quartile	1	1	1	1

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.

**6693000 - Ysgol Wirfoddol Abergwili**

Number of pupils on roll	70
Pupils eligible for free school meals (FSM) - 3 year average	8.6
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	8	14	*	11
<b>Achieving the core subject indicator (CSI) (%)</b>	75.0	92.9	*	90.9
Benchmark quartile	4	2	*	3
<b>English</b>				
Number of pupils in cohort	8	14	*	11
Achieving level 4+ (%)	75.0	100.0	*	90.9
Benchmark quartile	4	1	*	3
Achieving level 5+ (%)	62.5	57.1	*	54.5
Benchmark quartile	1	1	*	1
<b>Welsh first language</b>				
Number of pupils in cohort	8	14	*	10
Achieving level 4+ (%)	62.5	100.0	*	70.0
Benchmark quartile	4	1	*	4
Achieving level 5+ (%)	*	42.9	*	60.0
Benchmark quartile	*	1	*	1
<b>Mathematics</b>				
Number of pupils in cohort	8	14	*	11
Achieving level 4+ (%)	87.5	92.9	*	90.9
Benchmark quartile	3	2	*	3
Achieving level 5+ (%)	*	*	*	63.6
Benchmark quartile	*	*	*	1
<b>Science</b>				
Number of pupils in cohort	8	14	*	11
Achieving level 4+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving level 5+ (%)	*	42.9	*	72.7
Benchmark quartile	*	2	*	1

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	39	39 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	39	39 100%	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.	39	39 100%	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	39	39 100%	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.	39	39 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	39	39 100%	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.	39	39 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	39	39 100%	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.	39	38 97%	1 3%	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.	39	39 100%	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.	39	39 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	39	38 97%	1 3%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Dalim yn gwybod	
Overall I am satisfied with the school.	22	18 82%	4 18%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	22	20 91%	2 9%	0 0%	0 0%	0	Mae fy mhentyn 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.	22	20 91%	2 9%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	22	16 73%	6 27%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	22	12 55%	10 45%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	22	16 73%	6 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	17 81%	4 19%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	22	14 64%	8 36%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	21	16 76%	3 14%	2 10%	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.	22	17 77%	5 23%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	22	17 77%	5 23%	0 0%	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'.	22	16 73%	6 27%	0 0%	0 0%	0	Mae fy mhentyn 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.	22	14 64%	8 36%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	22	20 91%	1 5%	1 5%	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.	22	15 68%	7 32%	0 0%	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.	21	17 81%	4 19%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn 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.	19	15 79%	4 21%	0 0%	0 0%	3	Mae fy mhentyn 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.	22	17 77%	5 23%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	22	17 77%	5 23%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mervyn Jones	Reporting Inspector
Rhian Jones	Team Inspector
Meleri Cray	Lay Inspector
Mair Potter	Peer Inspector
Elinor Jameson	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.