



*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 Cenarth  
Cenarth  
Newcastle Emlyn  
Ceredigion  
SA38 9JP**

**Date of inspection: April 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
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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**Publication date: 02/07/2015**

## Context

Ysgol Gynradd Cenarth is situated in the village of Cenarth in Ceredigion. It serves the village and nearby area. It provides education for pupils aged between 3 and 11 years.

At present, there are 76 pupils on roll and they are divided into four classes. About 8% of pupils are eligible for free school meals, which is much lower than the average for Wales.

Eighty-eight per cent of pupils come from homes in which English is the main language. Very few pupils are from an ethnic minority background. The school indicates that 29% of pupils have additional learning needs. This is higher than the average for Wales.

The current headteacher was appointed to the post in September 2012. In September 2013, a partnership was created with Ysgol Trewen and then, in April 2015, Ysgol Cenarth became part of a federation of three schools, including Ysgol Beulah. Following these changes, new members of staff were appointed in key stage 2. The school was last inspected in March 2010.

The individual school budget per pupil in 2014-2015 for Ysgol Gynradd Cenarth is £3,712. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Ysgol Gynradd Cenarth is 30<sup>th</sup> out of the 51 primary schools in Ceredigion in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's performance is adequate because:

- Many pupils are making appropriate progress from their starting point
- Many pupils' reading and writing skills in the Foundation Phase are developing effectively
- Many pupils' mathematics skills are developing well throughout the school
- Pupils behave courteously
- The school is a caring community in which pupils feel safe
- The school has a range of effective partnerships

However:

- In key stage 2, pupils do not make enough progress in their reading and writing skills in Welsh and English
- The quality of spelling, handwriting and presentation of work varies across the school
- More able pupils do not achieve as well as they could
- Planning does not provide enough opportunities for pupils to extend their writing skills
- The quality of teaching varies
- Assessment procedures and assessment for learning are still developing

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has high expectations and a clear vision for developing the school
- There is an ethos of co-operating as a team
- There is a clear and robust focus on raising standards
- The school responds effectively to national and local priorities
- The self-evaluation system has been embedded well
- The development plan includes appropriate priorities

However:

- The governing body has not developed its role as a critical friend effectively

## **Recommendations**

- R1 Raise standards of reading and writing in Welsh and English in key stage 2
- R2 Improve pupils' quality of spelling, handwriting and presentation of work across the school
- R3 Strengthen the planning for skills to ensure a challenge for more able pupils and regular opportunities for older pupils to write at length
- R4 Improve the quality of teaching by ensuring that teachers have high expectations of pupils, that they prepare suitable material for the various abilities and that they strengthen procedures for assessment and assessment for learning
- R5 Develop the role of governors in challenging the school

### **What happens next?**

The school will produce an action plan that will show how it will address the recommendations. The local authority will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Many pupils enter the school with basic skills that are lower than expected. They make appropriate progress from their starting point during their time at the school.

In the Foundation Phase, and in key stage 2, most pupils listen well and respond confidently in the classrooms and when discussing their work.

In the Foundation Phase, many pupils' reading and writing skills are developing effectively. By the end of the Foundation Phase, many are able to read with fluency and write suitable pieces independently.

In key stage 2, many pupils make limited progress in their reading and writing skills in Welsh and English. Although they enjoy reading and show an interest in the texts, many read without expression and do not use the higher skills, such as prediction and analysis of texts, successfully. Lack of confidence has an effect on fluency of reading in both languages.

Many pupils in key stage 2 produce appropriate written pieces for a range of purposes. They write suitable pieces of poetry, review books and create simple portraits of themselves. However, only a few pupils write at length in other subjects across the curriculum. Only a few redraft their work effectively.

The quality of spelling, handwriting and presentation of work varies across the school. However, the school is working to develop pupils' literacy skills and this is beginning to have a positive effect on standards.

Many pupils use information and communication technology appropriately. They also use their thinking and investigative skills suitably in their theme work.

Pupils who have additional learning needs make good progress in their work. More able pupils do not achieve as well as they could.

In the Foundation Phase, many pupils have good mental mathematics skills. Most pupils are able to use their number skills successfully to solve problems or to work independently. Nearly all are able to identify shapes and describe their characteristics by using mathematical language well. Most pupils' data handling skills are good. The majority are able to reason numerically appropriately for their age.

In key stage 2, most pupils have good number skills. Most of them are able to apply their skills in the four operations successfully. Most pupils' measuring and data skills, especially those at the top end of the school, are good. The majority of pupils' numerical reasoning is appropriate for their age. Pupils use their numeracy skills well across the curriculum.

Low pupil numbers mean that a comparison of the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 with national benchmarks is not reliable.

In the Foundation Phase, over the last three years, the school's performance has varied at the expected outcome 5, moving the school between the bottom 25% and the upper 50% of similar schools in literacy skills and between the lower 50% and the bottom 25% in mathematical development. Pupils' performance at the higher than expected outcome, namely outcome 6, in literacy skills has placed the school consistently in the lower 50% of similar schools during the same period, and performance at level 6 in mathematical skills has moved the school between the top 25% and the lower 50%. Girls have tended to perform better than boys in literacy and mathematical skills over the three years.

In key stage 2, over the last four years, pupils' performance at the expected level 4 has placed the school consistently in the bottom 25% or the lower 50% of similar schools in English, Welsh and mathematics. Over the same period, the percentage of pupils who achieved the higher level, namely level 5, in English skills has varied, moving the school between the top 25% and the bottom 25% of similar schools, and the percentage who achieved level 5 in Welsh and mathematics has placed it in the bottom 25% of similar schools fairly consistently.

Girls have performed better than boys at the expected level at the expected level in Welsh and English over the last two years. The few pupils who are eligible for free school meals have not performed as well as the remainder of the cohort in 2014 in the Foundation Phase and key stage 2. However, inspection evidence shows that there are obvious improvements in their work and they are now making good progress.

### **Wellbeing: Good**

Pupils are very happy and feel safe at school. Nearly all are aware of the importance of eating and drinking healthily and they develop their fitness well through healthy school activity and sports clubs. These activities have a positive effect on their development as responsible individuals.

Pupils' behaviour across the school is very good and they show courtesy and respect for staff and visitors. Most pupils contribute usefully in lessons, co-operate effectively and support each other's learning effectively in the classroom. They all show respect and care for each other.

The work of the school council, the healthy council and the eco council is developing well and pupils take advantage of the opportunity to be part of decisions about the development of the school. For example, pupils are very proud of their contributions to developing the garden and the outdoor area.

Pupils participate in a number of community activities and benefit from valuable experiences to develop their social skills. By the end of key stage 2, many show particular maturity and independence in managing various stalls and keeping financial records.

In comparison with those of similar schools, attendance rates have risen over the last two years and the school is now in the upper 50%. Nearly all pupils arrive at school punctually.

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

The school provides a range of suitable experiences that gain most pupils' interest. The provision fulfils the requirements of the Foundation Phase, the National Curriculum and religious education.

The school has begun the work of introducing the requirements of the Literacy and Numeracy Framework into its short-term plans. However, the long- and medium-term plans do not provide regular enough opportunities for pupils to develop and apply their creative and extended writing skills in other subjects across the curriculum, especially in key stage 2.

Provision for promoting Welsh and the Welsh dimension is successful. All of the teachers use Welsh regularly in lessons throughout the day. Visits to local historical sites and taking part in eisteddfodau ensure that pupils have valuable opportunities to develop their awareness of their heritage. The contribution of local artists and poets enriches these experiences effectively.

Provision for developing pupils' awareness of education for sustainable development and global citizenship is good. The school's eco committee is very active and recycles waste materials regularly.

### **Teaching: Adequate**

Teachers have good subject knowledge and create an industrious ethos in classrooms. There is a good working relationship between teachers and pupils and, as a result, classroom management is effective. There is very successful co-operation between teachers and assistants.

In the majority of classrooms, where teaching is at its best, teachers share learning aims clearly, use questioning methods effectively and encourage pupils to think and consider carefully. They ensure that there are plenty of opportunities for pupils to work in pairs and in small discussion groups. Where teaching is less effective, in a minority of classrooms, there is not enough challenge for pupils, including the most able, and teachers' expectations are not always high enough. At times, teachers do not ensure that suitable material is used in order to meet all pupils' specific needs.

The school is in the process of developing a new progress-tracking system and it is beginning to make effective use of data to identify individual pupils' needs and arrange appropriate additional support for them. The assessment for learning strategies are developing suitably, but, at times, they are used inconsistently. Teachers mark pupils' work regularly. However, they do not give pupils regular guidance on what they need to do to improve their work.



Annual reports to parents meet statutory requirements and include purposeful comments on their children's progress.

**Care, support and guidance: Good**

The school has successful arrangements to encourage pupils to eat and drink healthily. These arrangements contribute well to their development and wellbeing. During recent years, the school has promoted good attendance and ensured that parents and pupils meet expectations.

The school promotes pupils' spiritual, moral, social and cultural development effectively. There is a particular emphasis on values and respect in classrooms, collective worship session and circle time periods.

The school co-operates very well with external agencies to safeguard pupils' wellbeing and to provide appropriate intervention for their needs.

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

The school has a clear policy and definite procedures to respond to pupils' additional learning needs. There is robust provision for pupils who have been earmarked for specific support through intervention sessions. A few of the targets in the individual education plans are not specific and measurable enough. However, they show reference to a beneficial range of relevant strategies to meet pupils' needs.

**Learning environment: Good**

School staff work successfully to create a welcoming and happy community that promotes equal opportunities for pupils. There is a family ethos, which fosters respect and creates a sense of responsibility among pupils. The school promotes positive attitudes towards equality and diversity by collecting for charities and studying curricular themes. There are effective policies and systems to promote good behaviour.

A good supply of resources is available to enrich learning, but there is a lack of space to store them at the school. The building is clean and tidy and the displays that decorate classrooms are of a high standard. The outdoor area for the Foundation Phase is attractive and purposeful. The school building and grounds are safe. The school makes the best use of the site and the local area to promote pupils' interest in the world of nature and the environment around them.

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

The headteacher has high expectations and a clear vision that focuses successfully on improving standards. She shares this vision effectively with staff, pupils, parents and governors and establishes clear priorities for the future.

The headteacher's strategic leadership has a positive effect on the school. Staff support the headteacher well and co-operate as a team to achieve the school's objectives. Staff meetings focus effectively on raising pupils' standards and wellbeing. This has a positive effect on pupils. For example, pupils' attendance rates have risen and pupils' language skills in the Foundation Phase and standards of mathematics throughout the school have risen considerably recently.

The school meets local and national priorities well and places particular emphasis on developing literacy and numeracy skills.

Governors are supportive of the school and have an appropriate understanding of pupils' standards and priorities for improvement. However, their role as critical friends by challenging the school and monitoring its procedures more formally has not developed fully to date.

### **Improving quality: Good**

The self-evaluation report gives a clear and honest picture of the school's strengths and areas for improvement and there is a good link between it and the priorities in the school development plan.

The school has successful self-evaluation arrangements that and the findings that arise from the process lead to challenging targets. The self-evaluation arrangements consider the views of staff, parents, governors and pupils effectively. As a result, these stakeholders have an interest in the progress made.

The school collects purposeful evidence by analysing a range of data, monitoring pupils' work, observing lessons, discussing with pupils and considering local authority reports. Reports that arise from the process give clear guidance to teachers on how to improve standards and provision.

The development plan is an effective document that includes success indicators, staff responsibilities and costs as well as a timetable for evaluating targets. Teachers who have responsibility for aspects of the plan monitor progress against specific and measurable targets effectively.

Targets to improve standards in mathematics and the attainments of pupils who are eligible for free school meals have already had a positive effect on their achievement.

### **Partnership working: Good**

The school has a number of effective partnerships that enrich pupils' learning experiences and contribute well to improving standards.

The school has established a strong partnership with parents by distributing a weekly newsletter and using other methods of communicating with them, in order to ensure that they are aware of what is happening. The parent-teacher association is very active and raises money to support the school's priorities. For example, in response to a request from pupils, it has bought new reading books. The school has also created a useful information pack that explains methods of learning mathematics to parents. As a result, pupils' interest in reading has improved and parents are more confident about supporting their children with mathematics homework.

A good partnership exists with the local community, and the school arranges a number of activities in the area, for example through visiting an old people's home and holding local concerts. This has raised pupils' awareness of their community and helps them to learn about other people's needs.

The school co-operates effectively with local authority agencies and this has a positive effect on improving the quality of provision.

Strategic planning with the other schools within the federation contributes effectively to standardising and moderating the level of pupils' work and also provides opportunities for staff to discuss and emulate good practices. Successful transition arrangements between the school and the local secondary school ensure that older pupils transfer confidently to the next stage of their education.

### **Resource management: Adequate**

The school has an appropriate number of staff for the number of pupils and makes suitable use of their expertise to provide a range of learning activities and experiences.

Performance management arrangements are thorough and leaders provide valid training to teachers and support staff. This ensures purposeful opportunities for staff professional development, which, in turn, improves provision for pupils.

Teachers make efficient use of their planning, preparation and assessment time and this has a considerable effect on standards. This includes preparing material that has improved pupils' language skills in the Foundation Phase and pupils' mathematics skills throughout the school.

Professional networks with schools in the federation and other partners are having an increasing effect on pupils' standards. For example, the school has worked on aspects of mathematics and prepared resources jointly for the subject.

The school makes purposeful use of the deprivation grant to raise standards of literacy and numeracy, and expenditure is monitored carefully.

The headteacher and the governing body manage resources appropriately and ensure that expenditure is linked suitably to the targets in the school development plan. Considering pupils' achievement over time, value for money is adequate.

## Appendix 1: Commentary on performance data

### 6672367 - YSGOL GYMUNEDOL CENARTH

Number of pupils on roll	77
Pupils eligible for free school meals (FSM) - 3 year average	13.0
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	9	11	7
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	77.8	90.9	85.7
Benchmark quartile	3	2	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	9	11	7
Achieving outcome 5+ (%)	77.8	90.9	85.7
Benchmark quartile	4	2	3
Achieving outcome 6+ (%)	22.2	18.2	28.6
Benchmark quartile	3	3	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	9	11	7
Achieving outcome 5+ (%)	88.9	90.9	85.7
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	44.4	27.3	28.6
Benchmark quartile	1	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	9	11	7
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	33.3	36.4	42.9
Benchmark quartile	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.

**6672367 - YSGOL GYMUNEDOL CENARTH**

Number of pupils on roll	77
Pupils eligible for free school meals (FSM) - 3 year average	13.0
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	6	8	*	10
<b>Achieving the core subject indicator (CSI) (%)</b>	83.3	75.0	*	70.0
Benchmark quartile	3	4	*	4
<b>English</b>				
Number of pupils in cohort	6	8	*	10
Achieving level 4+ (%)	83.3	75.0	*	80.0
Benchmark quartile	3	4	*	4
Achieving level 5+ (%)	0.0	25.0	*	30.0
Benchmark quartile	4	4	*	4
<b>Welsh first language</b>				
Number of pupils in cohort	6	8	*	10
Achieving level 4+ (%)	66.7	75.0	*	70.0
Benchmark quartile	4	4	*	4
Achieving level 5+ (%)	0.0	25.0	*	0.0
Benchmark quartile	4	2	*	4
<b>Mathematics</b>				
Number of pupils in cohort	6	8	*	10
Achieving level 4+ (%)	83.3	75.0	*	90.0
Benchmark quartile	3	4	*	3
Achieving level 5+ (%)	0.0	25.0	*	20.0
Benchmark quartile	4	4	*	4
<b>Science</b>				
Number of pupils in cohort	6	8	*	10
Achieving level 4+ (%)	83.3	75.0	*	100.0
Benchmark quartile	4	4	*	1
Achieving level 5+ (%)	0.0	12.5	*	20.0
Benchmark quartile	4	4	*	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.	35	35 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	35	33 94%	2 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	35	35 100%	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	35	35 100%	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.	35	31 89%	4 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	35	34 97%	1 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.	35	35 100%	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.	35	35 100%	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.	35	33 94%	2 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.	35	33 94%	2 6%	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.	35	20 57%	15 43%	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	35	33 94%	2 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Response to the parent questionnaire

Denotes the benchmark – this is 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.	18	15 83%	3 17%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	18	16 89%	2 11%	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.	18	18 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	18	13 72%	4 22%	1 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	18	12 67%	5 28%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	18	16 89%	2 11%	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.	18	14 78%	3 17%	0 0%	0 0%	1	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.	17	12 71%	4 24%	0 0%	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%	1%		
Staff treat all children fairly and with respect.	18	13 72%	4 22%	0 0%	0 0%	1	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.	18	13 72%	4 22%	0 0%	0 0%	1	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.	18	15 83%	3 17%	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'.	16	10 62%	3 19%	1 6%	0 0%	2	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.	17	12 71%	5 29%	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.	18	16 89%	2 11%	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.	18	16 89%	2 11%	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.	17	15 88%	1 6%	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.	17	8 47%	5 29%	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.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	18	12 67%	5 28%	1 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	18	15 83%	3 17%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

### Appendix 3

#### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Mr Jeffrey Wyn Davies	Lay Inspector
Mr Llew (Horatio Richard ) Davies	Peer Inspector
Mrs Rhianydd James	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

- English or Welsh first language
- mathematics
- science

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

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

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

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

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

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools

across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.