



Report on

**Ysgol T. Llew Jones
Brynhoffnant
Ceredigion
SA44 6AE**

Date of inspection: March 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: 01/06/2015

Context

Ysgol T Llew Jones is situated in the rural village of Brynhoffnant, Ceredigion, and serves the village and areas of Rhydlewis, Glynarthen Pontgarreg, Blaenporth and Penmorfa. There are six mixed-age classes.

There are 154 full-time pupils on roll and 16 pupils attend the nursery class. The school admits pupils part-time to the nursery class following their third birthday and full-time to the reception class following their fourth birthday. The school is a designated 'Welsh-medium school' according to the education authority's language policy. Welsh is the main language of the home for about 48% of pupils. About 1% of pupils come from an ethnic minority background.

Fourteen per cent of pupils are eligible for free school meals. The school has identified that 31% of its pupils have additional learning needs. No pupils have a statement and no pupils are in care.

This is the first time for the school to have a full inspection since it opened in September 2012. The current headteacher was appointed to the post in January 2012.

The individual school budget per pupil for Ysgol T. Llew Jones in 2014-2015 is £3,623. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Ysgol T. Llew Jones is in 33rd place of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- Nearly all pupils make good progress in their learning during their time at the school
- Most pupils read meaningfully to a standard that is appropriate to their age and ability
- Most pupils use polished and natural vocabulary when talking about their work and extend a discussion skilfully
- Provision for the Welsh language and the Welsh dimension is a strength at the school
- The quality of teaching is good across the school.

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision which is based on raising standards and developing all pupils as well-rounded individuals
- The school's leaders analyse performance data in detail and respond to underachievement by ensuring suitable support for improvement
- There is a clear link between the outcomes of the self-evaluation document and priorities in the school's improvement plan
- The school has a good working relationship with parents

Recommendations

- R1 Raise higher level standards in mathematics across the school
- R2 Ensure provision of all elements of the Literacy and Numeracy Framework, especially in terms of numeracy across the curriculum and extended writing in both languages
- R3 Provide activities that challenge all pupils appropriately
- R4 Ensure consistency in assessment practices across the school so that marking has a positive effect on standards

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study, explaining the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

About half the pupils arrive at the school at a level that is lower than the expected level in Welsh and mathematics. Nearly all pupils make good progress in their learning during their time at the school. Nearly all pupils use the Welsh language naturally and confidently in class activities and incidentally during the day.

Most pupils in the Foundation Phase make sound progress in their language, literacy and communication skills. Most have a wide vocabulary and use natural syntax when speaking. Most read meaningfully to a standard that is appropriate to their age and ability. By the end of the Foundation Phase, most write independently and fairly correctly, and use good adjectives to convey atmosphere and feeling. For example when writing a portrait of Cyw Cors's friend and a factual piece about an animal of their choice, a few higher ability pupils use wider vocabulary and similes to enrich their language.

By the end of key stage 2, most pupils conduct mature conversations in Welsh. They use polished, natural vocabulary when talking about their work and extend a discussion skilfully. Most read meaningfully, are able to express an opinion about books, and describe and express a preference for the main characters in novels. By the end of key stage 2, many write at length to a skilful standard and use a range of forms, punctuate correctly and include similes successfully to convey meaning, for example when writing a letter to an evacuee at the time of the Second World War and a portrait of a grandmother.

Most pupils in key stage 2 are developing their oracy skills increasingly confidently in English. They communicate clearly, express an opinion and adapt their conversation appropriately. Most pupils read to a standard that at least corresponds to their age, and vary their voice intonation relevantly in order to convey meaning. By the end of key stage 2, most are able to write at length to an appropriate standard. However, pupils do not use extended their writing skills regularly enough across the curriculum in both languages.

Pupils' standards of mathematics across the school are consistently good and show considerable progress in comparison with their performance over the last two years. By the end of the Foundation Phase, many pupils write numbers in order up to 1,000, double and halve, and use their knowledge of the 2, 5 and 10 times tables to solve problems successfully. In key stage 2, most pupils use various strategies to solve numerical problems successfully. They collect data and produce appropriate graphs for various purposes, for example to show the effect of physical activities on a heartbeat. However, they do not analyse and reason data effectively enough. A few higher ability pupils do not use and apply their numeracy skills to the same standard across the curriculum.

Pupils who have additional learning needs make good progress during their time at the school. The percentage of pupils who attain the expected level in Welsh in the

Foundation Phase has increased by over 20% in the last year. Over the same time in key stage 2, the expected performance in Welsh and mathematics has also increased by over 20%.

Since it opened in September 2012, there has been considerable progress in the school's performance; however, the fruit of this progress cannot yet be seen, when comparing the school with other schools. Performance in the Foundation Phase at the expected outcome has placed the school in the lower 50% in comparison with similar schools in literacy and communication in Welsh. The school's performance in mathematical development has placed it in the bottom 25% over the same period. Performance at the higher outcome has placed the school in the upper 50% of similar schools in language, literacy and communication in Welsh, and has varied, moving the school from the upper 50% to the bottom 25% in mathematical development.

By the end of key stage 2, the school's performance at the expected level over the two years since the school opened has varied, moving the school between the lower 50% and the upper 50% in all core subjects in comparison with similar schools. Over the same period, performance at the higher level has shown an upward trend, and in English, Welsh and mathematics the school is in the higher 50% in comparison with similar schools; performance in science continues to place the school in the lower 50% of similar schools.

There is no obvious pattern in the achievements of pupils who are eligible for free school meals in comparison with other pupils at the end of the Foundation Phase or key stage 2.

Wellbeing: Good

Nearly all pupils are happy and feel safe at school. Many pupils have a sound understanding of the importance of eating and drinking healthily and taking physical exercise to keep fit. Sports ambassadors arrange fitness clubs for their peers in order to promote this.

Most pupils show enthusiasm when contributing in lessons, and their behaviour is good in class and around the school. They are courteous and respectful, and they show sensitivity towards their peers' needs.

Through the school council and a variety of other committees, most pupils are keen to play an active part in the school's decisions. However, the pupil's voice has not been developed fully in order to have an effect on the life and work of the school.

A few pupils benefit a great deal from attending a nurture class, which has been established at the school. As a result, they develop beneficial life, social and personal skills that prepare them well for undertaking a full role within the community.

Over the last two years, the school's attendance rate has risen, moving the school from the bottom 25% to the upper 50% in comparison with similar schools.

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

The school provides a varied range of learning experiences that meet the requirements of the National Curriculum, the Foundation Phase and the Literacy and Numeracy Framework appropriately. Pupils are central to the planning process and, as a result, ensure that provision meets their interests well. A range of extra-curricular activities, including residential experiences, visitors and educational visits, such as following the journey of Rebecca's Daughters, enrich the curriculum purposefully.

Literacy, numeracy and thinking skills manifest themselves within the planning. However, the whole school has not addressed providing a purposeful challenge to extend the most able pupils fully, especially in written and mathematics work across the curriculum in key stage 2.

Provision for the Welsh language and the Welsh dimension is a strength at the school. Each classroom is named after T.Llew Jones' treasures and a number of contemporary poets have visited the school to talk about their poems, for example Euros Salisbury, Idris Reynolds and Dewi Pws. The standard of modelling polished language by adults, in addition to the wide range of rich experiences, contributes considerably towards ensuring that most pupils develop enthusiasm for their Welshness.

The school provides appropriate opportunities across the curriculum for pupils to expand their knowledge and understanding of sustainable development and global citizenship. Recently, a day of selling Fair Trade goods was held, as well as a sponsored walk in order to raise money for Uganda. The school has close links to a school in Sweden and pupils have recently exchanged e-mails in order to raise awareness of different ways of life.

Teaching: Good

In general, the quality of teaching is good across the school. In most lessons, teachers provide work that gains pupils' interest. The lively pace of good lessons maintains pupils' enthusiasm. Assistants play a very effective role in supporting learning and a positive working relationship exists between adults and pupils in each class. In a very few lessons where very good practice is seen, the teaching builds very effectively on previous knowledge and challenges pupils to develop their skills to a higher level. However, in a few classrooms, overuse of worksheets hinders pupils' ability to write at length.

Teachers share clear learning objectives at the beginning of each lesson. The practice of sharing success criteria has a strong effect on many pupils' ability to know what they need to do to achieve their work. Pupils' written work is marked regularly. However, the constructive comments that are given are inconsistent and, as a result, it is not always clear to pupils what they need to do in order to improve the standard of their work. In classes in which pupils have an opportunity to evaluate peers' work, they develop a good understanding of their attainment, but this practice has not been embedded firmly across the school.

The school's assessment procedures are very effective in tracking pupils' progress. The methods used are comprehensive and identify and target pupils' needs at a very early stage. The school analyses pupils' performance thoroughly and uses the information effectively to ensure that pupils receive robust intervention. As a result, their standards have improved considerably. However, provision for challenging higher ability pupils, especially in mathematics, has not been developed fully.

Written reports for parents are comprehensive and report appropriately on their children's progress.

Care, support and guidance: Excellent

The school is a caring community and effective arrangements are in place in order to support pupils' wellbeing and personal and educational development. Pupils' moral, social and spiritual development is developed successfully across the school through regular assemblies in classrooms and as a whole school. The school provides effective opportunities to promote pupils' health and fitness through activities such as sports, disco dancing and growing vegetables in the garden.

The school makes appropriate arrangements for eating and drinking healthily.

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

There is provision of a very high standard for pupils who have additional learning needs. Teachers identify pupils' needs at an early stage, and use data from internal assessments to identify groups of children who need intervention. The effect of the intervention programmes on pupils' progress over a short period of time is excellent. The school has a comprehensive system of tracking pupils' progress and, as a result, ensures that the correct intervention responds to pupils' needs.

The school has a nurture room and a sensory room, which are used to provide a valuable service for pupils and parents. The school arranges regular opportunities for pupils who need support with their personal and social skills to receive personal and educational support. As a result, these pupils' social skills have improved exceptionally well.

The school has effective partnerships and links with a variety of external agencies, which ensure that the wellbeing of pupils and their families has purposeful care and support. The support that pupils receive in the nurture and sensory rooms is a strong element of the provision.

Individual education plans are reviewed regularly. Under the especially good leadership of the assistants, the school's intervention programmes are having a very positive effect on pupils' standards. As a result, the results of national tests show that pupils have made considerable progress in a number of aspects of the curriculum.

Learning environment: Good

Ysgol T Llew Jones is an inclusive community that encourages pupils to foster respect and care for each other.

The school promotes responsibility and effort successfully, and initiatives such as 'techno wichiaid' develop positive attitudes in terms of responsibility and tolerance effectively.

Pupils are treated equally in all the school's activities. The school's policies and procedures promote equality and equal access to provision. There is a great emphasis on respect within the school and values receive deserved attention.

The school is a new building, which provides a stimulating environment for pupils to learn, and the teaching areas are light and attractive. The building provides a wide range of equipment and resources of the highest standard and the school makes good use of them. There are a number of displays on the walls that show pupils' work and achievements appropriately.

The community hall is used effectively for the breakfast club, lunchtimes and physical education activities. The community makes appropriate use of the hall in order to conduct Welsh for adults lessons and Urdd activities.

The extensive outdoor area provides an interesting and varied environment. The external area is in good condition, safe and is maintained to a very high standard

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

The headteacher has a clear vision that is based on raising standards and developing every pupil as a well-rounded individual. He conveys that vision to staff, pupils, parents and governors enthusiastically. He has a good awareness of the school's strengths and areas to be developed and, through his robust leadership, he sets a clear direction for the school. The senior management team ensures that robust systems are in place in order to identify every pupil's needs. The school's leaders analyse performance data in detail and respond to underachievement by ensuring suitable support for improvement.

Staff job descriptions are up-to-date and identify their role and their responsibilities clearly. Subject co-ordinators take an increasing role in monitoring the quality of learning and teaching. School leaders monitor the progress of procedures that have been put in place against the priorities in the school improvement plan effectively.

The school responds suitably to a number of national priorities. The Literacy and Numeracy Framework receives appropriate attention in the school's work and the school plans carefully in order to respond to pupil deprivation.

The governing body is enthusiastic and very supportive of the school's work. Governors receive regular information about performance data and pupils' achievement through the headteacher's comprehensive reports and through learning

walks. As a result, their understanding of how the school is performing in comparison with schools in the family and other similar schools is good. This enables them to act as critical friends and begin to challenge the school about its performance. The governing body plays an appropriate part in the process of producing the self-evaluation report and governors are beginning to take a strategic role in the life and work of the school.

Improving quality: Good

The self-evaluation process is based on a wide and comprehensive range of suitable and purposeful evidence. The process includes collecting evidence from a range of sources, including data analysis, scrutinising books, lesson observations and the views of staff, governors, pupils and parents. In general, the majority of reports that derive from monitoring observations are evaluative and identify the steps to be developed. The school's leaders and subject co-ordinators contribute effectively to the process.

Although a little descriptive in places, the self-evaluation report provides an accurate picture of the school's strengths and weaknesses. There is a clear link between the outcomes of the self-evaluation report and the priorities in the school improvement plan.

The school improvement plan is an active document and is based on contributions from governors, the senior management team, subject co-ordinators and all the school's staff. Priorities have been funded appropriately and they are monitored effectively to evaluate the impact on standards. The school development plan is monitored effectively by teachers and governors at the school. This ensures that good progress is made against priorities.

Partnership working: Good

The school has effective strategic partnerships that contribute to improving pupils' standards and wellbeing. The school has fostered a good working relationship with parents. The variety of activities that are offered regularly during 'Gŵyl Gwener' (Friday Festival) develop the good relationship that exists between the school and home. The parents' forum builds successfully on this close and open partnership by inviting parents to express an opinion on the provision and develop policies jointly with the school.

Since it opened, the school has created strong links with the community and takes part in concerts, eisteddfodau in the area and activities such as 'Gŵyl Nôl a 'Mlaen'.

There are good links between the school and the nursery group, which meets daily at the school. This partnership lessens children's concerns as they start school and settle into the Foundation Phase.

The school has appropriate partnerships with three local secondary schools. A few secondary school pupils attend the school as part of their studies to give training in disco dancing and physical exercise during the fitness club. As a result of this partnership, Year 6 pupils foster a good relationship with some pupils from the secondary school. This makes the process of transition smoother.

The school co-operates effectively with schools in the cluster and the secondary schools as part of arrangements to standardise and moderate teachers' assessments of pupils' work. As a result, teachers have developed a sound awareness of National Curriculum requirements, outcomes and levels.

Resource management: Good

The school has an appropriate level of staff and it makes effective use of their expertise to enrich teaching and learning. Full use is made of the resources that are available to expand the curriculum, including the outdoor area. Classroom assistants are used very successfully to give support to individuals and groups of pupils. This has led to raising pupils' standards of attainment and developing aspects of pupils' wellbeing successfully.

The school has a clear and comprehensive plan that identifies suitable support for disadvantaged pupils. The plan is monitored regularly by school leaders. Teachers make appropriate use of their non-contact time for planning, preparation and assessment. This has had a positive influence on the quality of provision and teaching.

The school has an appropriate performance management system, which provides valuable opportunities for continuous professional development for teachers. Recent training on how to use mathematics resources has had a beneficial effect on standards in the Foundation Phase.

Involvement in the school's internal and external networks of professional practice is robust and leads to raising standards. For example, the school has co-operated well with schools in the catchment area in order to improve provision and teaching across the areas of learning in the Foundation Phase.

Expenditure is monitored very effectively by the headteacher and the governing body. Considering pupils' outcomes, the school provides good value for money.

Appendix 1: Commentary on performance data

6672371 - YSGOL GYNRADD T LLEW JONES

Number of pupils on roll	168
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	19	15
Achieving the Foundation Phase indicator (FPI) (%)	*	63.2	86.7
Benchmark quartile	*	4	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	*	19	14
Achieving outcome 5+ (%)	*	63.2	85.7
Benchmark quartile	*	4	3
Achieving outcome 6+ (%)	*	31.6	35.7
Benchmark quartile	*	2	2
Mathematical development (MDT)			
Number of pupils in cohort	*	19	15
Achieving outcome 5+ (%)	*	78.9	86.7
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	36.8	0.0
Benchmark quartile	*	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	19	15
Achieving outcome 5+ (%)	*	89.5	93.3
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	36.8	40.0
Benchmark quartile	*	3	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6672371 - YSGOL GYNRADD T LLEW JONES

Number of pupils on roll	168
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	*	16	22
Achieving the core subject indicator (CSI) (%)	*	*	75.0	90.9
Benchmark quartile	*	*	4	3
English				
Number of pupils in cohort	*	*	16	22
Achieving level 4+ (%)	*	*	87.5	95.5
Benchmark quartile	*	*	3	2
Achieving level 5+ (%)	*	*	31.3	40.9
Benchmark quartile	*	*	3	3
Welsh first language				
Number of pupils in cohort	*	*	16	22
Achieving level 4+ (%)	*	*	68.8	95.5
Benchmark quartile	*	*	4	2
Achieving level 5+ (%)	*	*	31.3	36.4
Benchmark quartile	*	*	2	2
Mathematics				
Number of pupils in cohort	*	*	16	22
Achieving level 4+ (%)	*	*	75.0	95.5
Benchmark quartile	*	*	4	2
Achieving level 5+ (%)	*	*	25.0	22.7
Benchmark quartile	*	*	4	4
Science				
Number of pupils in cohort	*	*	16	22
Achieving level 4+ (%)	*	*	81.3	95.5
Benchmark quartile	*	*	4	3
Achieving level 5+ (%)	*	*	43.8	27.3
Benchmark quartile	*	*	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.

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to 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.	90	90 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	90	90 100%	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.	90	90 100%	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	90	90 100%	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.	90	90 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	90	87 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	90	90 100%	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.	90	90 100%	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.	90	90 100%	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.	90	90 100%	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.	90	70 78%	20 22%	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	90	90 100%	0 0%	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.	40	30 75%	10 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	41	27 66%	14 34%	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.	41	28 68%	13 32%	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.	41	22 54%	17 41%	1 2%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	41	18 44%	22 54%	1 2%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	40	23 57%	17 42%	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.	41	29 71%	12 29%	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.	41	15 37%	23 56%	2 5%	0 0%	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.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	41	21 51%	16 39%	1 2%	1 2%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	41	22 54%	19 46%	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.	41	29 71%	12 29%	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'.	38	21 55%	15 39%	1 3%	0 0%	1	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.	41	21 51%	17 41%	3 7%	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.	41	25 61%	14 34%	1 2%	1 2%	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.	41	24 59%	15 37%	0 0%	1 2%	1	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.	41	21 51%	19 46%	0 0%	0 0%	1	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.	38	14 37%	14 37%	1 3%	0 0%	9	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.	41	23 56%	17 41%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	41	29 71%	12 29%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Gwenda Easton	Reporting Inspector
Anwen Eluned Griffith	Team Inspector
Meleri Cray	Lay Inspector
Nia Ward	Peer Inspector
Alwyn Ward	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.