



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Gynradd Gymraeg Felindre
Heol Myddfai
Felindre
Swansea
SA5 7ND**

Date of inspection: February 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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Publication date: 16/04/2015

Context

Ysgol Felindre is situated in the village of Felindre, in the County of Swansea.

There are 57 pupils aged between 3 and 11 years on roll, including 6 part-time nursery pupils. They are arranged into three mixed-age classes.

Ten per cent of pupils are eligible for free school meals, a figure that is considerably lower than the averages for Wales. About 12% of pupils come from Welsh-speaking homes. Welsh is the main medium of teaching and learning and the aim is to ensure that all pupils are fluent in Welsh and English by the end of key stage 2. Very few pupils come from ethnic minority backgrounds.

About 30% of pupils have additional learning needs, which is higher than the national figure. Very few have a statement of special educational needs.

There has been a great deal of change in the school's staffing situation over the last year. The headteacher has been in post on a permanent contract since September 2014. She had been working as the acting headteacher since September 2013. The school was last inspected in February 2012.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Felindre in 2014-2015 is £5,036 per pupil. The maximum per pupil in primary schools in Swansea is £7,839 and the minimum is £2,665. Ysgol Gynradd Gymraeg Felindre is in third position of the 80 primary schools in Swansea in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Most pupils co-operate successfully in pairs and groups and respond confidently to the tasks given to them
- Pupils across the school behave well in lessons and when playing together in the playground
- Most pupils who have additional learning needs make good progress against their agreed targets
- Most pupils in the Foundation Phase take responsibility for making decisions about their learning effectively
- The school's ethos is homely and inclusive and provides equal opportunities for all

However:

- Pupils do not make sufficient progress across the school in aspects of literacy in Welsh
- Pupils across the school do not have enough opportunities to develop numeracy skills in a range of contexts across the curriculum
- Tasks do not challenge pupils of higher ability or provide enough opportunities for them to develop into independent learners

Prospects for improvement

Prospects for improvement are adequate because:

- The headteacher has established an appropriate vision and values in order to stimulate effective co-operation among staff
- A whole-school learning community is developing successfully
- Follow-up reports that summarise monitoring outcomes are developing well across the school
- Strong links with parents, the local community and a number of visitors who come to the school enhance and enrich pupils' social and life skills effectively

However:

- Staff's strategic responsibilities have not developed fully to have an influence on raising standards across the school
- Governors' strategic role in the self-evaluation process has not developed fully
- The self-evaluation report does not present an accurate enough picture of the school's current performance

Recommendations

- R1 Ensure further improvement in pupils' oral, reading and writing skills in Welsh across the school
- R2 Ensure that pupils use their numeracy skills across the curriculum
- R3 Improve pupils' ability to evaluate and improve their work
- R4 Meet the requirements of the National Curriculum and religious education
- R5 Improve consistency in the quality of teaching in order to provide more opportunities to challenge and extend more able pupils
- R6 Strengthen the link between self-evaluation and the school improvement plan

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

The basic skills of the majority of pupils, as they begin their time at the school, are below expectations. However, many pupils make appropriate progress during their time at school.

Considering their linguistic background, most pupils' oral skills develop quickly. Many older pupils in the Foundation Phase communicate well in Welsh and use vocabulary that is appropriate to their age and ability. This develops further in key stage 2, and the majority speak confidently in formal situations, for example as they discuss their experiences in the water centre in Cardiff. However, across the school, a minority of pupils are less confident in using the Welsh language in informal situations.

In the Foundation Phase, the majority of pupils read with expression and use phonic reading strategies suitably when reading unfamiliar words. A minority are able to discuss content meaningfully and refer to events and characters in the books they read. In key stage 2, a majority of pupils read a range of reading material appropriately in both languages and their understanding of what they are reading is developing well. Many pupils glean information in an organised way from various sources, for example about the Victorian age.

By the end of the Foundation Phase, many pupils write effectively and have a sound understanding of various writing styles such as a report and a postcard. They are beginning to use drafting skills successfully to develop and improve their work. The majority of pupils in key stage 2 show increasing fluency and accuracy in their work. However, the extended writing skills of higher ability pupils in a range of genres are not developing fully in both languages. Most pupils across the school write for various purposes effectively across the curriculum.

In the Foundation Phase, most pupils use their numeracy skills successfully in relation to their work across the areas of learning. For example, to choose the theme for the term, they collect data and present it successfully in the form of a bar graph and handle money confidently in their toy shop. In key stage 2, most pupils achieve mathematics work at an appropriate level in line with their age and ability. By the end of the key stage, they write and handle up to six-digit numbers confidently and use a number of mental strategies purposefully to multiply and divide whole numbers accurately. However, there are very few examples of pupils applying numeracy skills to other areas and subjects across the curriculum.

Over time, most pupils who are eligible for free school meals have underperformed in comparison with their peers. However, recently, these pupils' performance has improved and it compares more favourably with that of other pupils. Overall, there is no significant difference between the performance of boys and girls. Most pupils who have additional learning needs make good progress against their agreed targets. However, pupils of higher ability do not achieve as well as they could.

Teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with care because the small numbers of pupils in a year group can have a significant effect on school performance from one year to the next.

In comparison with other similar schools, pupils' performance in the Foundation Phase at the expected level over the last three years has placed it in the lower 50% and the bottom 25% in literacy. The school's performance has moved it from the bottom 25% to the top 25% in mathematical development. Over the same period, the proportion of pupils who achieved the higher outcome in literacy has increased, moving the school from the lower 50% to the top 25%. The school's performance has moved it from the bottom 25% to the top 25% in mathematical development.

In comparison with other similar schools, the performance of pupils in key stage 2 at level 4 during the last three years has varied, moving the school between the bottom 25% and the top 25%. The school's performance has moved it from the top 25% to the upper 50% in Welsh and from the top 25% to the lower 50% in mathematics and English. The school's performance in science has placed it in the bottom 25% of similar schools.

Pupils' performance at the higher levels in the four core subjects has varied considerably over a period of three years. Performance in English, mathematics and science has moved the school to the top 25%. The school's performance in Welsh has dropped, moving it to the lower 50% in comparison with similar schools.

Wellbeing: Adequate

All pupils feel very safe and know to whom to speak if they are worried or anxious. Pupils are aware of the importance of eating healthily and of taking regular physical exercise.

Most pupils co-operate successfully in pairs and groups and respond confidently to the tasks that are given to them. Most are polite and courteous around the school. They behave well in lessons and when playing together. Most pupils in the Foundation Phase take advantage of opportunities to contribute their ideas to planning. A very few pupils across the school have begun to evaluate their own learning. However, there is little evidence of evaluating their peers' work.

The school council is active and is beginning to influence decisions at the school. For example, recently, it has ordered resources to expand pupils' experiences in the outdoor area. Four members of the council have a positive effect on pupils' behaviour in their roles as 'Eirth Adferol' (Remedy Bears).

Pupils' attendance levels over the last four years have placed the school in the bottom 25% of similar schools. However, new strategies to improve attendance are beginning to have a positive effect on the latest attendance rate. Most pupils are punctual.

Pupils have wider experiences in the community by competing in the local eisteddfod and taking part in services in the village chapel. This, as well as co-operating with members of the village to improve the local environment, develops their life and social skills effectively.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

In general, the school has an appropriate curriculum that meets most pupils' needs. Purposeful trips and extra-curricular clubs enrich pupils' experiences and expand their physical skills effectively.

In the Foundation Phase, pupils choose a range of interesting activities that develop their knowledge, skills and understanding across all areas of learning effectively. For example, they have chosen a toy shop theme in the role-playing corner and have visited a high street toy shop in Swansea. In key stage 2, these aspects have not been developed as well, and there are not enough opportunities for pupils to develop their knowledge and understanding in religious education and make progress in experimentation work in science.

The school has begun to map literacy and numeracy skills to curriculum subjects in line with the requirements of the Literacy and Numeracy Framework. However, pupils across the school do not have enough opportunities to develop numeracy skills in a range of contexts across the curriculum.

Activities to promote pupils' understanding of their culture, history and their own traditions are appropriate. Events such as the school and village eisteddfodau and the Urdd Eisteddfod promote pupils' understanding of Wales and the Welsh language further.

Pupils' activity on global citizenship is developing effectively at the school. Pupils are knowledgeable about fair trade and its effect and their campaign to raise money for a number of charities strengthens pupils' understanding of poverty. The school behaves sustainably by recycling and composting.

Teaching: Adequate

Teachers model good language and manage pupils' behaviour effectively.

In the best lessons, teachers have good subject knowledge, presentations are lively and they provide a good variety of interesting activities that gain pupils' interest. Teachers plan effectively for the needs of pupils of various abilities. They explain tasks clearly and question probingly in order to ensure that all pupils have a sound understanding. There is an effective working relationship between pupils and their teachers, which contributes to beneficial learning. The pace of lessons is effective.

In lessons in which teaching is not as good, tasks do not challenge pupils of higher ability or provide enough opportunities for pupils to develop as independent learners. Teachers do not ask open-ended questions that encourage pupils to think and reason and improve their understanding of the work.

Teachers and support staff provide constructive oral feedback. Across the school, most teachers mark books regularly and provide positive comments. However, comments do not ensure frequently enough that pupils understand the next steps to take in order to make progress. Assessment for learning strategies have not been embedded consistently across the school and there are few opportunities for pupils to evaluate their own progress and that of their peers successfully. The school has appropriate arrangements for assessing and recording pupils' progress. Suitable use is made of data to set targets and to plan purposeful intervention strategies.

The annual report for parents provides useful information about pupils' progress.

Care, support and guidance: Good

The school is a safe and caring community. It has appropriate arrangements for eating and drinking healthily. Pupils have an effective variety of opportunities to increase their fitness and health levels through physical activities and an after-school sports club.

Provision to promote pupils' moral, spiritual and social development is developing purposefully through a cross-curricular theme and extra-curricular activities. Collective worship sessions reinforce values suitably and 'circle time' sessions contribute effectively to pupils' wellbeing.

The school co-operates successfully with external agencies such as the educational psychologist and athrawon bro to take advantage of specialist support for pupils when needed. For example, weekly support for a group of pupils is having a positive effect on improving their standard of oracy in Welsh.

The school has effective arrangements for pupils who have additional learning needs. The school uses a variety of appropriate methods to identify pupils' needs, including reading and numeracy tests, as well as teachers' professional judgement. Pupils and teachers co-operate on individual education plans regularly. This ensures that many pupils make good progress. Classroom assistants contribute effectively towards implementing intervention programmes for improving pupils' literacy and numeracy skills. Plans are reviewed regularly in consultation with parents.

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

Learning environment: Good

The school's ethos is homely and inclusive and provides equal opportunities for all. The school is a close and welcoming community and there is a warm and natural atmosphere between staff and pupils. Pupils show respect and concern towards each other and towards those who are less fortunate than themselves. The school's policies, plans and procedures promote social equality and diversity well.

The school is divided between two buildings and good use is made of the environment for pupils to learn. The school building and site are in good condition and are safe. Classrooms are colourful with purposeful resources for the purposes of

the curriculum. In most classrooms and public places, staff put up various displays that support teaching well. However, there is little contribution by the pupils to these areas.

The school has a very engaging outdoor area that provides a stimulating and varied environment to enrich pupils' learning. The local community's resources are also used to add to pupils' learning experiences.

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

In the short time since her appointment, the headteacher has established an effective vision and values to stimulate effective co-operation among staff. Attitudes towards improving the quality of provision and ensuring a consistent curriculum are evident across the school.

All staff have job descriptions that identify appropriate responsibilities clearly. There has been purposeful progress in the contribution of the school's Literacy and Numeracy co-ordinators to introduce strategies to raise pupils' standards across the school. For example, a phonics scheme is beginning to improve aspects of pupils' early reading skills in the Foundation Phase. However, it is too early to judge the effect of this work fully.

Leaders use staff meetings effectively to discuss priorities and progress regularly. Thorough performance management arrangements contribute appropriately to improvements in learning and teaching.

The school is making appropriate progress in delivering local and national priorities. Implementing assessment for learning methods, along with adopting literacy and numeracy strategies, is having a satisfactory effect on pupils' standards and achievement.

The governing body is supportive and dedicated. Governors have an increasing understanding of the school's strengths and of the areas that need to be developed further. They receive detailed information from the headteacher about the school's performance. However, their strategic role in the self-evaluation process has not been developed fully to date.

Improving quality: Adequate

The school uses a purposeful range of sources to collect evidence as part of the quality improvement arrangements. This includes effective analysis of data, monitoring lessons, scrutinising books and collecting the views of staff and pupils. Questionnaires on pupils' attitudes towards themselves and the school, for example, give a clear picture to leaders in order to improve the wellbeing aspect effectively. However, collecting the views of governors and parents has not developed fully. Overall, records that arise from scrutinising books and observing lessons give a clear and evaluative picture. Follow-up reports that summarise monitoring outcomes are developing well across the school. They pay particular attention to standards and

progress and identify areas to be improved clearly. Appropriate use is made of reports to improve provision and pupils' outcomes. Recently, the school has introduced drafting books, which are having a positive effect on pupils' independent skills in the Foundation Phase to improve the standard of their written work.

The self-evaluation report presents a purposeful picture on an appropriate range of aspects of the life and work of the school. On the whole, it includes an effective analysis of the school's current performance data and expresses accurate judgements on pupils' standards of work. However, it does not provide an accurate enough picture of the current situation, there are places where there is a need for improvement in terms of standards, and aspects of teaching are unclear at times. The link between the areas to be improved in the self-evaluation and targets in the development plan is not clear enough.

The development plan is detailed and identifies relevant and specific targets. It includes success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, key evidence, funding requirements and methods of monitoring progress.

Partnership working: Good

There is a strong relationship between the school and parents, who are very supportive of all pupils' activities. A good feature of the partnership with parents is the effective support that is provided for them to understand new initiatives that are introduced. This has ensured parents' commitment to the process of improving standards. The effect of parents' support can be seen in the increase in information technology resources that contribute well to improving standards in that area.

The strong links with the local community and the number of visitors who come to the school expand and enrich pupils' social and life skills effectively. The school has co-operated closely with the local community to create a path from the school yard to the wider environment. As a result, further learning experiences are offered to pupils; for example, older pupils have worked with a countryside agency on a rivers project in order to understand their understanding of local conservation. Pupils also benefit from co-operating with the community council to provide improvements to the village environment. In this way, they have contributed ideas towards providing sports provision that is used regularly by the school.

There is a close relationship with the pre-school group that meets in the school hall on a weekly basis. This ensures that the young pupils settle quickly in the Foundation Phase. There is a strong relationship and effective transition arrangements between the school and the secondary school, and there is a variety of purposeful transition activities for pupils.

The school co-operates closely with its cluster of schools to standardise and moderate pupils' work and share experiences. This has a purposeful effect on teachers' understanding of the expected levels at the end of key stage 2.

Resource management: Adequate

The school has enough teachers with appropriate qualifications to deliver the curriculum. It makes effective use of learning assistants and other staff for pupils who need additional support.

Arrangements for time for teachers to plan, prepare, assess and work jointly are effective. New arrangements for planning jointly across the school have begun to have a positive effect on long-term planning. As a result of the performance management process, staff receive a range of purposeful training that responds appropriately to school priorities and individuals' personal needs. The school is beginning to develop a network of professional practice to develop rich numeracy tasks. It is too early in the process to be able to measure the effect of the tasks on standards across the curriculum.

The school has detailed budgetary arrangements and expenditure links well with the school's objectives, targets and improvement plans. The headteacher and governors monitor expenditure carefully in order to ensure that financial resources are used appropriately to support priorities for improvement. Although only small numbers of pupils are eligible for free school meals, the school is beginning to make useful use of the deprivation grant to improve provision and literacy outcomes for pupils.

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

Appendix 1: Commentary on performance data

6702133 - YSGOL GYNRADD FELINDRE

Number of pupils on roll	57
Pupils eligible for free school meals (FSM) - 3 year average	11.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	8	5	6
Achieving the Foundation Phase indicator (FPI) (%)	75.0	80.0	83.3
Benchmark quartile	4	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	8	5	6
Achieving outcome 5+ (%)	75.0	80.0	83.3
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	25.0	40.0	50.0
Benchmark quartile	3	1	1
Mathematical development (MDT)			
Number of pupils in cohort	8	5	6
Achieving outcome 5+ (%)	75.0	80.0	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	12.5	40.0	50.0
Benchmark quartile	4	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	8	5	6
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	100.0	40.0	100.0
Benchmark quartile	1	3	1

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.

6702133 - YSGOL GYNRADD FELINDRE

Number of pupils on roll	57
Pupils eligible for free school meals (FSM) - 3 year average	11.9
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	8	*	10
Achieving the core subject indicator (CSI) (%)	*	100.0	*	90.0
Benchmark quartile	*	1	*	3
English				
Number of pupils in cohort	*	8	*	10
Achieving level 4+ (%)	*	100.0	*	90.0
Benchmark quartile	*	1	*	3
Achieving level 5+ (%)	*	37.5	*	60.0
Benchmark quartile	*	3	*	1
Welsh first language				
Number of pupils in cohort	*	8	*	10
Achieving level 4+ (%)	*	100.0	*	90.0
Benchmark quartile	*	1	*	2
Achieving level 5+ (%)	*	25.0	*	30.0
Benchmark quartile	*	3	*	3
Mathematics				
Number of pupils in cohort	*	8	*	10
Achieving level 4+ (%)	*	100.0	*	90.0
Benchmark quartile	*	1	*	3
Achieving level 5+ (%)	*	25.0	*	60.0
Benchmark quartile	*	4	*	1
Science				
Number of pupils in cohort	*	8	*	10
Achieving level 4+ (%)	*	100.0	*	90.0
Benchmark quartile	*	1	*	4
Achieving level 5+ (%)	*	37.5	*	60.0
Benchmark quartile	*	3	*	1

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.

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

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

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

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.	21	21 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	21	21 100%	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.	21	20 95%	1 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	21	20 95%	1 5%	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.	21	21 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	21	20 95%	1 5%	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.	21	21 100%	0 0%	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.	21	20 95%	1 5%	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.	21	18 86%	3 14%	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.	21	18 86%	3 14%	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.	21	17 81%	4 19%	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	21	20 95%	1 5%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	10	10 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	10	10 100%	0 0%	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.	10	10 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	10	9 90%	1 10%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	9 90%	1 10%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	10	10 100%	0 0%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	9 90%	1 10%	0 0%	0 0%	0	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.	10	9 90%	1 10%	0 0%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	9	4 44%	1 11%	0 0%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	10	10 100%	0 0%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Hazel Hughes	Team Inspector
Glenda Jones	Lay Inspector
Iona Edwards	Peer Inspector
Sara David	Nominee

Copies of the report

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