



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

A report on

**Ysgol Glan Cleddau
Off Portfield
Haverfordwest
Pembrokeshire
SA61 1BS**

Date of inspection: January 2016

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 Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Ysgol Gymraeg Glan Cleddau is situated at the top end of the town of Haverfordwest, in the south of Pembrokeshire. There are 259 pupils on roll, including 41 part-time nursery pupils. It has 10 classes, three of which are mixed-age.

About 5% of pupils are eligible for free school meals, which is lower than the national average. The school identifies that 17% of pupils have additional learning needs. There are no children with special educational needs.

Few pupils come from Welsh-speaking homes. About 3% of pupils are from an ethnic minority background.

The school was last inspected in May 2010. The headteacher was appointed to the post in April 2009.

The individual school budget per pupil for Ysgol Glan Cleddau in 2015-2016 is £3,466. The maximum per pupil in primary schools in Pembrokeshire is £6,208 and the minimum is £3,454. Ysgol Glan Cleddau is in 60th position of the 61 primary schools in Pembrokeshire 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 current performance is good because:

- Most pupils make good progress during their time at the school
- Most pupils' literacy and numeracy skills are good
- Pupils' oral language is good in Welsh in the Foundation Phase and in both languages in key stage 2
- Nearly all pupils' behaviour is very good
- Most teachers conduct effective and interesting lessons that motivate pupils to learn
- A good relationship between staff and pupils in all classes creates a friendly and caring ethos

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision based on ensuring high standards and pupils' wellbeing
- The governing body challenges and holds the school to account for its performance effectively
- Leaders have an accurate understanding of its strengths and areas that need to be improved
- The school development plan focuses clearly on improving provision and raising standards
- A valuable relationship between the school and the home ensures that parents take an active role in their children's education

Recommendations

- R1 Improve pupils' ability to work independently and take responsibility for their own learning
- R2 Challenge more able pupils regularly
- R3 Ensure consistency in the written feedback to pupils in order to provide clear guidance for improvement
- R4 Ensure that priorities and actions in the school development plan are detailed enough to facilitate measuring effect and identify responsibilities clearly

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, the majority of pupils' basic skills are in line with expectations for their age. During their period at the school, most pupils make good progress in their learning. Many pupils' thinking skills and independence are developing appropriately. Pupils who have additional learning needs make good progress against their targets.

Although very few pupils come from Welsh-speaking homes, most pupils' oral skills develop well, soon after entry to the school. Most pupils in the Foundation Phase listen attentively and speak confidently about their work. They use an increasing range of vocabulary and sentence patterns correctly in a variety of situations. By the end of key stage 2, most pupils talk intelligently and respond eagerly to teachers' questions in Welsh and English.

Most pupils in the Foundation Phase develop to be confident readers who read accurately with appropriate expression. Many of them discuss aspects of books confidently in order to show a good understanding of events and their favourite characters. More able pupils' skim reading skills are developing effectively. By the end of key stage 2, many pupils read meaningfully in both languages. They use their higher reading skills successfully across the curriculum, for example when researching on the internet to find the allied countries during the Second World War.

Most pupils' early writing skills are developing effectively. By the end of the Foundation Phase, most pupils write sensible sentences for various purposes and spell words in line with their age and ability. More able pupils vary sentences successfully to create effect. Many pupils write appropriately in a suitable range of written forms and use their skills effectively across the curriculum, for example when writing a report on a visit to Scolton Manor. By the end of key stage 2, most write clearly and interestingly, and paragraph and punctuate correctly in Welsh and English. More able pupils use a wide range of vocabulary successfully to enrich their work, including adjectives, idioms and similes. Most write effectively for various purposes across the curriculum, for example when writing a monologue of a journey as a deserter in Welsh and when producing a dialogue between protesters in Capel Celyn in English.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately in a variety of situations. Most order numbers effectively up to 200 and identify odd and even numbers successfully. Most use units of measurement correctly. They use their numeracy skills suitably across the curriculum, for example when collecting data on favourite supermarkets.

By the end of key stage 2, most pupils use their numeracy skills effectively to solve number problems. They use a formula successfully to calculate internal and external angles. Most apply their numeracy skills well when working across the curriculum, for example when analysing data based on deaths during the Second World War.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome and at the higher outcome in literacy and mathematical development has varied overall, moving the school between the upper 50% and the lower 50% in comparison with similar schools. However, performance in mathematical development at the higher outcome has shown a downward trend recently.

At the end of key stage 2, the school's performance at the expected level over the last four years has placed the school generally in the upper 50% of similar schools in Welsh, English and science. Performance in mathematics has varied over the same period and there is no obvious pattern. The school's performance at the higher level than expected in all core subjects has been lower than the median over the last four years.

The number of pupils who are eligible for free school meals is low, and therefore comparisons of their performance against that of other pupils are not reliable.

Wellbeing: Good

One of the school's strengths is the way in which almost all pupils show genuine respect and courtesy towards each other, staff and adults. Nearly all pupils' behaviour is very good in lessons and around the school. They feel safe at the school and know to whom to turn for help if they are anxious.

Most pupils show a good range of social and life skills. Older pupils are keen to take additional responsibilities, for example, they look after younger pupils at the school during break times and lunch times.

Nearly all pupils are aware of the importance of eating and drinking healthily and enjoy a wide range of various physical activities. They have an effective understanding of the importance of looking after the environment, for example by growing plants and vegetables in the school garden.

Most pupils concentrate well in lessons. They are keen to learn and show perseverance in their work. However, many pupils' skills of working independently and taking responsibility for their own learning have not developed fully.

The school council undertakes its responsibilities effectively and makes decisions that have a positive effect on school life. For example, pupils have identified the need to improve the supply of Welsh language books. As a result, the council has ordered new books and this has succeeded in encouraging more pupils to read in Welsh.

The school's attendance level has varied, moving the school from the upper 50% to the lower 50% in comparison with similar schools over a period of four years. This year's percentage, namely 95.8%, shows continuous improvement. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of learning experiences that meet most pupils' needs and meet the requirements of the National Curriculum, the Foundation Phase and religious education. Teachers plan a variety of interesting activities that gain most pupils' interest and curiosity effectively.

The school has appropriate schemes of work that meet the requirements of the Literacy and Numeracy Framework. On the whole, they identify suitable opportunities for pupils to use their literacy and numeracy skills successfully across the curriculum. Good examples of this are the enterprise activities, which develop literacy and numeracy skills effectively.

Provision for the Welsh language and the Welsh dimension is a strength across the school. Provision promotes pupils' recognition and understanding of their identity and their local area successfully. Visits from local poets and artists enrich this work effectively.

The school reinforces pupils' learning experiences beneficially by organising valuable educational visits and practical activities. A wide range of various clubs are provided, including fitness, sports and chess clubs.

The school promotes pupils' sustainable development effectively, through practical activities, including recycling, reducing use of energy and looking after the school garden. As a result, pupils' awareness of the importance of looking after the world is good. The school ensures valuable opportunities to develop global citizenship, for example through international weeks and cultural and charitable activities. This strengthens pupils' understanding of religions and traditions of the world.

Teaching: Good

In general, most teachers plan effective and interesting lessons that motivate pupils to learn. In most lessons, teachers' introductions and instructions are clear, and robust structures ensure that pupils are able to respond appropriately to their tasks. Teachers have good subject knowledge, and link their lessons effectively to previous learning.

Across the school, teachers and assistants co-operate closely in order to provide valuable support to individuals and specific groups. The good relationship between staff and pupils creates a friendly and caring ethos. Nearly all teachers are good language models. This has a robust effect on most pupils' language accuracy. Most teachers use open-ended questions effectively, which supports learning well. All teachers prepare suitable activities for most pupils. However, planning does not always develop independent learning skills sufficiently or challenge more able pupils effectively enough. At times, overuse of worksheets hinders pupils' progress in a few classes. Teachers share lessons' learning intentions regularly but the success criteria do not always match the task. All teachers mark pupils' work thoroughly. In the best examples, teachers give constructive comments to pupils on how to improve their efforts, and provide suitable opportunities for them to respond. However, the practice is not consistent across the school.

The school has comprehensive arrangements for assessing and recording pupils' progress. The school uses the data carefully to monitor pupils' progress and to provide additional educational programmes as needed. Annual reports to parents include valuable comments on their children's progress, along with suitable targets for improvement.

Care, support and guidance: Good

The school is a happy, familial community, in which adults and pupils show respect for each other. The school promotes pupils' spiritual, moral, social and cultural development successfully through visits and curriculum activities. Valuable opportunities are provided for pupils to reflect in assemblies to consider moral values.

The school has effective arrangements for promoting eating and drinking healthily. Good examples include encouraging pupils to visit the fruit shop each day and choose healthy foods at lunch time. The school promotes pupils' health and wellbeing successfully by developing pupils' understanding of the importance of physical exercise effectively. This is complemented by offering a variety of activities inside and outside the school. Pupils have an equal opportunity to join in the range of extra-curricular activities.

The school co-operates effectively with a number of specialist agencies such as the police, the health services and the behavioural service, according to need. This contributes positively towards pupils' health and wellbeing. Arrangements for safeguarding meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is comprehensive. Teachers identify pupils' needs at an early stage. Purposeful intervention programmes respond to the needs of individuals and groups successfully. Pupils take a prominent part in producing targets for their individual education plans. The school includes parents and pupils effectively in the regular reviews of these plans. As a result, pupils make good progress towards their targets.

Learning environment: Good

The school is a happy community in which all children and their families are welcomed, respected and supported. The school is very inclusive and effective equal opportunities ensure that all pupils have full access to all activities. Policies and strategies meet requirements and support the positive ethos well.

Stimulating and attractive displays of pupils' work and successes create an interesting learning environment and support learning appropriately. There is a good supply of purposeful resources in order to enrich learning inside the building and outside, and appropriate use is made of them. A good example of this is the good supply of resources to develop pupils' information and communication technology (ICT) skills. As a result, most pupils use their skills confidently across the curriculum.

The school adapts the physical environment successfully in order to respond to the growth in the number of pupils who attend the school. The school building and grounds are safe and are maintained effectively.

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

The headteacher has a clear vision, which is based on ensuring pupils' high standards and wellbeing. He conveys the vision to staff, pupils, parents and governors robustly. Leaders convey high expectations of staff, which has a positive effect on standards.

All staff have job descriptions that identify responsibilities clearly. Leaders and teachers contribute effectively by taking an active part in the procedures for monitoring provision and pupils' outcomes. In general, staff meetings focus appropriately on priorities for improvement. As a result, teachers are aware of what they need to do in order to ensure improvement.

The school links the school's priorities and staff's professional development with performance management targets successfully. It responds well to local and national priorities. For example, use of the Literacy and Numeracy Framework is developing effectively and the school promotes pupils' wellbeing and fitness successfully.

The governing body plays a key part in ensuring a clear strategic direction for the school. Members are very supportive of the school's work, and undertake their responsibilities very effectively. They visit the school regularly in order to undertake monitoring activities and to discuss provision and standards with leaders and staff. As a result, they have sound knowledge of the school's strengths and priorities for improvement. This enables them to challenge the school and hold it to account for its performance effectively. The induction programme for new governors is a strong feature at the school. By mentoring new governors, they ensure that all members contribute effectively in meetings and to the self-evaluation programme

Improving quality: Good

The school's self-evaluation processes are robust and lead clearly to highlighting specific areas for improvement in the school development plan. Leaders have an accurate understanding of the school's strengths and the areas that need to be improved. They contribute effectively to the self-evaluation process. Good attention is paid to the views of staff, parents, governors and pupils as part of the process. The school uses the information that arises from parent and pupil questionnaires in a very beneficial way, in order to complement the self-evaluation process. A strong feature of this is the way in which the school measures improvement by comparing past questionnaires with current ones effectively. Monitoring reports are analytical and evaluative and identify appropriately strengths and areas that need to be developed. The school bases the self-evaluation on evidence from monitoring lessons, scrutinising pupils' work and a detailed analysis of data. These procedures contribute well to the report, which provides a balanced picture of the school.

In general, there is a close link between the outcomes of the self-evaluation report and the priorities in the school improvement plan. The plan focuses clearly on improving provision and raising standards. It includes appropriate strategies for action, in addition to suitable success criteria and monitoring arrangements.

However, priorities are not always specific enough, nor the actions and responsibilities clear enough. This limits the school's ability to evaluate progress in detail against the success indicators.

Partnership working: Good

The school has successful partnerships that have a positive effect on pupils' learning experiences. The valuable relationship between the school and the home ensures that parents take an active role in their children's education. The parents and teachers association supports the school well, by raising money and purchasing valuable resources. For example, by contributing to the school's ICT equipment, they enrich pupils' learning well. Parents have useful information about their children's progress and targets.

The effective relationship between the school and external specialist agencies supports staff to provide a range of valuable programmes that support pupils successfully. The school co-operates closely with a local pre-school group to ensure that children settle quickly in the nursery class. Nursery staff visit parents and children in their homes in order to foster a relationship before they transfer to the school. This is a strong feature of the school's transfer arrangements. Transition arrangements for the cluster of schools and the secondary school are good. This enables older pupils to prepare well for the next stage in their education.

Teachers co-operate effectively with nearby schools and the secondary school. This enables staff to co-operate effectively to standardise pupils' work, ensure the accuracy of their assessments and prepare valuable learning resources.

There is a robust partnership between the school and the local community, which enriches pupils' learning experiences successfully. A good example of this is the work with officers at the National Park on developing the outdoor areas.

Resource management: Good

The headteacher has established a beneficial management structure that shares responsibilities effectively. This ensures that the school makes the best use of staff expertise to realise aims, plans and strategic responsibilities successfully. The school has an adequate supply of teachers and classroom assistants to cover all aspects of the curriculum. They co-operate effectively with each other to support pupils successfully. Teachers use their planning, preparation and assessment periods effectively to raise standards.

Processes for managing staff performance lead to setting appropriate targets that are linked to the school's priorities for improvement and their professional development. This has a positive influence on the quality of teaching and learning, for example improving pupils' extended writing skills.

The school works effectively within learning networks, which contribute well to enriching the school's provision. For example, the numeracy leader contributes to a network of primary and secondary schools to develop pupils' numeracy skills. This is beginning to have a positive effect on pupils' standards and attainment.

The headteacher, administrative officer and governors monitor and manage the budget carefully. The school's expenditure decisions link well to the priorities for improvement.

The Pupil Deprivation Grant is used effectively in order to improve the literacy and numeracy skills of specific groups of pupils. These pupils make good progress against their targets.

Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	255
Pupils eligible for free school meals (FSM) - 3 year average	5.8
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	27	27	35	23
Achieving the Foundation Phase indicator (FPI) (%)	88.9	85.2	91.4	91.3
Benchmark quartile	2	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	27	27	35	23
Achieving outcome 5+ (%)	88.9	88.9	94.3	95.7
Benchmark quartile	2	2	3	3
Achieving outcome 6+ (%)	18.5	37.0	40.0	34.8
Benchmark quartile	3	2	2	3
Mathematical development (MDT)				
Number of pupils in cohort	27	27	35	23
Achieving outcome 5+ (%)	92.6	85.2	97.1	95.7
Benchmark quartile	2	4	2	3
Achieving outcome 6+ (%)	25.9	37.0	28.6	30.4
Benchmark quartile	2	2	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	27	35	23
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	18.5	55.6	45.7	65.2
Benchmark quartile	4	2	4	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.

6682383 - Ysgol Glan Cleddau

Number of pupils on roll	255
Pupils eligible for free school meals (FSM) - 3 year average	5.8
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	25	25	22	30
Achieving the core subject indicator (CSI) (%)	88.0	88.0	100.0	93.3
Benchmark quartile	2	3	1	3
English				
Number of pupils in cohort	25	25	22	30
Achieving level 4+ (%)	92.0	92.0	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving level 5+ (%)	20.0	24.0	22.7	36.7
Benchmark quartile	4	4	4	4
Welsh first language				
Number of pupils in cohort	25	25	22	30
Achieving level 4+ (%)	88.0	96.0	100.0	96.7
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	20.0	20.0	27.3	23.3
Benchmark quartile	3	3	3	4
Mathematics				
Number of pupils in cohort	25	25	22	30
Achieving level 4+ (%)	88.0	96.0	100.0	93.3
Benchmark quartile	3	2	1	3
Achieving level 5+ (%)	20.0	20.0	45.5	30.0
Benchmark quartile	4	4	3	4
Science				
Number of pupils in cohort	25	25	22	30
Achieving level 4+ (%)	100.0	92.0	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving level 5+ (%)	28.0	*	36.4	23.3
Benchmark quartile	3	*	3	4

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	120	118 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	119	118 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	120	119 99%	1 1%	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	120	117 98%	3 2%	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.	120	118 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	117	117 100%	0 0%	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.	120	119 99%	1 1%	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.	120	117 98%	3 2%	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.	118	104 88%	14 12%	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.	120	119 99%	1 1%	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.	117	101 86%	16 14%	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	118	99 84%	19 16%	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.	18	11 61%	6 33%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	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	14 78%	4 22%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	18	10 56%	8 44%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	17	6 35%	10 59%	1 6%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	17	9 53%	8 47%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	9 53%	8 47%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	14	5 36%	8 57%	1 7%	0 0%	4	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.	16	11 69%	5 31%	0 0%	0 0%	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.	18	5 28%	10 56%	2 11%	1 6%	0	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.	18	10 56%	7 39%	1 6%	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'.	12	7 58%	5 42%	0 0%	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.	18	3 17%	13 72%	2 11%	0 0%	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.	18	11 61%	5 28%	2 11%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	16	7 44%	7 44%	2 12%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	18	10 56%	8 44%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	13	5 38%	7 54%	1 8%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	17	6 35%	8 47%	3 18%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	17	8 47%	8 47%	1 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan Cooper	Reporting Inspector
Kevin Davies	Team Inspector
Michaela Leyshon	Lay Inspector
Angharad Jones	Peer Inspector
Aled Davies	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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