



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

A report on

**Ysgol Gynradd Tycroes
Pontarddulais Road
Tycroes
Ammanford
Carmarthenshire
SA18 3QD**

Date of inspection: November 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:

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

Ysgol Gynradd Tycroes is in the village of Tycroes near Ammanford in the Carmarthenshire local authority.

There are 204 pupils on roll, aged 3 to 11, including seven in the nursery class. The school has seven classes, with many pupils taught in single-age classes. Including the headteacher, the school has seven full-time and four part-time teachers.

The school identifies 21% of pupils as having additional learning needs. This is just below the national average. There are very few pupils with a statement of special educational needs. Very few pupils are from an ethnic minority background or speak English as an additional language. Around 13% of pupils speak Welsh at home.

About 20% of pupils are eligible for free school meals, which is in line with the national average.

The school was last inspected in July 2010. The headteacher took up his post in September 2013.

The individual school budget per pupil for Ysgol Gynradd Tycroes in 2015-2016 means that the budget is £3,530 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Ysgol Gynradd Tycroes is 67th out of the 101 primary schools in Carmarthenshire in terms of its school budget per pupil.

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:

- During their time in school, many pupils make good progress in their learning and skill development
- Pupils with additional learning needs make valuable gains against their personal targets
- Standards in Welsh are excellent and make a positive contribution to the bilingual ethos of the school
- The school provides purposeful opportunities to develop pupils' numeracy and information and communication technology (ICT) skills across the curriculum
- The behaviour of most pupils is good
- Most teaching is good or better
- The school is a happy and caring learning community, providing pupils with a strong sense of belonging

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides effective and dynamic leadership to a dedicated team
- The governing body has a good understanding of the strengths and challenges faced by the school
- All staff have clear roles and responsibilities, which they carry out diligently
- Leaders use a wide range of first-hand evidence to evaluate the school's performance accurately
- Targets in the school development plan link closely to the outcomes of self-evaluation and are successful in bringing about improvements, for example in the development of pupils' numeracy skills
- The school has effective partnerships with parents that have a positive impact on pupils' attitudes to learning
- Leaders deploy teaching and support staff effectively to make the best use of their talents and abilities
- There is purposeful use of funding to raise standards in pupils' skills and wellbeing

Recommendations

R1 Improve standards of handwriting and presentation

R2 Extend opportunities for pupils to write at length across the curriculum

R3 Ensure that staff apply the marking policy consistently across the school

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

Most pupils enter school with literacy and numeracy skills that are broadly in line with those expected for their age. During their time in school, many pupils make good progress relative to their starting-point. Many pupils recall previous learning well and they can apply their knowledge successfully to new situations.

Throughout the school, many pupils listen respectfully to the views of others and can sustain their concentration for appropriate lengths of time. Many younger pupils speak clearly and confidently. Older pupils converse articulately and offer considered opinions on a range of subjects to adults, visitors and each other, for example when debating their views on flooding a village to create a reservoir.

Standards in reading are good across the school. In the Foundation Phase, many pupils read with fluency and expression and at a level appropriate for their age. They make good use of contextual clues to read unfamiliar words. Older Foundation Phase pupils can explain the difference between story and information books and can use an index competently.

Most pupils in key stage 2 read with confidence and expression. They can predict the storyline and look beyond the text to inform their thinking. Most pupils talk with enthusiasm about the books they have read and the authors they enjoy and give thoughtful, considered comments to support their choices.

Standards of writing are developing appropriately across the school. By the end of the Foundation Phase, many pupils write in full sentences using correct spelling and punctuation. They write for different audiences and many use an interesting range of vocabulary in their writing, for example in their information reports on the rainforest. However, the majority of pupils' handwriting and presentation skills are not as good as they could be.

In key stage 2, many pupils write for a wide range of purposes using different genres. The majority of pupils use good sentence structure and spelling. Presentation of work and the standard of handwriting are too variable. The majority of pupils use their writing skills successfully across other areas of the curriculum. Many pupils that are more able vary the content of their writing effectively to respond to the requirements of the task, for example when writing a persuasive letter from the Prodigal Son to his father.

Standards in mathematics are good. Many Foundation Phase pupils use their number and data-handling skills well in mathematics lessons and across other areas of the curriculum. Older and more able pupils use their knowledge of co-ordinates well to map a route through a rainforest maze.

In key stage 2, pupils' mathematical skills are developing well. Many pupils have a good understanding of number and place value and the majority perform mental calculations quickly and confidently. Many older pupils use a suitable range of methods to multiply 2 and 3 digit numbers. They interpret data well and measure using increasing accuracy. Many pupils apply the skills learned in mathematics lessons successfully across other areas of the curriculum to solve a range of real-life problems, for example when calculating the percentage of recyclable rubbish.

Nearly all pupils make excellent progress in their written and spoken Welsh. The 'Criw Cwl Cymraeg' promotes the use of spoken Welsh actively and enthusiastically throughout the school. As a result, many pupils speak Welsh routinely outside the classroom, creating a natural Welsh ethos. In key stage 2, many pupils converse confidently and at length with adults and with each other. Pupils throughout the school read age-appropriate Welsh books with expression and understanding. They decode unfamiliar words using their knowledge of phonics and explain the meaning confidently. Standards of written Welsh are good and develop well as pupils move through the school. By the end of Foundation Phase, pupils can use a writing frame to create a simple poem on autumn. Most key stage 2 pupils can use the past, present and future tenses in their writing. They use an extensive range of phrases and vocabulary, for example when considering their ambitions for the future.

Pupils with additional learning needs make good progress. Many make valuable gains in relation to their personal targets.

At the end of the Foundation Phase, pupil performance in literacy and mathematical development at the expected outcome has tended to place the school in the upper 50% when compared with similar schools. At the higher outcome, pupil performance over the last four years has varied greatly with no overall trend.

At the end of key stage 2, pupil performance at the expected and higher level in English, mathematics and science has fluctuated widely over the last four years and there is no overall trend.

Pupils eligible for free school meals tend to achieve equally well as other pupils.

Wellbeing: Good

Nearly all pupils are polite and respectful towards adults and each other. Most pupils show enthusiasm for learning and are eager to share their achievements. During lessons, most pupils work with sustained concentration and engage positively in tasks. They work successfully with others in pairs and small groups. For example, in the Foundation Phase, pupils work well together to solve the problem of how to make heavy objects float.

Nearly all pupils are aware of the importance of health and fitness. They feel safe at school and know how to keep healthy by eating sensibly and taking regular physical exercise.

Members of the school council and sports council take an active part in school life and make decisions that benefit all pupils. For example, they helped to develop the

home school agreement and have recently developed a 'book shed' for pupils to access during playtimes. Members of the sports council from key stage 2 supervise younger pupils effectively on the yards at break times and help pupils to use the various play equipment.

Pupils' overall attendance rates have improved steadily since 2013 and for two of the last four years, attendance rates have placed the school in the higher 50% of similar schools. Nearly all pupils understand the importance of being in school regularly and demonstrate a strong commitment to good attendance. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of interesting learning experiences. It offers a broad and balanced curriculum that focuses well on developing pupils' literacy and numeracy skills across the curriculum. Nearly all pupils have extensive opportunities to use their numeracy and ICT skills. Staff ensure that pupils have plenty of opportunities to use a wide range of ICT equipment. As a result, pupils often present information creatively using ICT. However, teachers' planning has only recently ensured that pupils have enough opportunities to write at length across the curriculum. Targeted support for pupils with additional learning needs enables most to make good progress.

The provision for pupils' Welsh language development is very good. The school provides a wide range of relevant reading material and offers many opportunities for pupils to improve their spoken Welsh, for example in leading collective worship. All staff use Welsh incidentally and regularly with pupils and this has led to pupils using the language with confidence and enthusiasm. There are systematic and effective opportunities for pupils to learn about their locality and the history and culture of Wales. They visit places of interest in the local community, such as the local energy wind farm.

The school offers a worthwhile range of extra-curricular activities, for example the ICT coding club and pupil involvement in the UK Formula 1 challenge championship. These experiences have a positive impact on raising standards in ICT and on pupils' attitudes to learning. The school offers many opportunities for pupils to develop their creative talents, including an extensive range of instrumental tuition.

The school promotes sustainable development and global citizenship positively across the curriculum and has recently established educational links with a school in Sweden. It has a well-established eco-committee, which has undertaken effective improvements, for example by organising the installation of energy saving light sensors.

Teaching: Good

Most teachers have good, up-to-date subject knowledge. They plan effectively to provide stimulating lessons that motivate and engage their pupils. Nearly all

teachers use a variety of resources effectively to provide learning experiences that challenge pupils to work to the best of their ability. Most teachers use a wide range of questioning techniques successfully. They encourage pupils effectively to apply their previous knowledge to new situations. Teachers and support staff know the strengths and weaknesses of pupils very well. An ethos of mutual respect and teamwork helps to create a purposeful and enthusiastic learning environment in classes.

Assessment for learning is developing well across the school. Most pupils assess their own work and that of others regularly. As a result, pupils have many useful opportunities to reflect on their own learning. The implementation of a new marking code provides pupils with a clearer understanding of how well they are doing and what they need to do to improve. However, this is in its early stage of implementation and teachers do not apply it consistently across the school. All teachers monitor pupils' progress accurately using an online tracking system. They use this information effectively to plan learning experiences that lead to improvements in pupils' work.

The school's reports to parents meet requirements and provide parents with purposeful information about how well their children are doing.

Care, support and guidance: Good

The school is a happy and caring learning community that gives pupils a strong sense of belonging. As a result, nearly all pupils feel safe in school and are ready to learn.

The school ensures that pupils' personal and social skills are a priority within the curriculum. The development of positive play sessions has led to notable improvements in the standards of pupils' wellbeing. The school has effective arrangements to promote pupils' spiritual, moral, social and cultural development.

There are good opportunities for pupils to engage in physical activity during and after the school day. For example, pupils participate in after-school rugby sessions with the local club. The school has appropriate arrangements to promote healthy eating and drinking.

The school makes clear, comprehensive arrangements for the monitoring of pupils with additional learning needs. Staff identify these pupils at an early stage and provide effective, targeted support through a suitable range of intervention programmes. Teachers write individual education plans that are specific and build systematically on the pupil's needs. The school liaises effectively with an extensive range of outside agencies, such as the behaviour support service, to support pupils' wellbeing and learning.

The school promotes good attendance rigorously. It ensures that parents are aware of the educational and social implications of absence through regular newsletters, parents' meetings and individual attendance profiles. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a calm and welcoming ethos that provides a safe and supportive learning environment. The school's policies and strategies meet statutory requirements and support the positive ethos well. All pupils have equal access to the curriculum and to a beneficial range of interesting activities and visits.

The school maintains its buildings well and the accommodation is modern and spacious. The school has worked successfully with parents and the community to develop the grounds to enhance outdoor learning opportunities for pupils. The school has ample resources for all curriculum areas and is particularly well resourced with ICT equipment. Resources throughout school are of good quality and support pupils' learning effectively. Well-maintained bilingual displays celebrate the learning of pupils successfully.

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

The school has developed clear aims and strategic objectives that focus clearly on raising standards and meeting pupils' needs. The headteacher provides clear and dynamic leadership to the school. He communicates high expectations to pupils, staff and parents very effectively. The senior management and governors share this vision and there is a strong sense of teamwork across the school.

The performance management system is thorough and there are good arrangements in place to monitor and evaluate formally the quality of teaching in all classes.

Regular staff meetings and whole-day training events support both the staff's professional development and the strategic priorities of the school effectively. All teaching and support staff display a common purpose. They focus well on improving pupil attainment, implementing school improvement targets and meeting local and national priorities, such as the implementation of the literacy and numeracy framework.

The governing body is supportive of the school and fulfils its statutory responsibilities conscientiously. The headteacher regularly provides the governing body with comprehensive information on the life and work of the school and its performance compared with that of similar schools. Governors have a secure understanding of the targets in the school development plan. They offer valuable challenge to the school. For example, all governors now sit on the finance committee to ensure that they are fully involved making spending decisions that focus on raising standards for pupils.

Improving quality: Good

The school's self-evaluation processes are systematic and lead clearly to the identification of specific areas for improvement in the school's development plan. Leaders gather an extensive range of first-hand evidence from lesson observations, book scrutiny and rigorous analysis of assessment data. The school uses the

information gained from questionnaires to parents and pupils very beneficially to support the self-evaluation process. As a result, the current self-evaluation report provides an accurate picture of the school's strengths and areas for development.

The school uses the information gained from self-evaluation successfully to determine the relevant priorities for improvement. The targets in the school development plan focus well on raising standards and enhancing provision. They identify responsibilities, relevant timescales, costs and criteria for success. The headteacher and senior management team monitor rigorously the school's progress towards meeting the targets in the school development plan. The development plan is a valuable working document that staff understand well and it provides a relevant agenda for moving the school forward. For example, last year's development planning led to notable improvements in standards of numeracy.

Partnership working: Good

The school has strong partnerships with parents, the community and other organisations. These have a positive impact on pupils' learning and wellbeing. The 'Friends of Ysgol Tycroes' play an important role in raising funds for pupils' activities and school resources. They have recently obtained a grant to create an outdoor adventure trail for use by the school and the wider community.

Parents receive information regularly about their children's progress through newsletters and an informative school website. The school also offers a good range of opportunities for parents to find out more about what their children are learning, for example through recent meetings providing information about literacy and numeracy.

There are purposeful relationships with staff from the local cluster of primary schools and the secondary school. This enables staff to work together effectively to moderate pupils' work and to ensure the accuracy of their assessments.

There are well-established transition arrangements with pre-school playgroups when pupils start school. Similarly, arrangements to support pupils when they transfer to the local secondary school are effective in ensuring that pupils have a smooth transition to the next stage in their learning.

Resource management: Good

The school has an appropriate number of well-qualified teachers and support staff. It deploys support staff particularly effectively to make the best use of their talents and abilities. They are a valuable and effective part of the team and have a positive influence on the work of the school and the standards reached by pupils. The school's arrangements for teachers' planning, preparation and assessment time are effective. Members of the senior management team have appropriate management time to monitor standards throughout the school.

The school manages its accommodation and resources well. Spending decisions reflect school priorities and the governing body monitors the school budget carefully to ensure that there is effective use of funding. The school's strategies for spending

the pupil deprivation grant are highly effective and focus well on raising standards for vulnerable pupils. As a result, their attendance and performance have improved. In view of the progress made by pupils and the strong quality of provision, the school gives good value for money.

Appendix 1: Commentary on performance data

6692044 - Ysgol Gynradd Ty-croes

Number of pupils on roll	204
Pupils eligible for free school meals (FSM) - 3 year average	16.6
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	28	18	27	26
Achieving the Foundation Phase indicator (FPI) (%)	85.7	77.8	92.6	100.0
Benchmark quartile	2	3	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	28	18	27	26
Achieving outcome 5+ (%)	85.7	77.8	92.6	100.0
Benchmark quartile	2	4	2	1
Achieving outcome 6+ (%)	21.4	33.3	25.9	30.8
Benchmark quartile	3	1	3	3
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	28	18	27	26
Achieving outcome 5+ (%)	96.4	88.9	92.6	100.0
Benchmark quartile	1	2	2	1
Achieving outcome 6+ (%)	17.9	33.3	37.0	30.8
Benchmark quartile	3	1	1	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	28	18	27	26
Achieving outcome 5+ (%)	96.4	100.0	92.6	100.0
Benchmark quartile	2	1	3	1
Achieving outcome 6+ (%)	42.9	38.9	48.1	46.2
Benchmark quartile	2	3	3	3

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.

6692044 - Ysgol Gynradd Ty-croes

Number of pupils on roll	204
Pupils eligible for free school meals (FSM) - 3 year average	16.6
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	25	30	24	33
Achieving the core subject indicator (CSI) (%)	96.0	80.0	91.7	69.7
Benchmark quartile	1	3	2	4
English				
Number of pupils in cohort	25	30	24	33
Achieving level 4+ (%)	96.0	83.3	100.0	78.8
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	36.0	23.3	29.2	21.2
Benchmark quartile	2	4	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	25	30	24	33
Achieving level 4+ (%)	96.0	86.7	91.7	78.8
Benchmark quartile	1	3	2	4
Achieving level 5+ (%)	28.0	20.0	37.5	24.2
Benchmark quartile	3	4	2	4
Science				
Number of pupils in cohort	25	30	24	33
Achieving level 4+ (%)	100.0	93.3	100.0	87.9
Benchmark quartile	1	2	1	4
Achieving level 5+ (%)	36.0	23.3	45.8	24.2
Benchmark quartile	2	4	2	4

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

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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.	104		104 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	104		91 88%	13 12%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	103		98 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	104		101 97%	3 3%	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.	103		97 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	102		100 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	103		102 99%	1 1%	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.	104		100 96%	4 4%	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.	103		97 94%	6 6%	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.	103		98 95%	5 5%	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.	99		79 80%	20 20%	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	100		76 76%	24 24%	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.	33	17 52%	15 45%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	33	24 73%	9 27%	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.	33	20 61%	13 39%	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.	31	19 61%	12 39%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	28	8 29%	17 61%	3 11%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	29	18 62%	10 34%	1 3%	0 0%	4	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	17 53%	15 47%	0 0%	0 0%	1	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.	28	13 46%	13 46%	2 7%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	28	13 46%	12 43%	2 7%	1 4%	5	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.	32	19 59%	13 41%	0 0%	0 0%	1	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.	32	20 62%	11 34%	0 0%	1 3%	1	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'.	25	18 72%	5 20%	1 4%	1 4%	6	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.	32	15 47%	14 44%	2 6%	1 3%	1	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.	30	19 63%	10 33%	1 3%	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.	28	15 54%	10 36%	3 11%	0 0%	5	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.	33	16 48%	16 48%	1 3%	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.	18	11 61%	5 28%	2 11%	0 0%	11	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.	31	19 61%	10 32%	2 6%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	32	20 62%	10 31%	2 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Helen Kay Lester	Reporting Inspector
Mary Elspeth Dyas	Team Inspector
Michaela Leyshon	Lay Inspector
Sarah Hurst	Peer Inspector
Elfed Wood	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.