



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

**Report on**

**Ysgol Gynradd Bancyfelin  
Bancyfelin  
Carmarthenshire  
SA33 5ND**

**Date of inspection: June 2015**

**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 Gynradd Bancyfelin is a community school situated in the village of Bancyfelin between the towns of Carmarthen and St Clears in Carmarthenshire. Most pupils come from the local area and a small percentage come from nearby rural areas.

There are 39 pupils on roll, including 7 nursery-age pupils. The school admits pupils on a full-time basis to the nursery class during the term in which they have their fourth birthday. The school is arranged into two classes: one class for the Foundation Phase and one for key stage 2.

Fifty per cent of pupils come from Welsh-speaking homes. About 5% of pupils are eligible for free school meals. There are no pupils from an ethnic minority background. About 26% pupils have additional learning needs and a very few have a statement of special educational needs.

The headteacher, who is also responsible for two other schools, has been in post since June 2013. The school was last inspected in January 2010.

The individual budget per pupil for Ysgol Gynradd Bancyfelin in 2014-2015 is £4,046. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Gynradd Bancyfelin is in 34<sup>th</sup> position of the 95 primary schools in Carmarthenshire in terms of school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Nearly all pupils make good progress in their learning
- Nearly all pupils' literacy and numeracy skills are developing effectively
- Pupils with additional learning needs make good progress against their targets
- Most pupils' behaviour and self-discipline in lessons and around the school are very good
- Nearly all pupils are keen to learn and show a high level of motivation in all aspects of school work
- Nearly all pupils have a prominent voice in the school's decisions through the work of the school council and the eco council
- The school provides a varied and interesting range of learning experiences that gain pupils' interest and meet the needs of pupils of all ages successfully
- The standard of teaching is sound and good across the school and all teachers have high expectations
- The school has good arrangements for tracking pupils' progress
- The school building provides a stimulating learning environment for all pupils

### Prospects for improvement

Prospects for improvement are good because:

- The school is led effectively by a conscientious headteacher who conveys a clear vision and high expectations to staff, governors and parents
- The headteacher has established effective communication systems that ensure a strong sense of teamwork among the whole staff
- The school responds successfully to a number of national priorities
- Members of the governing body are very supportive of the school's work and achieve their responsibilities skilfully
- Leaders have an accurate understanding of the school's strengths and the areas that need to be improved
- Self-evaluation procedures have been established firmly, and are based on raising pupils' standards
- There is a self-evaluation report, that gives an objective and accurate picture of the school's current situation regarding learning, teaching and standards
- The school development plan, which is based on the outcomes of the self-evaluation processes, identifies priorities for improvement clearly
- The school has productive partnerships with a range of partners that contribute strongly to raising standards and improving pupils' wellbeing
- The headteacher and governing body manage the buildings, resources and budget effectively

## Recommendations

- R1 Improve the standards of handwriting and presentation of work of pupils in key stage 2
- R2 Plan a range of good opportunities for pupils to develop their numeracy skills effectively across the curriculum.
- R3 Ensure that there are regular and relevant opportunities for pupils to respond to teachers' marking comments.

### **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

Pupils enter the school with literacy and numeracy skills that are similar to or a little below those expected of pupils of a similar age. During their time at the school, nearly all pupils make good progress in their learning.

Across the school, nearly all pupils listen attentively and follow instructions correctly. They participate fully in class activities, concentrate and build well on their previous learning experiences. By the end of key stage 2, most pupils have developed their thinking skills well, acquire information purposefully and apply these successfully to new situations.

In the Foundation Phase, most pupils make sound progress in their Welsh literacy skills. They express their ideas confidently with comprehensible pronunciation and intonation, with a wide range of vocabulary and a good measure of accuracy. By the end of key stage 2, most pupils hold conversations in a mature way in Welsh and English, using polished vocabulary when expressing an opinion and talking about their work.

Most pupils' reading skills across the school are developing effectively. In the Foundation Phase, most pupils read confidently with increasing expression. They have a sound understanding of the text and discuss the content of the book intelligently. In key stage 2, most pupils read a wide range of materials meaningfully and with appropriate fluency and intonation. Many make good use of their reading skills to research subjects associated with classroom themes.

Pupils' standards of writing in the Foundation Phase across the areas of learning are good and appropriate to their age and ability. By the end of the Foundation Phase, most pupils punctuate correctly and the best vary the beginnings of sentences and make effective use of quotation marks, exclamation marks and conjugated verb forms, for example when writing a portrait of a dinosaur. By the end of key stage 2, most pupils write interesting extended pieces in both languages for a range of purposes across the curriculum. The best pupils often show originality when choosing vocabulary and phrases to create an effect successfully. Examples include instructions on how to change a teacher into a toad and a letter of complaint to a sports shop about the quality of running shoes. However, the standard of pupils' handwriting and presentation of work in key stage 2 is not always consistently good.

Most pupils' numeracy skills are developing well across the school. In the Foundation Phase, many pupils develop their numeracy skills successfully across the areas of learning. They count, measure and handle data on a level that is appropriate to their age and ability, and are confident in applying these skills in practical situations to solve problems. For example, they form tallies and bar graphs to denote their favourite flower. In key stage 2, most pupils are able to use their numeracy skills successfully to solve problems in other areas of the curriculum. They apply their mathematical skills to solve number problems skilfully and they are able to

record and handle data confidently, and produce graphs that are appropriate for various purposes, for example when measuring, recording and analysing water temperature as part of a scientific investigation.

Pupils who have additional learning needs make good progress against the targets that are set for them, and the performance of more able pupils is strong.

Small numbers of pupils in each year group have a considerable effect on the school's performance in assessments at the end of the Foundation Phase and key stage 2 from one year to the next

Over the last three years, performance in the Foundation Phase at the expected outcome has placed the school in the top 25% in comparison with similar schools. At the higher outcome, performance has varied, moving the school between the top 25% and the bottom 25%.

In key stage 2, the school's performance at the expected level and at the higher level has varied, moving the school between the top 25% and the bottom 25% over the last four years in comparison with similar schools. The standards that were seen in the pupils' books and in the classroom in key stage 2 were better than the school's performance data suggests.

The number of pupils who are eligible for free school meals is very low; therefore, comparisons of their performance against other pupils' performance are not reliable.

### **Wellbeing: Good**

Nearly all pupils feel happy and safe at school. They have very positive attitudes towards keeping healthy and a thorough understanding of the importance of physical exercise and eating healthily. Many pupils enjoy attending the school's extra-curricular clubs, which promote their fitness successfully.

Most pupils' behaviour and self-discipline in lessons and around the school are very good and they show care and concern for each other's wellbeing, for example through the use of the 'Friends Bench'. Nearly all pupils are keen to learn and show a high level of motivation in all aspects of school work. Pupils' understanding of what is needed to improve their learning is developing well.

Nearly all pupils have a prominent voice in the school's decisions through the work of the school council and the eco council. They make decisions that have a positive effect on other pupils' wellbeing, for example by developing a school garden and contributing to charitable work. Pupils contribute well to community life by holding services in the village, and by taking part in activities with the elderly. These experiences develop a range of social skills and life skills that prepare pupils effectively for life outside the school.

Attendance levels have placed the school among the top 25% of similar schools in three of the last four years. Nearly all pupils arrive at school punctually.

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

The school provides a varied and interesting range of learning experiences that gain pupils' interest and meet the requirements of pupils of all ages successfully. The curriculum is balanced and covers the requirements of the Foundation Phase, the National Curriculum and religious education. Educational visits and the variety of extra-curricular experiences enrich pupils' experiences successfully and promote their understanding of local and national culture effectively.

Planning for developing skills across the curriculum is suitable, and the Literacy and Numeracy Framework has a prominent place in the school's planning procedures. However, planning does not always provide enough opportunities to develop numeracy skills across all subjects of the curriculum.

Provision for the Welsh language and the cross-curricular opportunities to develop oral and reading skills in Welsh are a strong element throughout the school, which contributes considerably to raising standards. There is appropriate provision for the Welsh dimension that enables pupils to develop their understanding of their local and national heritage. The school invites famous and successful Welsh people, from various popular fields, to promote this aspect effectively. For example, three of the school's former pupils, who are heroes in the world of Welsh rugby, visited the school to talk about their experiences of playing rugby for their country and as part of the Lions team. By promoting an eco school, a healthy school and fair trade successfully, the school develops pupils' awareness of education for sustainable development and global citizenship successfully.

**Teaching: Good**

The standard of teaching is robustly good across the school. All teachers have high expectations and use a good variety of resources, learning methods and interesting activities to encourage pupils' participation and interest. Lessons are planned carefully and appropriate attention is paid to developing skills. Learning assistants play an effective role in supporting learning across the school and there is a positive working relationship between staff and pupils. Teachers and assistants model correct language patterns and this has a positive effect on pupils' standards of literacy. They question probingly and refer specifically to what pupils already know, in order to extend their understanding and raise their standards.

Assessment for learning strategies have been established firmly throughout the school. Most pupils have regular opportunities to assess their own work and that of their peers successfully. Teachers mark pupils' work thoroughly. They make constructive comments to explain what pupils do well. They give effective guidance on how pupils can improve specific aspects of their work. However, teachers do not plan enough regular opportunities for them to respond to marking comments and this makes the process less effective. The school has good arrangements for tracking pupils' progress. Teachers analyse and use this information effectively to monitor progress and provide additional support for the pupils, as necessary.



Annual reports for parents include clear information about all pupils' progress and they meet statutory requirements.

**Care, support and guidance: Good**

The school has appropriate arrangements for promoting healthy eating and drinking. The variety of regular extra-curricular activities, such as the sports club, provides valuable experiences to promote pupils' wellbeing and fitness. The gardening club, which is led by parents, teachers and pupils from the secondary school, teaches pupils effectively about growing and preparing various vegetables to be eaten, and emphasises hygiene and safety.

Provision for promoting social, moral, cultural and spiritual development is good. Collective worship sessions and the school's personal and social education programme contribute positively to these areas. Visitors also contribute successfully to this provision. An example of this is the regular visits by the local minister to conduct collective worship services. The school co-operates successfully with specialist agencies that support pupils' wellbeing well. A good example of this is the participation of the police service in the school's arrangements to ensure pupils' appropriate awareness of e-safety.

The school uses a good range of methods to identify pupils' additional learning needs early. Provision and support for these pupils is effective and leads to consistent progress in learning and standards. All pupils who have additional learning needs have a detailed individual education plan. Parents and pupils are included fully in the process of reviewing progress and development.

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

**Learning environment: Good**

The school is a happy and inclusive community, which promotes equal opportunities successfully. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance. A strong feature of the school is the family ethos that encourages pupils to take care and responsibility for their fellow pupils, thereby developing an attitude of respect and self-confidence. The practice of displaying certificates and photographs in public places gives prominence to pupils' successes and recognises their contribution to the school's success effectively.

The school building provides a stimulating learning environment for all pupils. A suitable supply of good quality resources meets pupils' needs appropriately. Teachers use the outdoor area for Foundation Phase pupils, the school playground and field, purposefully for pupils' purposes. The site and building are kept clean and tidy.

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

The school is led effectively by a conscientious headteacher who conveys a clear vision and high expectations to staff, governors and parents. Over a comparatively short time, she has established effective communication systems and a strong sense of teamwork among staff. This ensures a clear and robust direction for the school. As a result, pupils across the school benefit from interesting learning experiences that have a positive effect on standards and achievement.

There are robust performance management arrangements for teachers, which contribute to improvements in teaching and learning and provide opportunities to promote staff's professional development through a comprehensive training programme. Staff job descriptions are clear and staff support the headteacher well and are aware of their roles and responsibilities. They co-operate closely together to create a homely ethos for pupils. Through regular meetings, they have valuable opportunities to discuss progress and to monitor the implementation and effect of the school's development plans.

The school responds successfully to a number of national priorities. The Literacy and Numeracy Framework receives appropriate attention and the school implements the Foundation Phase effectively.

Governors are very supportive of the school's work and undertake their responsibilities skilfully. By analysing performance data, visiting the school to attend learning walks and scrutinising books, they develop a thorough understanding of the school's standards and identify the school's strengths and priorities for further development well. They have a clear system for checking the effectiveness of provision and are prepared to challenge the school to drive specific improvements.

**Improving quality: Good**

Leaders have an accurate understanding of strengths and areas that need improvement. Staff, pupils, governors and parents take a full part in the process. Self-evaluation procedures have been established firmly, and are based on raising pupils' standards. They include effective arrangements for observing teaching, analysing data, questionnaires, monitoring planning and looking at pupils' work. Staff and governors contribute effectively to the process and produce joint, evaluative reports with the headteacher on the quality of provision and pupils' attainment. The self-evaluation report, that arises from these procedures, gives an objective and accurate picture of the school's current situation in terms of learning, teaching and standards.

The school development plan, which is based on the outcomes of the self-evaluation processes, identifies priorities for improvement clearly. These priorities focus appropriately on improving provision and raising standards. It is an active document that includes clear and measureable targets and suitable action. It has been costed carefully and the implementation timetable and staff responsibilities are clear. The evaluation of the previous development plan is thorough and is used well to inform the current plan. The headteacher, staff and governors monitor and review progress

against priorities effectively. Achieving some of the priorities in the plan has already led to improvements in standards, for example raising the percentages for higher levels in language and numeracy in key stage 2.

### **Partnership working: Good**

The school has productive partnerships with a range of partners who contribute strongly towards raising standards and improving pupils' wellbeing. There is a very strong partnership with parents. They are very supportive of the school and contribute towards a range of activities, including fund-raising initiatives to improve information technology resources and supporting learning experiences such as visits.

The practice of sharing expertise and good practice with schools within the federation is a strong feature at the school and has a positive effect on staff's professional development and on pupils' outcomes. Teachers share good practice by planning units of work jointly to develop pupils' literacy and numeracy skills. Pupils also benefit from combining activities such as educational visits or creating joint teams for games and sports. This co-operation enriches pupils' learning experiences and wellbeing successfully.

There are good links between the school and the local nursery group, which enables pupils to settle in happily when they start in the Foundation Phase. There are also effective arrangements with the secondary schools to ensure that pupils' transfer smoothly at the end of key stage 2. The effective co-operation with local schools to standardise and moderate levels of pupils' work ensures consistency and accuracy in the school's assessments. The numerous and valuable links with the local community have a beneficial influence on pupils' learning experiences and their awareness of their community and the importance of contributing to it. A good example of it is the way in which they entertain the local elderly people as they visit the school on a weekly basis to have lunch with the pupils.

### **Resource management: Good**

The school has an appropriate supply of teachers and assistants to deliver the requirements of the Foundation Phase and the National Curriculum. Classroom assistants co-operate effectively with teachers and support pupils well in their work. Teachers use their planning, preparation and assessment time beneficially. Arrangements are managed well, for example through using staff expertise to develop pupils' creative skills across the school.

The school pays due attention to staff's continuous professional development and performance management processes support this successfully. There are effective networks of professional practice with schools in the federation, which have a positive effect on pupils' standards and attainment, especially in improving pupils' standards of extended writing across the school.

The headteacher and the governing body manage its buildings, resources and budget effectively and base their financial decisions on the school's needs. A high level of expenditure monitoring is undertaken regularly and the governing body is co-operating with the authority to implement an effective remedial plan to deal with over-expenditure successfully. There is a good range of resources at the school and

they are managed appropriately to ensure full access to all aspects of the curriculum. The school makes appropriate use of the Pupil Deprivation Grant to raise the standards of literacy and develop the social skills of a specific group of pupils.

Considering pupils' standards of achievement, the school provides good value for money.

## Appendix 1: Commentary on performance data

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

### 6692034 - Ysgol Gynradd Bancyfelin

Number of pupils on roll	41
Pupils eligible for free school meals (FSM) - 3 year average	5.1
FSM band	1 (FSM<=8%)

#### Key stage 2

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	13	8	6	13
<b>Achieving the core subject indicator (CSI) (%)</b>	84.6	100.0	66.7	100.0
Benchmark quartile	3	1	4	1
<b>English</b>				
Number of pupils in cohort	13	8	6	13
Achieving level 4+ (%)	92.3	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	76.9	62.5	0.0	38.5
Benchmark quartile	1	1	4	3
<b>Welsh first language</b>				
Number of pupils in cohort	13	8	6	13
Achieving level 4+ (%)	92.3	87.5	100.0	84.6
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	61.5	62.5	0.0	30.8
Benchmark quartile	1	1	4	3
<b>Mathematics</b>				
Number of pupils in cohort	13	8	6	13
Achieving level 4+ (%)	84.6	100.0	66.7	100.0
Benchmark quartile	4	1	4	1
Achieving level 5+ (%)	38.5	37.5	16.7	53.8
Benchmark quartile	2	3	4	2
<b>Science</b>				
Number of pupils in cohort	13	8	6	13
Achieving level 4+ (%)	84.6	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving level 5+ (%)	61.5	37.5	0.0	38.5
Benchmark quartile	1	3	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, at the link below.

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

## Appendix 2

### Stakeholder satisfaction report

#### Response to the learner questionnaire

Denotes the benchmark – this is the 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.	17		17 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	17		17 100%	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.	17		17 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	17		17 100%	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.	17		17 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	17		17 100%	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.	17		17 100%	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.	17		17 100%	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.	17		17 100%	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.	17		17 100%	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.	17		17 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	17		16 94%	1 6%	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 the 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.	22	16 73%	6 27%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	22	18 82%	4 18%	0 0%	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.	22	16 73%	6 27%	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.	21	15 71%	6 29%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	22	11 50%	11 50%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	22	17 77%	5 23%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	17 77%	5 23%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	21	12 57%	7 33%	1 5%	1 5%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	22	15 68%	7 32%	0 0%	0 0%	0	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.	22	13 59%	9 41%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	22	15 68%	6 27%	1 5%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	13 72%	4 22%	1 6%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	22	11 50%	10 45%	1 5%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	22	15 68%	6 27%	1 5%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	22	13 59%	9 41%	0 0%	0 0%	0	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	14 64%	8 36%	0 0%	0 0%	0	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.	17	9 53%	8 47%	0 0%	0 0%	2	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.	22	13 59%	7 32%	2 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	22	16 73%	6 27%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Sioned Hywel Thomas	Reporting Inspector
Dylan Roberts	Team Inspector
Michaela Leyshon	Lay Inspector
Ann Fox	Peer Inspector
Vicky Griffiths	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
- 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.