



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Gynradd y Tymbl  
Heol y Neuadd  
Tumble  
Carmarthenshire  
SA14 6HR**

**Date of inspection: November 2013**

**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 y Tymbl is at the lower end of the village of Tumble in the Gwendraeth Valley, Carmarthenshire. At present, there are 128 pupils aged between three and 11 years on roll.

Welsh is the main medium of the life and work of the school and Welsh is the main home language of 13% of pupils. A very few pupils are from an ethnic group.

Twenty-seven per cent (27%) of pupils are entitled to free school meals. This is higher than the national and county averages. At present, 39% of pupils are on the special educational needs register, a figure that is much higher than the national average. A very few pupils have a statement of special educational needs.

The school was last inspected in November 2007. The headteacher was appointed to the post in September 2001.

The individual school budget per pupil for Ysgol Gynradd y Tymbl in 2013-2014 is £3,998. The maximum per pupil in primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol Gynradd y Tymbl is in 33<sup>rd</sup> place of the 106 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:

- the majority of pupils make good progress in their speaking and information and communication technology skills;
- most pupils feel safe at the school;
- there is a warm and welcoming ethos at the school;
- pupils' standards of behaviour are good; and
- there is effective provision for pupils who have additional learning needs.

However:

- pupils do not make enough progress in their reading and writing skills in either Welsh or English;
- pupils do not make enough progress in their numeracy skills across the curriculum;
- the most able pupils do not achieve as well as expected;
- the quality of a minority of lessons needs to be improved; and
- there are important areas that need to be improved in relation to assessment and assessment for learning.

### Prospects for improvement

Prospects for improvement are adequate because:

- the school uses a suitable range of sources for self-evaluation;
- appropriate priorities have been set for further improvement;
- all staff share a common vision and purpose that focuses on improving pupils' outcomes; and
- a robust partnership exists with parents and the community.

However:

- the school's arrangements for monitoring lessons and scrutinising books do not focus thoroughly enough on raising standards;
- the governing body's role in terms of providing a challenge as critical friends has not developed sufficiently; and
- the school has not made enough progress regarding the recommendations from the previous inspection.

## **Recommendations**

- R1 Raise standards of reading and writing in Welsh and English
- R2 Develop pupils' numeracy skills across the curriculum
- R3 Ensure that the provision offers enough of a challenge to pupils, including the most able
- R4 Improve the quality of teaching and strengthen assessment for learning
- R5 Strengthen the self-evaluation process and ensure that monitoring focuses firmly on raising standards
- R6 Improve pupils' attendance

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

In the Foundation Phase, pupils learn Welsh sentence structures and vocabulary quickly, and most of them become confident in using Welsh in a variety of situations. A majority of pupils in key stage 2 confidently express their ideas, opinions and feelings orally. They speak clearly and at length about their work in a variety of situations and use suitable vocabulary.

By the end of the Foundation Phase, many pupils can read aloud meaningfully with appropriate intonation, and make good use of the voice to vary expression. However, a minority do not read Welsh materials that give them enough of a challenge. Pupils enjoy reading and make appropriate progress in their use of investigative skills. However, progress in pupils' ability to respond to fiction and discuss aspects of what they read is not developing as well.

In the Foundation Phase, the majority of pupils use different styles when writing in Welsh for various purposes. About half of the most skilful writers are beginning to support, develop and extend their ideas when submitting imaginative pieces. However, they do not write at length across the learning areas effectively.

In key stage 2, the majority of pupils can read meaningfully in Welsh with suitable expression. The best pupils use intonation effectively to convey meaning when reading aloud. However, only a minority of pupils are able to discuss their favourite books and authors.

In key stage 2, the majority of pupils make appropriate progress in their ability to write in Welsh and are able to use key words to present different viewpoints. They make appropriate progress in their use of vocabulary and terms. However, there is not enough progress in their ability to write freely and at length for a range of purposes in contexts across the curriculum, as well as in their ability to write creative and imaginative pieces.

Many pupils in key stage 2 make suitable progress in reading English books. A few pupils discuss their favourite authors or books that they have read previously in a suitable way. However, many older pupils do not have clear expression when reading and they do not have a sound understanding of books and characters.

Pupils do not write at length in English frequently enough across the curriculum. Very little written work is redrafted. Overuse of work sheets hinders pupils' free and extended writing and impairs progress.

By the end of the Foundation Phase, most pupils develop good numeracy skills, and deal with numbers, methods of measurement, shape, money and using data appropriately. They are able to use these skills well to solve simple mathematical

problems. By Year 2, most pupils are able to apply their numeracy skills well when using money and when creating simple tables and graphs in science investigations.

In key stage 2, most pupils achieve mathematics work at an appropriate level in line with their age and ability. They complete a good and wide range of appropriate and suitable work. However, many pupils submit their current work on prepared sheets and, as a result, they do not develop into independent learners. Examples of applying mathematics to other areas and subjects across the curriculum are very scarce.

Most pupils are confident when using information and communication technology (ICT) skills across the school and they develop their skills well.

Pupils who have additional learning needs make good progress against their targets. The most able pupils are not achieving to their full potential.

In 2013, pupils' achievements in the Foundation Phase indicator were higher than the average for the family of similar schools and Wales. When comparing the school's results with those of similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performs in the upper 50% for language, literacy and communication skills in Welsh and mathematical skills, and in the bottom 25% in terms of personal skills. The proportion of pupils who achieved higher than the expected outcome was lower than family and Wales averages, except in personal skills.

In key stage 2, the percentage of pupils who achieved the expected level or higher in Welsh or English, mathematics and science in combination in 2013 was significantly higher than the averages for the family of similar schools and Wales. The trend has varied somewhat during the last four years and achievements were lower than the family average in two years out of the four. When comparing the school's results with those for similar schools in terms of the proportion of pupils who are entitled to free school meals, in 2013 the school is performing in the top 25% for English, mathematics and science and in the upper 50% in Welsh. In previous years, trends have varied between the bottom 25% and the upper 50%.

### **Wellbeing: Good**

Pupils' awareness of keeping fit and healthy is good and they understand their importance. They feel happy and safe whilst they are at school, and are aware of whom they should turn to for support and advice. They have positive attitudes to living healthily, eating a healthy diet and taking regular physical exercise.

Most pupils are enthusiastic and are keen to learn. They co-operate effectively with each other in their lessons and activities. However, their skills to improve their own learning have not been developed appropriately.

Standards of behaviour are high. Pupils of all ages play together happily at break times and lunch times. Nearly all are polite and courteous and show respect and care for their peers. Older pupils care for younger pupils voluntarily during play times.

Through a range of activities, inside and outside the school, pupils develop a good range of social and life skills. Pupils contribute enthusiastically to their wellbeing by getting involved with the eco committee and their responsibilities as Healthy School Ambassadors.

The school's attendance rate for 2011-2012 is lower than the national and family average, placing the school in the lower 50% of similar schools. However, it was in the upper 50% for the previous three years. All pupils arrive at school punctually.

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

The school plans interesting learning experiences that gain the interest of most pupils. Schemes of work are comprehensive and respond suitably to the requirements of the National Curriculum and the Foundation Phase.

On the whole, planning for developing skills is suitable, but it does not always offer enough opportunities to develop literacy and numeracy skills across the curriculum. In work books, there are not enough opportunities to write creatively across the curriculum and planning for progression and continuity in skills has not had enough of an effect in terms of ensuring opportunities for pupils to use skills in their work across the curriculum.

The focus for developing the Welsh language enables the majority of pupils to make appropriate progress. Provision for specific groups, such as pupils who are new to the school and who are learning Welsh as a new language, is suitable. Provision for developing the Welsh dimension in a variety of contexts is appropriate.

The school provides opportunities for pupils to participate in a good range of extra-curricular activities in order to enrich their learning. Recent visits to Swansea and Carmarthen museums are examples of the way in which the school plans such opportunities effectively.

The school promotes pupils' awareness of sustainable development well through the work of the eco committee. It operates sustainably by promoting an appropriate range of opportunities to reuse and recycle and creates a strong awareness of the importance of recycling food and fruit actively to create fertiliser. The fair trade shop raises money by growing and selling food. The school offers useful opportunities for pupils to develop their understanding of global citizenship through its curricular activities and through charitable initiatives that support local, national and international organisations.

**Teaching: Adequate**

Teachers plan learning activities that ensure that many pupils work productively in lessons. They provide appropriate support for pupils to ensure that they are able to complete the work and provide suitable language models. Classroom assistants



make a significant contribution to implementing programmes for improving pupils' literacy skills.

In the majority of lessons, teachers share clear learning aims with pupils and ensure that pupils know how to achieve well. In these lessons, a sequence of appropriate learning activities ensures that pupils' motivation levels are maintained. In addition, teachers ask questions continually, which encourage pupils to think and reason and improve their understanding of the work.

In a minority of lessons, teachers do not give enough consideration to the different levels of ability in class and they do not show pupils clearly what to do to ensure that they achieve to the best of their ability. Overuse of unchallenging writing tasks and work sheets hinders pupils' ability to achieve as well as they could when writing at length.

Teachers mark pupils' work regularly and, in a minority of cases, offer useful comments to help them to improve their work. However, there are no appropriate opportunities for pupils to assess their own work and set targets for improvement. The school has effective assessment systems for tracking pupils' progress.

Parents receive clear information about their children's progress and achievement through suitable reports and regular meetings.

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

The school has appropriate arrangements for promoting healthy eating and drinking. It is a caring community that promotes pupils' spiritual, moral, social and cultural development successfully. There are effective reward systems in order to promote good behaviour and also in order to improve their self-respect.

Members of staff work effectively with external agencies and specialist services in order to support pupils as required.

The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern. Clear guidance has been shared with every member of staff and they are aware of the requirements.

The school's arrangements for identifying additional learning needs are good and comply with the Code of Practice. Teachers identify the needs of various pupils quickly and act in a timely and purposeful manner. Individual education plans identify clear targets and outline specific activities in order to ensure progress. The school uses teaching assistants effectively to support teaching.

### **Learning environment: Good**

The school is a homely and inclusive community in which almost all have full access to the curriculum. There is an appropriate range of policies and procedures in place. This reflects the school's mission successfully, namely, 'Ysgol heb galon, ysgol heb ofal' (A school without a heart is a school without care).

Attractive and stimulating displays of pupils' work and visits to interesting educational places cover the walls of classrooms, the hall and the corridors. This promotes pupils' pride.

There are enough resources that match pupils' needs well. There is an interactive white board in every teaching room and a designated room for information technology, and they have a good effect on pupils' standards.

The buildings are in a suitable condition and provide plenty of room. The spacious site is used fully in order to create areas for outdoor learning activities for the Foundation Phase. Considering the age of the school, the building is of acceptable quality and is maintained well.

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

The headteacher has a suitable vision for the school, which has been shared successfully with the staff, governors and parents. The headteacher creates an ethos in which pupils feel comfortable to discuss matters with adults, and this is a strength within the school. This positive relationship ensures good behaviour and raises pupils' self-respect.

The senior management team works appropriately as a team and as part of the whole staff. However, it does not evaluate the effect of strategies effectively and does not always have a specific enough focus on raising standards.

The school holds managers' meetings and staff meetings fairly frequently, but they do not always focus clearly enough on raising standards and establishing agreed steps.

The school pays good attention to local and national priorities, especially in relation to improving literacy and numeracy and addressing poverty and disadvantage.

Governors have an appropriate understanding of their roles and responsibilities. They visit classes and have begun to go on learning walks to improve their understanding of the life and work of the school. They support the school well in its day to day work. However, the role of the body as a critical friend has not been developed fully and governors' understanding of the school's data and standards has not developed sufficiently.

### **Improving quality: Adequate**

The school's arrangements for improving quality make suitable use of a range of sources of evidence, including observation visits to classrooms and examining samples of pupils' work. However, arrangements do not always pay enough attention to pupils' standards and progress.

The school's self-evaluation report includes a detailed analysis of data, trends in performance and comparisons with similar schools. The report includes a concise list of priorities for improvement which, on the whole, links suitably to the school development plan. However, evaluations in the self-evaluation do not always reflect the quality of provision or pupils' achievements appropriately.

The school development plan is a suitable document that focuses on a number of priorities. It includes a suitable focus on raising standards, especially in Welsh and English. However, the expected outcomes are not always specific or quantitative enough and, as a result, it is not easy for leaders to review progress.

The school has not addressed the majority of the recommendations of the previous inspection successfully.

### **Partnership working: Good**

Partnerships with parents are good. They are supportive of all the activities that are provided and are proud of the school's 'open door' policy. They receive information regularly about their children's progress and are happy with many aspects of school life. Parents and members of the local community are encouraged to come into the school to support the learning, especially to listen to pupils reading. Parents raise a considerable amount of money to improve the school's resources and this has enabled the school to buy ICT resources.

The relationship with the community is also successful. Pupils compete regularly in the village Eisteddfod and this has a positive effect on their standards of literacy. The school also provides opportunities every week for pupils to work on an art project with a local artist in the senior citizens centre and this has a good effect on pupils' standards of wellbeing and creativity.

There are effective arrangements to ensure that pupils settle in well as they come from the nursery phase into full-time education in the reception class.

There are close links with the secondary school to promote improvements in standardising and moderating pupils' work. Effective and smooth transition arrangements promote pupils' wellbeing as they transfer from the primary to the secondary school.

Visits to the community and visitors from the community make positive contributions towards enriching pupils' experiences. The school has undertaken some visits and educational trips that provide good experiences for pupils.

### **Resource management: Adequate**

There are enough qualified staff at the school to meet the requirements of the Foundation Phase, the National Curriculum and religious education. The school takes appropriate advantage of individuals' expertise to enrich the provision in some areas such as science, music and geography. Arrangements for ensuring planning, preparation and assessment time for each teacher are suitable.

Statutory requirements for performance management are being met. There is no formal arrangement for performance management for the classroom assistants but occasional meetings with teachers and the headteacher ensure that they are able to benefit from opportunities to develop their careers. Teachers and assistants benefit from opportunities to receive training in specific areas. However, teachers do not participate in professional learning communities in the school and beyond.

The school has suitable guidelines for monitoring and managing the school's expenditure carefully. The governing body makes appropriate decisions in response to changes in funding as a result of changes in pupil numbers from time to time.

Considering pupils' outcomes and the quality of provision, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In 2013, pupils' achievements in the Foundation Phase indicator were higher than the averages for the family of similar schools and Wales. When comparing the school with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school performs in the upper 50% for language, literacy and communication skills in Welsh and mathematical development and in the bottom 25% in terms of personal skills. The proportion of pupils who achieved higher than the expected outcome was lower than family and Wales averages, except in personal skills.

Over a period of two years, in general, girls have performed better than boys in language, literacy and communication skills.

In key stage 2, the percentage of pupils who achieved the expected level or higher in Welsh or English, mathematics and science in combination in 2013 was higher than the averages for the family of similar schools and Wales. The trend has varied considerably over the last four years. When comparing the school's results with those of similar schools in terms of the proportion of pupils who are entitled to free school meals, the school performs in the top 25% for English, mathematics and science in 2013 and in the upper 50% for Welsh. In previous years, trends have varied considerably from the bottom 25% to the upper 50%.

In 2013, the percentage who achieved higher than the expected level was much lower than the average for the family in both languages and lower in mathematics. Percentages have been fairly low in comparison with family averages in both languages over a period of time.

Over a period of five years, overall, girls have performed better than boys.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Designating the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghyftuno	
I feel safe in my school.	61	60 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	61	59 97%	2 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	61	60 98%	1 2%	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	61	56 92%	5 8%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	61	60 98%	1 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	61	56 92%	5 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.	61	57 93%	4 7%	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.	61	61 100%	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.	61	55 90%	6 10%	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.	61	54 89%	7 11%	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.	61	53 87%	8 13%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	61	45 74%	16 26%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Designating the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	38	26 68%	11 29%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	26 68%	11 29%	0 0%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	38	30 79%	8 21%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	38	25 66%	10 26%	0 0%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	36	15 42%	18 50%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	38	24 63%	13 34%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	21 55%	15 39%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	21 57%	13 35%	0 0%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	38	23 61%	11 29%	0 0%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	23 61%	12 32%	1 3%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	38	26 68%	9 24%	0 0%	0 0%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	35	12 34%	16 46%	0 0%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	36	19 53%	17 47%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	38	27 71%	11 29%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	38	17 45%	17 45%	1 3%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	36	20 56%	15 42%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	12 34%	13 37%	1 3%	0 0%	9	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	37	20 54%	12 32%	2 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	38	23 61%	13 34%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	1%		



## Appendix 3

### The inspection team

David Gareth Evans	Reporting Inspector
Mrs Eleri Anwen Hurley	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Hefin Jones	Peer Inspector
Gareth Rees	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.