



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

**A report on**

**Ysgol Felinfach  
Felinfach  
Lampeter  
Ceredigion  
SA48 8AE**

**Date of inspection: October 2015**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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## Context

Ysgol Gynradd Felinfach is situated in the village of Felinfach and is maintained by Ceredigion local authority. It serves the village and the rural area nearby. It provides education for pupils aged between 4 and 11 years old.

There are 61 pupils on roll and they are divided into three classes. About 3% of pupils are eligible for free school meals, which is lower than the average for Wales.

About 77% of pupils come from Welsh-speaking homes. Very few pupils are from an ethnic minority background. The school has identified that about 10% of pupils have additional learning needs, including a very few who have a statement of special educational needs.

The school was last inspected in March 2010. The headteacher has been in post since June 2004.

The individual school budget per pupil for Ysgol Felinfach in 2015-2016 is £3,792. The maximum per pupil in primary schools in Ceredigion is £7,464 and the minimum is £3,069. Ysgol Felinfach is in the 26<sup>th</sup> position of the 47 primary schools in Ceredigion in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils make good progress
- Most pupils attain a high standard of bilingualism by the end of key stage 2
- Nearly all pupils show a pride in their written work and present work neatly
- Nearly all pupils' standards of behaviour are good in lessons and around the school
- The quality of teaching is good
- It is a caring and supportive community for pupils

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and high expectations
- Staff fulfil their responsibilities effectively and contribute well to its agreed aims and objectives
- It responds positively to a number of local and national priorities
- Self-evaluation arrangements are effective and enable it to evaluate its performance successfully
- A number of beneficial partnerships exist which contribute effectively to improving the quality of provision and pupils' achievement

## **Recommendations**

- R1 Ensure that more able pupils achieve their potential
- R2 Provide more challenging tasks regularly for more able pupils
- R3 Develop the role of the governing body further as critical friends, especially in the self-evaluation process

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Pupils' assessments on entry to the school show that most of them have skills that are appropriate to their age. Most pupils make good progress during their time at the school. They concentrate well and recall their previous learning. Most pupils use their skills very confidently across the school.

Most pupils make good progress in their communication skills, especially in Welsh. They listen attentively in lessons and are very keen to offer answers and to contribute to class discussions. By the end of key stage 2, most are able to communicate in a very mature way in Welsh and attain a high standard of bilingualism.

Most pupils' reading skills are developing effectively in the Foundation Phase and in key stage 2. In the Foundation Phase, most read their books correctly and confidently and they use suitable strategies when reading unfamiliar pieces and words. In key stage 2, most read meaningfully in Welsh and English. Many read aloud in Welsh and English with clear expression. Many older pupils glean information for various purposes effectively.

Most pupils in the Foundation Phase develop their early writing skills well. They use good vocabulary and are beginning to vary sentences successfully. By the end of key stage 2, most pupils' work shows good standards of language accuracy in Welsh and English. Nearly all pupils show pride in their written work. They punctuate correctly and present their work clearly and with neat handwriting. Their written work across the curriculum is of the same standard as the work in their language books.

In the Foundation Phase, most pupils are able to handle a wide range of number activities successfully. By the end of the phase, they solve simple problems and undertake mental work effectively. Most pupils collect data effectively and transfer the information to graph form confidently. In key stage 2, most pupils have a good understanding of numeracy strategies. They are able to apply their skills in measuring, shape and data-handling tasks very successfully. Most pupils use a good variety of strategies to solve problems. Pupils use their numeracy skills well across the curriculum.

Pupils who have additional learning needs make good progress in their work. Pupils of higher ability do not always achieve as well as they could.

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

In the Foundation Phase, the school's performance at the expected outcome (outcome 5) is consistent and has placed the school in the top 25% in comparison with similar schools in literacy and mathematical development in the last three years.

The school's performance at the higher outcome (outcome 6) has varied, moving the school between the top 25% and the lower 50% in literacy, and between the top 25% and the bottom 25% in mathematical development.

At the end of key stage 2, the school's performance at the expected level (level 4) over the last three years has placed the school consistently in the top 25% in comparison with similar schools. At the higher levels than expected, (level 5), the school's performance has varied, moving the school between the lower 50% and the bottom 25% in English and between the top 25% and the bottom 25% in Welsh and mathematics.

Because of the small numbers of pupils in each year, it is not possible to discern a marked pattern of difference between the performance of pupils who are eligible for free school meals and the remainder, or between the performance of girls and boys in the Foundation Phase or in key stage 2.

### **Wellbeing: Good**

Pupils have positive attitudes towards living, and eating and drinking healthily. They enjoy the various physical activities, which contribute well to their wellbeing. Nearly all of the pupils feel safe at school and know to whom to turn for support and advice.

Nearly all pupils' behaviour is good and they show high levels of interest and pride in their work. Nearly all pupils show respect towards each other, staff and adults and this is a strength at the school.

Many pupils accept responsibilities effectively and benefit from the robust links that exist between the school and visitors and the local community. For example, pupils are active in improving the school grounds by using people in the local community to help and develop a henhouse.

Most pupils take mature responsibility for their work and take advantage of opportunities to express an opinion through the activities of the school council and the eco council. For example, the school council's action plan shows that they intend to develop the outdoor area and arrange a rugby day by contacting Aberaeron Comprehensive school to ask if it is possible for a rugby coach to visit the school.

The school's attendance average for the last four years has placed the school fairly consistently in the top 25% in comparison with similar schools. Most pupils arrive at school punctually.

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

Learning experiences respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education. The wide range of extra-curricular activities and residential visits enrich pupils' experiences further and have a positive effect on their standards.

Schemes of work pay good attention to the Literacy and Numeracy Framework. Staff plan purposefully to develop the key skills in all areas of learning and ensure progression and continuity for pupils. Planning for developing pupils' thinking and information and communication technology skills is successful. However, at times, provision does not always offer enough of a challenge for higher ability pupils.

The Welsh language permeates all the school's work and teachers plan effectively to develop pupils' skills in Welsh. Pupils have a wide range of opportunities to learn about the history and culture of Wales. Many experts, such as artists and historians, come to the school regularly to help pupils. The school uses the local community effectively to enrich pupils' learning experiences. For example, there is a close relationship with the local church and the village theatre.

Provision for sustainable development and global citizenship is good. Suitable opportunities to recycle, save energy and reduce waste raise pupils' awareness of sustainability issues successfully. Pupils have very many experiences to support less fortunate children. This contributes well towards their understanding of how people live in other countries.

### **Teaching: Good**

The quality of teaching across the school is good. Teachers have high expectations and good subject knowledge about the topics that are presented. They use probing questioning methods and a good range of learning strategies. Teachers plan their lessons in detail and identify beneficial opportunities for pupils to develop their literacy and numeracy skills. Teachers model clear language that contributes successfully to pupils' oral language.

Assistants play a successful role in supporting pupils and there is an effective working relationship between adults and pupils in all classes. Teachers make good use of interactive white boards and learning resources in order to gain pupils' understanding and interest. In the few examples where teaching is not as good, there is not enough of a challenge for higher ability pupils.

The school has effective assessment procedures and teachers know the pupils well. The school tracks pupils' progress appropriately and, on the whole, uses the information effectively to plan suitable work programmes. Assessment for learning strategies are developing well. Teachers mark pupils' work regularly and offer appropriate comments that refer to the next steps.

Reports to parents on pupils' progress are detailed and useful. They identify what pupils need to do to improve their performance in the future and provide opportunities for parents to respond to the comments.

### **Care, support and guidance: Good**

The school is a caring and supportive community, that promotes pupils' health and wellbeing effectively. It has appropriate arrangements to promote eating and drinking healthily and pupils have effective opportunities to learn about the importance of keeping fit in lessons and in extra-curricular activities.



The school provides successfully for pupils' spiritual, moral, social and cultural development. Collective worship sessions support pupils' spiritual and moral development robustly. There are effective procedures to promote positive behaviour and pupils treat teachers, other pupils and visitors with respect.

The school makes good use of specialist agencies to ensure that pupils receive suitable help and support. For example, the nurse and the police visit the school regularly to enrich pupils' knowledge and understanding of various issues that could affect their wellbeing.

Provision for pupils who have additional learning needs is good. Teachers identify pupils' needs at an early stage through observations and tests and provide a suitable range of support programmes for them. Individual education plans include clear and measurable targets. There is an effective system in place to monitor and assess these pupils' progress.

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

### **Learning environment: Good**

The school has a Welsh, welcoming and inclusive ethos in which each child is appreciated fully. The school is a happy community with a familial atmosphere and all pupils receive the same opportunities to take part in educational activities. The atmosphere contributes effectively to attendance rates and good standards of behaviour at the school.

The building and site provide an appropriate learning environment for pupils. It is kept clean and tidy. Teachers make the best use of the space available.

The colourful displays of pupils' successes on classroom walls stimulate learning well. The outdoor area has been developed suitably to support pupils' learning experiences in the Foundation Phase well. There are good learning resources for pupils' needs.

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

The headteacher has a clear vision and high expectations. She shares these successfully with staff, parents, pupils and governors.

All members of staff have a detailed job description which links well to their specific responsibilities. Staff meetings focus well on the quality of teaching and ensuring high standards. As a result, staff fulfil their responsibilities effectively and contribute well to the agreed aims and objectives. There are effective communication procedures to inform staff regularly of all aspects of the school's work.

The school responds positively to a number of local and national priorities. Use of the Literacy and Numeracy Framework to map skills across the curriculum is

beginning to have a positive effect on standards of literacy and numeracy. The school has effective arrangements to improve the wellbeing and standards of more vulnerable pupils.

Members of the governing body provide effective support to the life and work of the school. They are committed to the school's development and undertake their duties conscientiously. They understand the school's performance data appropriately and know how it compares with the performance data of other similar schools. Although they have begun to use this information to hold the school to account more effectively, this practice has not been embedded fully yet. Their role in the self-evaluation process has not yet developed fully.

### **Improving quality: Good**

The school's self-evaluation procedures are effective and enable it to evaluate its performance successfully. It makes effective use of direct evidence such as analysing performance data, observing lessons and scrutinising pupils' work when evaluating its effectiveness. This enables it to evaluate progress and to identify the areas that need improvement fairly accurately. Both the pupils' and parents' voice are included in the self-evaluation process effectively through the medium of questionnaires.

The self-evaluation report is a concise document and gives an accurate picture of the school's current situation in terms of standards and provision.

Following the self-evaluation procedure, the school uses the information that is collected to determine appropriate priorities to be included in the school improvement plan. A close link exists between the findings of the self-evaluation procedure and priorities in the improvement plan. The plan is clear and includes a summary of relevant data, implementation timetable, monitoring arrangements and staff responsibilities. The costs that are associated with the actions are indicated clearly. However, outputs for actions in the plan are not always identified clearly enough.

The school has addressed the areas to be improved that were identified previously. For example, it has strengthened planning for developing pupils' key skills and ensured consistency of marking across the school.

### **Partnership working: Good**

The school has established a number of beneficial partnerships that contribute effectively to improving the quality of provision and pupils' achievement.

There is a valuable partnership between the school and parents. The friends of the school association is very active and raises money regularly. The funds are used appropriately to purchase computer resources and hardware which enrich learning effectively.

A robust partnership exists with the local community and community activities enrich learning experiences effectively. For example, there are successful opportunities for pupils to take part in activities at the village hall and in services in the local church. These experiences reinforce pupils' sense of pride in their local area.

There is a close link with the nursery group that is based on the school's site and this facilitates the arrangements for admitting new pupils.

The school has a strong partnership with the local secondary school. Successful transition arrangements ensure a smooth transfer for pupils as they move to the next stage in their education.

The school co-operates effectively with other schools in the cluster and the secondary school as part of the local authority's arrangements to standardise and moderate pupils' work. This ensures accuracy and consistency in teachers' assessments.

There are beneficial partnerships with a number of local authority agencies, which have a positive effect on the development of pupils' wellbeing and their attainment.

### **Resource management: Good**

The school has a suitable supply of teachers and assistants who have appropriate qualifications to address all aspects of the curriculum. Members of staff co-operate successfully with each other and support pupils strongly. The skilled and enthusiastic team of assistants provide very effective support and enable pupils to make good progress in their learning and wellbeing.

The school responds fully to statutory requirements for teachers' workload. Teachers use their non-contact time effectively for planning, preparation and assessment. The school pays due attention to staff's professional development and thorough processes for teachers' performance management support this appropriately.

The school is part of useful professional communities that are beginning to have a positive effect on pupils' standards and attainment, for example by developing pupils' spelling in English.

There is a good range of resources at the school and they are managed effectively to contribute well to the robust standards achieved by pupils.

Effective use is made of the Pupil Deprivation Grant in order to improve the standards and wellbeing of a specific group of pupils.

Governors and the headteacher manage expenditure carefully, and ensure that it links well to the school's priorities. Considering this, along with pupils' standards of achievement, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6672289 - YSGOL GYMUNEDOL FELINFACH

Number of pupils on roll	56
Pupils eligible for free school meals (FSM) - 3 year average	7.5
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	8	7	14
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	62.5	100.0	100.0
Benchmark quartile	4	1	1
<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	8	7	14
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	62.5	57.1	28.6
Benchmark quartile	1	1	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	8	7	14
Achieving outcome 5+ (%)	62.5	100.0	100.0
Benchmark quartile	4	1	1
Achieving outcome 6+ (%)	12.5	57.1	21.4
Benchmark quartile	4	1	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	8	7	14
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	50.0	85.7	57.1
Benchmark quartile	2	1	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.

**6672289 - YSGOL GYMUNEDOL FELINFACH**

Number of pupils on roll	56
Pupils eligible for free school meals (FSM) - 3 year average	7.5
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	8	5	*	7
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
<b>English</b>				
Number of pupils in cohort	8	5	*	7
Achieving level 4+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving level 5+ (%)	25.0	60.0	*	42.9
Benchmark quartile	3	1	*	3
<b>Welsh first language</b>				
Number of pupils in cohort	8	5	*	7
Achieving level 4+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving level 5+ (%)	25.0	80.0	*	57.1
Benchmark quartile	3	1	*	1
<b>Mathematics</b>				
Number of pupils in cohort	8	5	*	7
Achieving level 4+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving level 5+ (%)	25.0	60.0	*	42.9
Benchmark quartile	3	1	*	3
<b>Science</b>				
Number of pupils in cohort	8	5	*	7
Achieving level 4+ (%)	100.0	100.0	*	100.0
Benchmark quartile	1	1	*	1
Achieving level 5+ (%)	0.0	80.0	*	42.9
Benchmark quartile	4	1	*	3

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	33	33 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	33	28 85%	5 15%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	33	32 97%	1 3%	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	33	33 100%	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.	33	33 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	33	32 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.	33	33 100%	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.	33	32 97%	1 3%	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.	33	32 97%	1 3%	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.	33	32 97%	1 3%	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.	33	24 73%	9 27%	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	33	13 39%	20 61%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses 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.	13	3 23%	3 23%	5 38%	2 15%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	13	4 31%	7 54%	2 15%	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.	13	4 31%	8 62%	0 0%	1 8%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	11	3 27%	4 36%	3 27%	1 9%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	10	4 40%	3 30%	1 10%	2 20%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	11	3 27%	3 27%	4 36%	1 9%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	12	4 33%	7 58%	1 8%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	11	3 27%	2 18%	2 18%	4 36%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	11	4 36%	2 18%	3 27%	2 18%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	12	4 33%	7 58%	1 8%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	13	5 38%	7 54%	1 8%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	9	4 44%	4 44%	1 11%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	13	3 23%	3 23%	6 46%	1 8%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	3 23%	3 23%	5 38%	2 15%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	12	4 33%	6 50%	1 8%	1 8%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	13	4 31%	5 38%	4 31%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	10	3 30%	1 10%	4 40%	2 20%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	11	4 36%	4 36%	3 27%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	11	3 27%	3 27%	4 36%	1 9%	2	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

David Evans	Reporting Inspector
Rosemarie Wallace	Team Inspector
Gwen Aubrey	Lay Inspector
Robert Williams	Peer Inspector
Non McEvoy	Nominee



## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

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

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

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

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

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

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

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

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

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

- English or Welsh first language
- mathematics
- science

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

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

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

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

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

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.