



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

**A report on**

**Ysgol Gymraeg Dewi Sant  
Ham Lane East  
Llantwit Major  
Vale of Glamorgan  
CF61 1TQ**

**Date of inspection: January 2016**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

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

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Ysgol Gymraeg Dewi Sant is situated on the outskirts of the town of Llantwit Major in the Vale of Glamorgan.

There are 110 pupils aged between three and eight years on roll. They are arranged into five classes, including 30 part-time pupils in the nursery class. The school provides Welsh-medium education. About 11% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds.

About 11% of pupils are eligible for free school meals, a figure that is lower than the averages for Wales. About 26% of pupils have additional learning needs.

The individual school budget per pupil for Ysgol Gymraeg Dewi Sant in 2015-2016 is £5,170 per pupil. The maximum per pupil in primary schools in the Vale of Glamorgan is £5,170 and the minimum is £2,735. Ysgol Gymraeg Dewi Sant is in first place of the 79 primary schools in the Vale of Glamorgan in terms of the school budget per pupil.

The school is situated in a new building that was opened in September 2015. The headteacher has been in post part-time since September 2011 and full-time since 2014. This is the school's first inspection.

## 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 youngest pupils in the Foundation Phase settle in quickly and develop effectively as confident learners
- Nearly all pupils feel safe at the school and know to whom to turn if they are concerned
- Most pupils behave in a responsible way and show courtesy and care towards each other
- The school is a happy, caring and inclusive community
- There is a clear emphasis on recognising and celebrating diversity and creating an ethos in which respect for each other is a core value

However:

- Pupils do not make enough progress in aspects of literacy and numeracy in a range of contexts across the curriculum
- There are not enough opportunities for pupils to make progress in investigative work in science
- Tasks do not challenge pupils of higher ability or provide enough opportunities for pupils to develop as independent learners
- There are few opportunities for pupils to evaluate their own progress and that of their peers successfully
- At times, teachers' assessments do not correspond to the standards that are achieved by pupils in lessons

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has established an effective vision and values to stimulate successful co-operation among staff
- The new senior management team shows purposeful commitment to developing and promoting improvements
- The school has purposeful arrangements for improving quality
- The school has established a number of strong partnerships, which contribute well to improving pupils' standards and wellbeing effectively
- The school has a sufficient number of experienced teachers and learning support assistants to meet the needs of all pupils purposefully

However:

- It is too early to judge the effect of new strategies to raise standards
- The school does not respond fully to local and national requirements, for

example adopting literacy and numeracy strategies fully and implementing assessment for learning methods

- The governing body's strategic role has not developed fully in order to challenge leaders as a critical friend
- The school does not use test data purposefully enough to identify issues that need improvement

## Recommendations

R1 Raise pupils' extended writing skills across the curriculum

R2 Ensure that numeracy and literacy skills are planned purposefully across the curriculum

R3 Use suitable assessment for learning strategies regularly in all classes and ensure that teachers' assessments are based on a robust evaluation of pupils' standards

R4 Refine the senior management team's roles and responsibilities

R5 Ensure purposeful use of the school's monitoring reports and act more effectively on findings that arise from them

### 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

On entry to the school, nearly all pupils' skills are lower than expected. During their time at the school, the majority make purposeful progress. However, more able pupils do not always achieve as well as they could.

Considering their linguistic background, most pupils' Welsh language skills in the Foundation Phase develop quickly and, by the end of Year 2, they have the skills to speak increasingly correctly and confidently, although they tend to use English words. Pupils across the school respond eagerly to questions from teachers and the majority in key stage 2 are able to hold brief conversations in English and Welsh in line with their age and ability. In English, many pupils in key stage 2 discuss their learning intelligently and are able to express themselves effectively. However, their oral skills in Welsh are not as mature, and there is a tendency for many pupils across the school to often speak English in lessons and during play times.

In the Foundation Phase, the standard of reading of the majority of pupils is effective for their age. They read aloud with an increasing level of accuracy and fluency. The majority are familiar with basic reading strategies and understand the text fairly accurately. In key stage 2, most pupils' reading skills correspond to their age and ability in Welsh and English. They read aloud clearly and use an understanding of sentence syntax and punctuation to understand the meaning efficiently. However, only a few pupils elaborate when they discuss their favourite books. Many older pupils use their reading skills in work across the curriculum effectively, for example when studying the Celts. On the whole, the majority of pupils in key stage 2 are beginning to use a range of strategies to find information purposefully, for example when skim reading for an understanding of the text in both languages.

Many pupils in the Foundation Phase show continuous development in terms of their writing skills. The majority spell common words correctly and make a good effort to spell unfamiliar words. By the end of the phase, many are able to use a range of relevant adjectives to create effect in short pieces of writing, for example to describe a character who is a stranger. They write appropriately for a variety of purposes in full sentences, and show a purposeful grasp of punctuation, for example when writing a report about the baptism of a baby. However, pupils do not use their independent writing skills often enough in other areas of the curriculum.

In key stage 2, many pupils make appropriate progress in their writing skills in Welsh and English across the curriculum. They consider the audience suitably and use appropriate words, descriptive language and purposeful facts in order to support the written pieces, for example contributing to the diary of Robin Hood. The majority of pupils are able to begin sentences in a variety of ways with appropriate word order, phrases and clauses. They use an increasing range of punctuation suitably and their spelling in both languages is developing appropriately. However, pupils do not write at length often enough. Many pupils are developing suitable handwriting and presentation skills.

Many pupils make appropriate progress in using their basic number skills. In the Foundation Phase, many use their numeracy skills purposefully in relation to their work across the areas of learning. In key stage 2, most pupils develop a secure understanding of number facts and use measuring skills, such as length and telling the time accurately. However, pupils do not use their numeracy skills to reason and when collecting, recording and analysing data often enough. Their use of their numeracy skills across other areas of the curriculum is also scarce.

As the school is comparatively new, only performance data for two years is available and this is for the end of the Foundation Phase. Because the size of cohorts is small for the two years, it is not possible to reach a meaningful judgement on the basis of this data.

In comparison with similar schools, performance at the expected outcomes has placed the school in the top 25% over the two years in literacy and mathematical development.

During the same period, there has been an upward trend in the higher than expected outcomes in literacy and mathematical development.

Pupils who have additional learning needs make good progress in relation to the targets in their individual education plans. There is no clear difference between the performance of boys and girls at the expected outcome or at the higher than expected outcome over time.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and know to whom to turn if they are concerned. Nearly all pupils understand the importance of eating and drinking healthily and keeping fit. Many are active and enthusiastic and co-operate well. They show an interest in their work and stay on task for specific periods. Most pupils behave in a responsible way and show respect and care for each other. However, the ability of many pupils to work independently has not developed as well across the school.

Members of the school council meet regularly and take their responsibilities seriously. They collect the views and comments of fellow pupils and are proud of their efforts to arrange equipment for play time sessions. Members arrange fund-raising activities for a number of charities and this has a positive effect on their awareness of the needs of others. Pupils co-operate closely with the headteacher to set targets that promote the school's values and cascade the information to everyone.

Many pupils take an active role in a number of community activities. A good example of this is the pupils' involvement in the town's annual memorial service and Llantwit Major's lantern procession.

The school's attendance has risen during the last three years and has placed the school in the top 50% of similar schools during the last two years. Most pupils arrive 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 provides a wide range of robust experiences that meet the requirements of the Foundation Phase and religious education purposefully. Provision for the Foundation Phase has been embedded successfully for many pupils. However, there are no regular opportunities to develop their independent learning skills effectively enough. Purposeful trips and extra-curricular clubs enrich experiences and expand pupils' physical skills successfully.

Teachers plan contemporary themes and ensure appropriate progression from previous learning. However, long-term planning does not ensure a balance of subjects, for example in investigative work in science, or to develop information technology skills. There are regular and appropriate opportunities to develop pupils' key skills.

There is a Literacy and Numeracy Framework in place but activities do not always show progression and continuity purposefully enough. Opportunities for pupils to develop their literacy and numeracy skills fully across a range of subjects are developing appropriately.

The school provides a variety of purposeful experiences, which promote the Welsh dimension effectively. An example of this is the number and quality of visits away from the site such as to Cardiff Castle and the opportunity to compete in the Urdd Eisteddfod.

The school plans exciting opportunities to develop pupils' understanding of global citizenship, including interesting multicultural weeks. Pupils are knowledgeable about Fair Trade and its effect and their campaign to raise money for a number of charities strengthens pupils' awareness of poverty. The eco committee contributes purposefully to recycling and conserving water.

**Teaching: Adequate**

Teachers and support staff encourage pupils' behaviour well. The relationship that exists between adults and pupils in all classrooms creates a friendly and caring ethos at the school.

In the majority of lessons, teachers remind pupils of their previous learning effectively and introduce the learning objectives clearly. They provide appropriate opportunities for pupils to discuss and use open-ended questions to improve their understanding and help them to elaborate on their answers. Where teaching is not as good, introductions are too long, the pace of lessons is too slow and activities do not challenge pupils successfully enough.

Each member of staff provides clear and regular oral feedback for pupils and intervenes purposefully when necessary. Teachers mark pupils' work regularly and provide positive comments on their achievements. In the best practice, marking is beginning to help pupils understand what they need to do to improve their work.



Teachers are beginning to encourage pupils to evaluate orally their own work and that of other pupils. However, assessment for learning strategies are not embedded consistently across the school and there are few opportunities for pupils to evaluate their own progress and that of their peers successfully.

Teachers assess pupils' work regularly and record their progress purposefully. However, at times, teachers' assessments do not correspond to the standards that are achieved by pupils in lessons and in books. They use the school's tracking system appropriately to identify pupils' achievements.

Reports to parents are detailed and informative, and there are good opportunities for parents to respond. They meet statutory requirements.

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

The school is a caring and inclusive community in which pupils feel safe. It makes appropriate arrangements for promoting eating and drinking healthily and enables pupils to keep fit. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school has adopted robust procedures to raise attendance, which has led to improvement.

The school promotes pupils' spiritual, moral and cultural development successfully by providing collective worship assemblies and through wider curricular activities. Visitors are invited to lead the worship and there are suitable opportunities for pupils to reflect on values and moral and Biblical stories, which support pupils' spiritual and moral development successfully.

The school has effective arrangements for identifying and monitoring pupils who have additional learning needs. Staff identify pupils' needs early and put appropriate intervention strategies in place. These enable pupils to make good progress over time. Individual education plans include clear targets that address pupils' needs appropriately. Staff include parents fully in reviewing their child's education plan.

The school uses specialist services well, which ensures that pupils receive professional information and help, including support where necessary. An example of this is the co-operation between the educational psychologist, specialist reading teachers and the school to provide open-door sessions for parents.

### **Learning environment: Good**

The school is a happy community, which treats pupils equally. Clear emphasis is placed on identifying and celebrating diversity and creating an ethos in which respect for each other is a core value. All pupils have equal opportunity to benefit from the curriculum and take part in extra-curricular activities.

The new building meets pupils' needs well. There is plenty of room in classrooms and around the school to deliver all aspects of the curriculum. There are good quality resources for every area, which support teaching and learning effectively. Good examples of this is the Berllan (Orchard), namely a communal area in the centre of the school in which the library is situated, along with resources to develop pupils'

information and technology skills. In general, there are sufficient high quality resources in order to meet the needs of the curriculum, including the needs of the Foundation Phase. Outdoor areas on the new site are continuing to develop at present.

Inside the building, staff have created a colourful and varied learning environment which celebrates pupils work well.

The standard of cleanliness is high, and staff maintain the school building and grounds well. The school site is safe for pupils.

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

In the period since her appointment, the headteacher has established an effective vision and values to stimulate successful co-operation among staff. Aspects to improve the quality of provision in order to ensure a consistent curriculum across the school are obvious.

The senior management team shows appropriate commitment to developing and promoting improvements by implementing a number of relevant strategies; for example, a mental mathematics scheme is beginning to improve aspects of pupils' number skills across the school. However, the strategies that have been put in place to improve the quality of learning and teaching are too recent to evaluate the effect on standards fully.

All staff have job descriptions that identify appropriate responsibilities clearly. Leaders use staff meetings effectively to discuss priorities and progress regularly. The school has well-established performance management arrangements for all staff.

The school is making appropriate progress in delivering local and national priorities. It has introduced successful strategies to improve pupils' attendance and to ensure that there is purposeful provision to improve the wellbeing and achievement of more vulnerable pupils. Implementing literacy and numeracy strategies across the school are developing suitably. However, this work has not improved pupils' standards and achievement sufficiently yet.

The governing body supports the school conscientiously and governors have an increasing understanding of pupils' standards and the priorities for improvement. Recently, they have been a part of the process of monitoring lessons at the school. As a result, they have appropriate knowledge of the school's strengths and areas to be developed. However, they are too reliant on information from the headteacher and the local authority, and their role as critical friends has not been embedded sufficiently to enable them to hold the school to account fully.

### **Improving quality: Adequate**

The school has purposeful arrangements for improving quality. As part of the school's self-evaluation work, leaders make appropriate use of direct evidence, such as observing lessons, scrutinising books, discussing work with pupils and seeking the

views of governors, pupils and parents. The school also analyses and uses teachers' end of key stage assessments and this is beginning to promote staff's understanding of the school's performance in comparison with that of similar schools. However, they do not use test data purposefully enough to identify issues that need to be improved. Subject monitoring reports focus too much on provision at the expense of standards and they are not evaluative enough.

The self-evaluation report identifies the school's strengths purposefully. However, it does not identify in enough detail all the aspects that need to be improved, especially in relation to the development of pupils' literacy and numeracy and the appropriateness of long- and medium-term plans. The report is too descriptive at times and does not include the effect of activities.

There is an appropriate link between the outcomes of the self-evaluation report and the priorities in the school improvement plan. Leaders review the previous development plan purposefully and this identifies the progress that was made. Recently, the school has adapted the marking policy and the new strategies are beginning to have an effect on improving pupils' work.

### **Partnership working: Good**

The school has established a range of robust partnerships, which contribute well to improving pupils' standards and wellbeing effectively. There is a valuable partnership between the school and parents. The school's friends association is very active and raises money regularly. The money is used effectively to buy resources to enrich experiences that are provided for pupils, for example to buy information technology hardware and to ensure opportunities for each pupil to visit a nearby farm. The school informs parents purposefully about learning experiences and holds curricular evenings regularly that have a positive effect, for example on the youngest pupils' reading skills.

There is a very successful partnership with the nearby nursery group in order to ensure progression and continuity in pupils' early education. This ensures that pupils settle quickly as they begin in the Foundation Phase. The school works successfully with local agencies, associations and businesses, which has a positive effect on pupils' standards and wellbeing. For example, a visit to an Italian restaurant in the town extends pupils' awareness of a different culture.

The school co-operates purposefully with the secondary school and primary schools in the catchment area to standardise and moderate teachers' assessments jointly in order to ensure the validity of assessments at the end of the Foundation Phase. However, there are inconsistencies in teachers' assessments at the end of the year.

There is a valuable partnership with the local community, which enriches learning experiences effectively. An example of this is pupils' contribution to the annual memorial service. In addition, beneficial use is made of the help of individuals from the community to support pupils' activities, for example the football club.

**Resource management: Adequate**

The school has a sufficient number of experienced teachers and learning support assistants to meet the needs of all pupils purposefully. Assistants provide valuable support for teachers and they have a positive influence on raising pupils' standards of attainment and improving their wellbeing.

The school responds fully to statutory requirements on reducing teachers' workload. Teachers make effective use of their non-contact time for planning, preparation and assessing pupils' progress. All members of staff benefit from suitable training, which is arranged on the basis of need and the school's priorities.

Teachers are part of beneficial learning communities, for example in order to develop pupils' numeracy and reading skills. As a result, many pupils' numeracy skills have improved across the school.

The headteacher and governors make careful decisions in order to make the best use of funding and resources that are available to them. Expenditure on maintaining the school reflects the priorities in the school development plan well. The school has appropriate arrangements for the surplus in order to make purposeful arrangements to develop the school further.

Considering pupils' standards, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

There are many very small cohorts in many years of performance data in the Foundation Phase and key stage 2 for this school. In such a case therefore, we do not include a performance data table.

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 to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	18	17 94%	1 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	18	14 78%	4 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	18	16 89%	2 11%	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	18	15 83%	3 17%	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.	18	12 67%	6 33%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	18	18 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	18	14 78%	4 22%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	18	15 83%	3 17%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
My homework helps me to understand and improve my work in school.	18	14 78%	4 22%	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.	18	14 78%	4 22%	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.	18	8 44%	10 56%	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	18	9 50%	9 50%	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 to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	25	9 36%	16 64%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	25	12 48%	12 48%	1 4%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	25	15 60%	10 40%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	22	7 32%	14 64%	1 5%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	22	2 9%	14 64%	4 18%	2 9%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	24	6 25%	16 67%	2 8%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	10 42%	13 54%	0 0%	1 4%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		

	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	
The homework that is given builds well on what my child learns in school.	22	4 18%	13 59%	5 23%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	24	9 38%	11 46%	3 12%	1 4%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	5 22%	14 61%	4 17%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	25	10 40%	12 48%	3 12%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	22	9 41%	11 50%	1 5%	1 5%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	24	6 25%	16 67%	1 4%	1 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	11 46%	12 50%	1 4%	0 0%	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.	20	6 30%	11 55%	2 10%	1 5%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	22	4 18%	16 73%	2 9%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	5	2 40%	3 60%	0 0%	0 0%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	25	9 36%	12 48%	4 16%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	21	9 43%	11 52%	1 5%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Eleri Hurley	Reporting Inspector
Rosemarie Wallace	Team Inspector
Gwen Aubrey	Lay Inspector
Lona Jones-Campbell	Peer Inspector
Helen Jennings	Nominee



## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.