



*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

## **Report on**

**Ysgol Penparc  
Penparc  
Cardigan  
Ceredigion  
SA43 1SG  
United Kingdom**

**Date of inspection: September 2014**

**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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Ysgol Penparc is situated on the main road between Cardigan and Aberystwyth in Ceredigion. Pupils come from the village itself, from the town of Cardigan and from the nearby rural area.

At present, there are 112 pupils aged between 4 and 11 on roll and they are admitted on a full-time basis at the beginning of the term following their fourth birthday. There are five classes at the school, three of which include pupils of different ages.

About 3.5% of pupils are eligible for free school meals, which is considerably lower than the national average. Thirty per cent of pupils have additional learning needs, which is higher than the national average. Sixty-seven per cent of pupils come from homes in which Welsh is the first language.

The school was last inspected in 2008. The headteacher has been in post since September 2013.

The individual school budget per pupil for Ysgol Penparc in 2014-2015 is £3,124. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Ysgol Penparc is in 50<sup>th</sup> place of the 51 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' standards and progress are consistent, and appropriate to their age and ability, in learning sessions and in their work books;
- many pupils make good progress in their literacy and numeracy skills;
- pupils write at length to a high standard, especially in Welsh, for a range of purposes across the curriculum by the end of key stage 2;
- most pupils use the Welsh language fluently in formal and informal situations;
- pupils who have additional learning needs achieve well on a level that corresponds to their ability; and
- standards of behaviour of almost all pupils are excellent.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision and all staff work successfully and enthusiastically as a team;
- governors challenge the school effectively as critical friends;
- leaders have a clear understanding of the school's strengths and what needs to be improved; and
- the school works effectively with a wide range of partners for pupils' wellbeing and development.

## Recommendations

- R1 Raise the percentage of pupils who attain the higher outcomes and levels across the school
- R2 Ensure that assessment for learning strategies are implemented consistently across the school
- R3 Ensure that targets in the improvement plan are measurable, where appropriate

### **What happens next?**

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

## Main findings

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

**Good**

### **Standards: Good**

In learning sessions and in their work books, most pupils' standards and progress are consistent and appropriate to their age and ability.

Many pupils make good progress in their literacy skills. They listen carefully to adults and to each other, and speak confidently in a variety of situations.

The oral skills of most pupils in the Foundation Phase are good. They communicate confidently and turn naturally orally to using a wide and rich vocabulary. Most pupils contribute enthusiastically in class activities and use increasing vocabulary in a clear and correct way. Most pupils in key stage 2 orally express their views and ideas confidently. They speak clearly and at length about their work, and use natural polished language in various situations.

Many pupils are developing into good readers and, by the end of the Foundation Phase, they read with fluency, accuracy and clear expression. Many are able to discuss aspects of a book appropriately in order to show an understanding of events and their favourite characters. In key stage 2, most pupils make good progress in their reading skills. They read meaningfully and with good expression in Welsh and English. Most pupils use their skills of gleaning information effectively to find specific information from a book or the internet. They understand the text well and are very willing to express a view on it.

Most pupils in the Foundation Phase make good progress in their writing skills. By the end of the Foundation Phase, they use their literacy skills well and write sensibly and independently across the areas of learning. Many pupils write at length and punctuate their work correctly. In key stage 2, many pupils write intelligently in a variety of forms and convey their ideas successfully. Most pupils punctuate correctly and use a wider vocabulary in both languages to enrich their work. By the end of key stage 2, many write at length to a high standard, especially in Welsh, for a range of purposes across the curriculum.

Most pupils have a firm grasp of the Welsh language, and the oral proficiency of pupils from non-Welsh speaking homes develops effectively very quickly. Most pupils use the Welsh language fluently in formal and informal situations. This is a strong feature throughout the school.

Most pupils across the school develop their numeracy skills well in a variety of situations. At the beginning of the Foundation Phase, nearly all pupils are able to sort and arrange objects correctly and good progress can be seen in terms of pupils' attainment in development of number. By the end of the Foundation Phase, most use their numeracy skills successfully to solve mathematical problems. In key stage 2, many pupils are able to use their skills successfully to solve problems in areas such as history and geography. They have a firm grasp of number and measure and become increasingly confident when handling data and create detailed and accurate graphs.

At the end of the Foundation Phase, over a period of three years, the school's performance at the expected outcome (outcome 5) in comparison with that of similar schools has varied. In 2014, the school's performance at the expected outcome is in the upper 50% for literacy and in the lower 50% for mathematical development. Overall, over the last three years, performance at the higher outcome (outcome 6) has varied between the bottom 25% or the lower 50% for all areas of learning, except for mathematical development in 2013 where performance was in the upper 50%.

In key stage 2, the school's performance at the expected level 4 has varied over the last four years in comparison with that of similar schools. In 2013, its performance in the core subject indicator, and the expected level in English, mathematics and science, placed the school among the top 25% of similar schools. Its performance in Welsh placed the school in the upper 50%. In 2014, performance sets the school within the bottom 25% in all core subjects.

In 2013, the school's performance at the higher level (level 5) in Welsh placed it in the top 25% of similar schools. Otherwise, over the last four years, performance at the higher level has placed it between the lower 50% or the bottom 25% across all areas of learning.

There is no significant pattern of difference in the performance of pupils who are eligible for free school meals in comparison with their peers. In addition, there is no significant difference between the performance of boys in comparison with girls over time.

Pupils who have additional learning needs achieve well at a level that corresponds to their ability.

### **Wellbeing: Good**

The school is a happy community in which pupils feel safe. Most pupils have very positive attitudes towards keeping healthy and a thorough understanding of the importance of physical exercise and healthy eating. Many pupils enjoy opportunities to take part in physical exercise activities and attend the school's cookery and sports clubs.

Nearly all pupils' standards of behaviour are excellent and they are courteous and welcoming towards staff and visitors. In lessons, they are active and enthusiastic and work harmoniously. Most keep on task for extended periods and contribute effectively when making decisions about aspects of their learning.

Most older pupils play a full part in community life. They take part in concerts and raise money for various charities. These activities strengthen their involvement in their area and contribute in a valuable way towards their personal development.

Many pupils accept responsibilities conscientiously. The school council and the eco council make a significant contribution to various activities. Through their efforts, they have contributed effectively to improving the school environment, and sustainability issues.

The attendance percentage is consistently high, and has placed the school within the top 25% or the higher 50% of similar schools over the last four years. Pupils' punctuality is good.

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

The school provides varied learning experiences that gain the interest and meet the requirements of pupils of all ages. Rich and stimulating experiences are provided for the Foundation Phase in a variety of situations within and outside the classroom. The curriculum in key stage 2 builds effectively on pupils' previous knowledge and understanding and ensures that there is progression and continuity in their learning.

The school has incorporated the literacy and numeracy frameworks effectively into its termly plans. Planning is beneficial in ensuring that pupils of all ages acquire literacy skills that lead to good standards of achievement. Specific opportunities are provided across the curriculum, which enable pupils to write purposefully for various purposes. The variety of visits to interesting places that are linked to the termly theme enriches pupils' experiences well.

The range of opportunities, such as visits from Welsh artists and poets, celebrations, Urdd competitions and performances, ensure that the school maintains its Welsh ethos. This strengthens pupils' knowledge of Wales and its traditions successfully.

Education for sustainable development and global citizenship is developing effectively through interesting activities across the curriculum. The eco committee is active in promoting issues such as recycling and saving energy. Through an international project, the school communicates effectively with schools in Sweden, Denmark, Ireland and France. As a result, pupils gain a good understanding of children's lives in foreign countries.

### **Teaching: Good**

Teachers and support staff model polished language and this contributes considerably to strengthening pupils' oral language. They know the pupils as individuals and promote good behaviour. Teachers plan stimulating learning activities that ensure that pupils work productively in lessons. Classroom assistants contribute successfully to the quality of pupils' learning.

In the most effective teaching, there is a good pace to lessons, skilful questioning and reference to previous learning, which promotes good progression in learning. In the few lessons in which teaching is less effective, the pace of the lesson is slow and activities do not always extend pupils of all abilities.

Teachers share educational aims regularly with pupils, and older pupils are beginning to set their own appropriate learning aims. Assessment for learning strategies are developing appropriately, but they have not yet been embedded consistently enough across the school.



Teachers mark pupils' work regularly and offer beneficial comments at the end of the work. They offer effective oral feedback within lessons. Where marking is most effective, comments refer to the lesson's success criteria, and enable pupils to know what to do to improve the standard of their work. There are increasing opportunities to evaluate their own work and that of their peers appropriately. However, opportunities for pupils to respond to teachers' feedback are scarce.

All pupils have improvement targets and staff monitor these regularly. Teachers track pupils' progress appropriately. They use this information skilfully to inform their planning and to target pupils for effective intervention programmes. Overall, procedures for standardising and moderating teachers' assessments of pupils' work are suitable.

Annual reports for parents are comprehensive and contain clear information on the progress of all pupils.

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

The school is an inclusive and caring community in which adults and pupils show respect for each other and others. The high level of care and co-operation between staff and pupils contributes very well to the wellbeing of all pupils at the school. The school promotes healthy eating and drinking successfully. Extra-curricular activities promote pupils' fitness effectively.

The school promotes all pupils' spiritual, moral, social and cultural development successfully. The opportunity given to pupils to reflect quietly in assemblies enables them to consider the needs of others effectively.

The school uses specialist services well, and ensures that pupils are able to receive professional support when needed. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school's provision for pupils who have additional learning needs is good. Effective procedures enable the school to identify pupils' needs at an early stage. By introducing effective intervention programmes, the school provides thorough support for pupils. Individual education plans set clear and specific targets and have a positive effect on pupils' progress. They are based on appropriate input by the pupil and are reviewed regularly by the school.

### **Learning environment: Good**

A supportive Welsh ethos permeates all the life and work of the school, and pupils and parents appreciate the sense of community.

The school promotes positive attitudes towards equality and social diversity through different procedures, such as collecting money in aid of charities, and discussing other people's lives, beliefs and cultures across the world.

The buildings provide a pleasant environment within which pupils can learn, and the indoor areas contain attractive displays. The extensive outdoor areas provide an

interesting and stimulating environment for pupils. They contain a variety of facilities for sports, and there is a good range of play equipment. Suitable resources enrich learning experiences well for the Foundation Phase.

Appropriate use is made of the extensive number of purposeful resources of good quality in the classrooms. However, a few reading books are dated and, as a result, they are less attractive for pupils to use.

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

In a short time, the headteacher has conveyed her vision clearly to staff, parents and pupils. She has ensured that the school motto, 'Gyda'n gilydd agorwn ddrisau llwyddiant' (Together we will open the doors of success) permeates all aspects of school life. This creates an ethos in which pupils and staff feel that they are appreciated.

All members of staff understand their role in implementing the school's plans. The assistant headteacher shoulders a range of managerial responsibilities effectively. All staff work successfully and enthusiastically as a team. They meet regularly to evaluate and to plan to improve provision and standards.

The governing body is very supportive of the school's work and undertakes its statutory duties effectively. Governors have a good knowledge of the school's performance and of the challenges it faces. They attend training and evaluate performance data and reports thoroughly, and use the information to challenge the school robustly as critical friends.

Good attention is paid to local and national priorities, the Literacy and Numeracy Framework and the Foundation Phase. The school co-operates effectively with local schools, for example to develop transition procedures between the Foundation Phase and key stage 2.

### **Improving quality: Good**

Self-evaluation and planning for improvement processes have been established purposefully. This includes a clear timetable for observing lessons and scrutinising pupils' work. The best evaluation reports show clearly the areas that need attention and leaders act upon them effectively. The self-evaluation report is comprehensive, but it is not always evaluative enough.

Leaders, including governors, pay good attention to data analyses in order to set priorities. They ask for parents' views, share findings and use them purposefully in the self-evaluation process. The school gives reasonable consideration to reports by the local authority and other external agencies. As a result, leaders have a clear understanding of the school's strengths and opportunities for improvement.

Leaders use an evaluation of the previous school improvement plan effectively in order to inform the current plan. The main priorities focus appropriately on improving

the attainment of specific groups of pupils. There is a prominent link between the findings of the self-evaluation report and priorities. The plan includes an appropriate range of relevant actions and identifies the members of staff that are responsible for achieving them. Priorities include appropriate success criteria within specific time limits for completing the tasks. However, the success criteria are not always quantitative enough.

### **Partnership working: Good**

The school works effectively with a wide range of partners. The school has a robust partnership with parents and the local community. These enrich pupils' experiences and extend their awareness of the world of work by, for example, visiting nearby farms and listening to visitors.

Pupils' contribution to community activities, such as their concerts and assemblies in local places of worship, enriches their learning experiences well. A few of the older pupils help members of the community to support charities.

The strong partnership between the school and the nursery group, which is situated on the school site, ensures that pupils settle quickly in the reception class. The school also co-operates successfully with the secondary school and there are very effective transition arrangements, which include visits and working on transition projects. As a result, there is smooth transfer and progression for pupils at the end of their time at the school.

The school co-operates effectively with schools in the catchment area through activities to standardise and moderate teachers' assessments. This co-operation has helped teachers well to plan and develop their understanding of expectations at the end of the Foundation Phase and key stage 2.

### **Resource management: Good**

The school is staffed appropriately, which ensures that all pupils at the school have full access to the requirements of the Foundation Phase and the National Curriculum. Effective use is made of staff expertise and assistants support the teaching and learning well. Teachers make appropriate use of their planning, preparation and assessment time and arrangements are managed effectively.

The school gives due attention to all staff's continuous professional development and performance management processes support this appropriately. Effective networks of professional practice with other schools and partners have a positive effect on pupils' standards and attainment.

The headteacher and governors manage their resources suitably. This ensures an appropriate supply of resources that respond to pupils' needs. They make budgetary decisions according to the school's needs and priorities appropriately. However, over the last two years, under-expenditure has resulted in comparatively large sums of money in reserve. Recently, the school has begun to reduce this under-expenditure to an appropriate level.

The school makes appropriate use of the deprivation grant. Considering the good outcomes, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6672324 - YSGOL GYMUNEDOL PENPARC

Number of pupils on roll	113
Pupils eligible for free school meals (FSM) - 3 year average	4.3
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	16	15	25
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	62.5	93.3	92.0
Benchmark quartile	4	2	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	16	15	25
Achieving outcome 5+ (%)	62.5	100.0	96.0
Benchmark quartile	4	1	2
Achieving outcome 6+ (%)	18.8	13.3	36.0
Benchmark quartile	3	4	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	16	15	25
Achieving outcome 5+ (%)	68.8	100.0	92.0
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	12.5	33.3	28.0
Benchmark quartile	4	2	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	16	15	25
Achieving outcome 5+ (%)	62.5	93.3	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	0.0	40.0	36.0
Benchmark quartile	4	4	4

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

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

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

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

**6672324 - YSGOL GYMUNEDOL PENPARC**

Number of pupils on roll	113
Pupils eligible for free school meals (FSM) - 3 year average	4.3
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	19	17	12	12
<b>Achieving the core subject indicator (CSI) (%)</b>	94.7	88.2	100.0	83.3
Benchmark quartile	2	3	1	4
<b>English</b>				
Number of pupils in cohort	19	17	12	12
Achieving level 4+ (%)	94.7	88.2	100.0	83.3
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	21.1	35.3	41.7	33.3
Benchmark quartile	4	3	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	19	17	12	12
Achieving level 4+ (%)	89.5	82.4	91.7	75.0
Benchmark quartile	2	3	2	4
Achieving level 5+ (%)	15.8	23.5	50.0	25.0
Benchmark quartile	4	3	1	3
<b>Mathematics</b>				
Number of pupils in cohort	19	17	12	12
Achieving level 4+ (%)	94.7	94.1	100.0	83.3
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	21.1	23.5	25.0	41.7
Benchmark quartile	4	4	4	3
<b>Science</b>				
Number of pupils in cohort	19	17	12	12
Achieving level 4+ (%)	94.7	88.2	100.0	83.3
Benchmark quartile	3	4	1	4
Achieving level 5+ (%)	36.8	29.4	33.3	33.3
Benchmark quartile	3	3	4	4

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to the learner questionnaire

##### Primary survey (all pupils)

Denotes the benchmark – this is a 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.	53	52 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	54	54 100%	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.	54	54 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	54	54 100%	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.	54	54 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	51	50 98%	1 2%	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.	54	54 100%	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.	54	54 100%	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.	54	54 100%	0 0%	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.	54	54 100%	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.	54	53 98%	1 2%	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	54	52 96%	2 4%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

Denotes 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.	34	23 68%	11 32%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	23 68%	11 32%	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.	34	23 68%	9 26%	1 3%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	34	23 68%	11 32%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	34	18 53%	14 41%	2 6%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	34	22 65%	10 29%	1 3%	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.	34	24 71%	10 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	34	15 44%	15 44%	2 6%	0 0%	2	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.	33	21 64%	9 27%	3 9%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	18 53%	15 44%	1 3%	0 0%	0	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.	34	17 50%	16 47%	0 0%	0 0%	1	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'.	32	15 47%	14 44%	1 3%	0 0%	2	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.	34	12 35%	19 56%	2 6%	1 3%	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.	34	15 44%	15 44%	2 6%	1 3%	1	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.	34	12 35%	14 41%	3 9%	0 0%	5	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.	34	15 44%	17 50%	1 3%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	24	8 33%	8 33%	1 4%	0 0%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	33	16 48%	15 45%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	34	22 65%	10 29%	2 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Anthony Bate	Reporting Inspector
Buddug Bates	Team Inspector
Michaela Leyshon	Lay Inspector
Llinos Jones	Peer Inspector
Catrin Williams	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 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.