



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

A report on

**Stebonheath C.P. School
Marble Hall Road
Llanelli
Carmarthenshire
Carmarthenshire County Council
SA15 1NB**

Date of inspection: November 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:

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

Stebonheath Community Primary School is in Llanelli in Carmarthenshire. There are 325 pupils on roll aged 3 to 11. The school has 13 classes, including one nursery class.

Pupils' ethnicity is largely white British and the remainder are from a minority ethnic background. Around 8% of pupils have English as an additional language. Currently, 24% of pupils are eligible for free school meals, which is above the national average (19%). The school identifies around 31% of pupils as having additional learning needs, which is above the national average (25%), including a few pupils who have a statement of special educational needs.

The current headteacher took up his post in September 2010. The school was last inspected in June 2011.

The individual school budget per pupil for Stebonheath Community Primary School in 2016-2017 means that the budget is £3,401 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Stebonheath Community Primary school is 76th out of the 100 primary schools in Carmarthenshire.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- Most pupils, including those for whom English is an additional language, make good progress from their starting points and achieve well by the end of key stage 2
- Throughout the school, most pupils are very enthusiastic about reading and make good progress with their reading skills
- Most pupils develop their writing skills well
- Nearly all pupils have positive attitudes towards learning Welsh and enjoy speaking the language
- The behaviour of nearly all pupils is very good in classes and around the school
- The quality of teaching is good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and a firm set of values for the school that he communicates successfully to staff, pupils and governors
- Collaborative teamwork is a notable strength of the school
- Governors have a good understanding of the strengths and weaknesses of the school and play a significant role in establishing the strategic priorities for the school's development
- There are effective systems in place to evaluate the quality of its work
- The school development plan focuses well on the priorities that are most likely to have an impact on raising standards.
- The school has many strong partnerships, which have a positive impact on pupils' standards and wellbeing

Recommendations

- R1 Improve pupils' mathematical reasoning skills in key stage 2
- R2 Ensure that teaching consistently challenges all pupils, especially the more able
- R3 Improve the quality of marking so that pupils have a better idea of how to improve their work
- R4 Raise attendance levels

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils begin school with knowledge, understanding and skills that are below or well below the average for their age. As they move through the school, most pupils, including those for whom English is an additional language, make good progress from their starting points and achieve well by the end of key stage 2. The school is particularly successful in ensuring that the most vulnerable pupils achieve well.

In the Foundation Phase, most pupils listen carefully to instructions and respond well to each other and to their teachers. Many are confident enough to talk to adults and they enjoy explaining what they are doing. In key stage 2, most pupils have effective listening skills. They pay close attention to their teachers and to each other. Most pupils speak clearly and share ideas confidently in classes.

Throughout the school, most pupils are very enthusiastic about reading and make good progress with their reading skills. In the Foundation Phase, most use their knowledge of letters and sounds to read accurately. They use a range of strategies successfully to tackle unfamiliar words. In key stage 2, most pupils read fluently and with understanding. They explain their reading preferences clearly and develop their higher-order reading skills well. They have a secure understanding of the texts, characters and plots in stories. Older pupils use non-fiction books and the internet effectively to search for relevant information on the topics they are studying in class.

In the Foundation Phase, most pupils develop their writing skills well. They form letters correctly and convey their ideas clearly in simple sentences. By Year 2, most use their writing skills effectively to engage the reader, for example when they write about famous artists. In key stage 2, most pupils extend their writing skills successfully by producing longer pieces for a wide range of purposes. They successfully analyse texts, such as 'Goodnight Mr Tom', and produce interesting research projects on Jamaica. Most pupils use paragraphs suitably, punctuate their work carefully and present their work neatly. Most pupils apply their literacy skills well across the curriculum.

Nearly all pupils have positive attitudes towards learning Welsh and enjoy speaking the language. By the end of the Foundation Phase, most pupils discuss the weather, their likes and dislikes well. Most are beginning to write simple sentences accurately. In key stage 2, most pupils make good progress and by Year 6 most converse in Welsh using familiar language patterns successfully. They write extended pieces and link sentences correctly, using connectives, when describing themselves and their families. Most pupils read and discuss their written work very well, showing good recall of their previous learning.

By the end of the Foundation Phase, most pupils read and write numbers to 100 successfully and solve simple money problems in the context of buying and selling items. Many sort and classify objects well, for example by using a Venn diagram.

Many pupils use mathematical reasoning skills effectively to identify number patterns. For example, they work out a rule to determine how many legs a group of five-legged monsters can take for a walk. Nearly all pupils use their numeracy skills well to support work in other areas of learning. For example, pupils in Year 1 sort objects for a postman's bag or van according to weight.

In key stage 2, most pupils develop their mathematical skills well. By the end of the key stage, most round numbers to two decimal places and convert simple fractions to decimals accurately. Most construct line graphs effectively as they track the temperature of ice in a science investigation. However, pupils do not develop their mathematical reasoning skills at a high enough level. Most pupils use their numeracy skills well to support their work in other areas of the curriculum. For example, as part of a topic on the Tudors, Year 6 pupils use number skills very effectively as they budget for a trip to Llancaiach Fawr.

Standards in information and communication technology (ICT) are good across the school. In the Foundation Phase, many pupils develop their skills well. For example, younger pupils move objects across an interactive whiteboard confidently in order to create a timeline. Most pupils in Year 2 create simple books effectively and they save and re-open their work independently. In key stage 2, nearly all pupils use the internet well to research their class topics and to present their findings clearly. Older pupils create effective spreadsheets and databases and the more able analyse and interpret the data effectively.

Pupils' performance at the expected outcome at the end of the Foundation Phase has tended to place the school in the lower 50% or bottom 25% for literacy and mathematical development over the last four years when compared with similar schools. Performance at the higher level in both areas of learning is more variable.

At the end of key stage 2, over the same period, pupils' performance at the expected level in English and mathematics shows no clear pattern when compared with that in similar schools. At the higher than expected level, performance in these two subjects has placed the school mostly in the lower 50% of similar schools. Performance in science at both the expected and higher levels has generally placed it in the lower 50% or bottom 25% of similar schools.

There are no significant differences between the attainment of boys and girls. Pupils who are eligible for free school meals currently perform at least as well as other pupils. Most pupils with additional learning needs make good progress from their individual starting points. More able pupils do not always reach their full potential.

Wellbeing: Adequate

Nearly all pupils feel safe in school and are confident that staff will deal promptly with any incidents of concern. Nearly all have a good understanding of the importance of healthy eating and exercise. They speak confidently about the healthy tuck shop and the need to drink water regularly. Most pupils participate in the wide range of after-school activities offered by the school. For example, many older pupils attend football, netball and rugby clubs.

The behaviour of nearly all pupils is very good in classes and around the school. They treat one another and adults with respect. Most pupils have good levels of concentration and make valuable contributions during lessons. However, in general, pupils do not always know what they must do to improve their work.

Members of the school council play an active role in decision-making. They collect the views of pupils successfully through questionnaires and discuss their ideas with the headteacher. For example, they have arranged a collection point in school for a local foodbank.

Most pupils take part in activities within the local and wider community. For example, the school choir performs regularly at a local care home and retail outlets in the town and sang recently at the National Assembly in Cardiff.

Over the past four years, attendance rates have placed the school in the bottom 25% or lower 50% when compared with similar schools. Most pupils arrive punctually for the start of the school day.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad range of learning experiences that meets the requirements of the Foundation Phase, the National Curriculum, the National Literacy and Numeracy Framework and the agreed syllabus for religious education. The topic-based approach to planning utilises educational visits well to stimulate pupils' interest, for example visits to Cardiff Castle, the Botanic Gardens and the Houses of Parliament. A broad range of extra-curricular activities further enriches pupils' learning experiences well.

The school plans effective, purposeful opportunities to develop pupils' literacy and ICT skills as they move through the school. The provision to develop pupils' numeracy skills in the Foundation Phase is comprehensive. In key stage 2, provision for nearly all aspects of numeracy is effective. However, opportunities for pupils to develop their numerical reasoning skills are more limited.

Provision for Welsh is good and successfully promotes pupils' use of the language. Arrangements to teach pupils about the heritage and culture of Wales are a strong feature of the school. Teachers plan effective opportunities for pupils to read traditional myths and legends and to learn about important historical events, such as the Rebecca Riots. The staff promote traditional songs and folk dances actively and the school participates successfully in the Urdd eisteddfod.

The provision for the development of pupils' understanding of sustainability is a strong feature of the school. The effective eco council encourages pupils to monitor the use of energy and waste across the school. The school has a very productive partnership with Welsh Water to address flood alleviation in the area. Positive links with a school in Jamaica provide worthwhile opportunities for pupils to learn about the wider world and global citizenship.

Teaching: Good

The quality of teaching is good across the school. Teachers have up-to-date subject knowledge and plan interesting lessons that involve pupils successfully. Teachers use a wide range of probing questions to extend pupils' understanding and knowledge. Most lessons proceed at a brisk pace that sustain the interest of pupils effectively. The school deploys teaching assistants well and they make a strong contribution to the delivery of sessions and provide valuable support for individuals and groups of pupils. In a few lessons, teachers do not always challenge pupils enough, especially the more able.

The school has comprehensive assessment processes. Teachers set achievable success criteria and check pupils' success against them. There is a thorough and detailed tracking system in place which senior leaders and class teachers use purposefully to track pupil progress. Teachers make good use of assessment for learning strategies. They mark pupils' work regularly, but do not always make it clear in their written feedback what pupils need to do to improve.

Parents receive valuable information about their children's progress through comprehensive annual reports that include clear targets for improvement.

Care, support and guidance: Good

The school is a friendly, caring community with a strong ethos of mutual respect and where staff value all pupils equally. There are appropriate arrangements for promoting healthy eating and drinking. Members of staff successfully foster the benefits of healthy living through the curriculum and the wide range of extra-curricular activities. For example, the school provides extensive opportunities for pupils to be involved in a range of sporting activities.

The school promotes pupils' spiritual, moral, social and cultural development well through topic work and acts of collective worship. For example, a successful personal and social education programme is an integral part of the curriculum. Lessons also provide effective opportunities for pupils to explore the visual arts through studying and emulating artists such as William Morris. These have a significant impact on pupils' confidence and self-esteem.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is good. Teachers identify pupils' needs at an early stage and provide beneficial support through a wide range of successful intervention programmes, for example the effective short-term provision in the Foundation Phase for pupils with additional needs. Pupils' individual educational plans identify clear targets and outline specific activities to ensure progress.

Learning environment: Good

The school is a welcoming community which supports and respects all pupils and their families well. Staff provide rich opportunities for pupils to learn about the different cultures within their community and pupils from diverse backgrounds feel included fully in the life and work of the school. There are clear policies and procedures to reinforce pupils' understanding of equal rights, fairness and respect.

The accommodation provides a bright and attractive learning environment for pupils. Attractive displays celebrate pupils' work and achievements throughout the school. The school grounds have been successfully developed as part of a Welsh Water scheme to address the impact of excess surface water in the local area. This project has resulted in the provision of additional outdoor learning areas, including a woodland area, an outdoor classroom, a pond and bug hotels as well as new perimeter fencing to improve site security.

An extensive supply of high quality resources supports learning effectively. An appropriate and comprehensive range of playground equipment provides pupils with suitable opportunities for active play.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision and a firm set of values for the school that he communicates successfully to staff, pupils and governors. The senior leadership team provides provide strong, effective leadership and has created a supportive ethos where staff share ideas and contribute well to school improvement. Leaders manage well-motivated staff teams that focus robustly on improving teaching and learning. For example, teachers in the Foundation Phase have created a vibrant learning environment where pupils make consistently good progress. Collaborative teamwork is a notable strength of the school.

All staff have clear, well-defined roles and responsibilities. The management team meets regularly and there is a clear schedule of staff meetings that focuses well on school improvement strategies. Leaders manage the performance of staff well to improve their practice. For example, teachers have received training to help them make effective use of software to track pupils' progress. Leaders also set staff challenging and realistic targets that focus successfully on the priorities for school improvement.

The governing body supports the school well. Governors have a good understanding of the strengths and weaknesses of the school and they play a significant role in establishing the strategic priorities for the school's development. They acquire first-hand experience of teaching and learning by undertaking purposeful learning walks. The governing body fulfils its statutory requirements appropriately and provides a suitable degree of challenge to the leadership of the school.

The school meets national and local priorities successfully. For example, staff have improved the teaching of reading and they have paid good attention to improving the provision for pupils' Welsh language development.

Improving quality: Good

The school has effective systems in place to evaluate the quality of its work. Senior leaders and teachers carry out a wide range of activities to help them to find out how well the school is performing. They analyse data extremely well to track the strengths and weaknesses in pupils' performance. For example, members of the science subject team identified correctly the need to improve pupils' skills in undertaking investigations and they put in place a number of strategies to address the issue successfully. Leaders use first-hand evidence of teaching and learning effectively to evaluate pupil performance. For example, they have accurately identified pupils' numerical reasoning skills as an area for development and they are implementing appropriate strategies to tackle this.

Teachers review their subject areas regularly and their findings inform the self-evaluation process well. The self-evaluation report is thorough and there is a clear link between self-evaluation and improvement planning. The school development plan focuses well on the priorities that are most likely to have an impact on raising standards. The plan has success criteria, timescales for actions and allocates clear responsibilities. All staff play their part in implementing the strategies. For example, teaching assistants receive training in the use of Welsh around the school and, as a result, they are now good role models for the pupils. Leaders and governors monitor plans regularly and effectively to ensure that they lead to measurable improvements in standards. For example, the gap in performance between boys and girls has closed as a result.

Partnership working: Good

The school has many strong partnerships, which have a positive impact on pupils' standards and wellbeing. The liaison with parents is particularly effective. For example, the school invites parents regularly to attend a broad range of workshops on literacy, numeracy, art and craft activities. These enable them to take a more active part in their children's learning.

Partnerships with the local nursery schools are effective in ensuring that younger pupils settle confidently into the nursery class. Successful curricular links with the local secondary school enrich older pupils' learning experiences and prepare them well for transfer to Year 7. These opportunities include lessons in Italian and in food technology, where pupils enjoyed cooking spam fritters as part of their topic work on World War 2.

Links with local schools support the professional development of teachers successfully. A notable example is the training provided for all staff in the teaching of Welsh. This has resulted in teachers and support assistants using the language well throughout the school day with a positive impact on pupils' progress.

The school makes effective use of its local community to enrich pupils' learning experiences, for example through visits to churches and chapels, a local supermarket and the fire station. Visits from the community police and road safety officers ensure that pupils have a good understanding of the importance of keeping themselves safe from harm.

The partnership with specialist agencies supports vulnerable pupils and their families well. Arrangements for moderating the standard of pupils' work within the local cluster of schools contribute well to improving the accuracy of teacher assessments.

Resource management: Good

The headteacher deploys staff purposefully and uses their experience and expertise effectively. There is a culture of mutual respect and active co-operation among staff which creates a successful learning community. Teaching assistants make a strong contribution to pupils' outcomes across the school.

Arrangements for teachers' planning, preparation and assessment time are effective. The headteacher ensures that performance management arrangements enable staff to develop their professional expertise through a wide range of purposeful activities. For example, all the senior leaders have completed middle management training that equips them to manage their teams well. Teachers take part in research projects that focus well on improving standards in literacy, numeracy, Welsh and science.

The school makes specific and effective use of the Pupil Deprivation Grant. Pupils who are eligible for free school meals receive strong support in language, reading and mathematics. This has a positive effect on their progress and wellbeing. The headteacher and governors monitor spending carefully and allocate appropriate funding to support the school's priorities for improvement.

Considering pupils' achievement over time, and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6692375 - STEBONHEATH C.P. SCHOOL

Number of pupils on roll	332
Pupils eligible for free school meals (FSM) - 3 year average	26.8
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	33	35	39	43
Achieving the Foundation Phase indicator (FPI) (%)	81.8	82.9	71.8	72.1
Benchmark quartile	3	3	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	33	35	39	43
Achieving outcome 5+ (%)	84.8	82.9	76.9	79.1
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	27.3	20.0	38.5	20.9
Benchmark quartile	2	4	1	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	33	35	39	43
Achieving outcome 5+ (%)	81.8	82.9	76.9	79.1
Benchmark quartile	4	3	4	4
Achieving outcome 6+ (%)	21.2	14.3	38.5	23.3
Benchmark quartile	3	4	1	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	33	35	39	43
Achieving outcome 5+ (%)	93.9	88.6	84.6	93.0
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	81.8	34.3	53.8	37.2
Benchmark quartile	1	3	2	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.

6692375 - STEBONHEATH C.P. SCHOOL

Number of pupils on roll	332
Pupils eligible for free school meals (FSM) - 3 year average	26.8
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	30	40	36	25
Achieving the core subject indicator (CSI) (%)	70.0	82.5	80.6	84.0
Benchmark quartile	4	3	4	3
English				
Number of pupils in cohort	30	40	36	25
Achieving level 4+ (%)	76.7	82.5	83.3	96.0
Benchmark quartile	4	3	4	1
Achieving level 5+ (%)	30.0	25.0	33.3	28.0
Benchmark quartile	2	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	30	40	36	25
Achieving level 4+ (%)	70.0	87.5	88.9	92.0
Benchmark quartile	4	2	3	2
Achieving level 5+ (%)	30.0	25.0	30.6	28.0
Benchmark quartile	3	3	3	4
Science				
Number of pupils in cohort	30	40	36	25
Achieving level 4+ (%)	70.0	87.5	91.7	84.0
Benchmark quartile	4	3	2	4
Achieving level 5+ (%)	20.0	20.0	19.4	28.0
Benchmark quartile	4	4	4	3

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	109	106 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	85 83%	18 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	108	103 95%	5 5%	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	106	96 91%	10 9%	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.	104	88 85%	16 15%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	106	103 97%	3 3%	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.	106	102 96%	4 4%	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.	108	102 94%	6 6%	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.	105	94 90%	11 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.	106	97 92%	9 8%	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.	103	58 56%	45 44%	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	99	51 52%	48 48%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses 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.	17	9 53%	7 41%	0 0%	1 6%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	17	11 65%	5 29%	1 6%	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.	17	10 59%	7 41%	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.	17	8 47%	8 47%	1 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	16	6 38%	9 56%	1 6%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	15	8 53%	7 47%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	12 71%	5 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	15	8 53%	7 47%	0 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	16	9 56%	7 44%	0 0%	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.	17	9 53%	6 35%	1 6%	1 6%	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.	17	11 65%	6 35%	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'.	16	9 56%	6 38%	1 6%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	17	7 41%	7 41%	3 18%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	16	8 50%	7 44%	1 6%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	15	8 53%	6 40%	1 7%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	17	8 47%	9 53%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	13	9 69%	4 31%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	17	10 59%	6 35%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	16	10 62%	6 38%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr Geoff Cresswell	Team Inspector
Mrs Rhian Jones	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mrs Mary Elspeth Dyas	Peer Inspector
Mr Julian Littler	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.