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

A report on

**Ysgol Gymraeg Dewi Sant
Bryndulais Avenue
Llanelli
Carmarthenshire
SA14 8RS**

Date of inspection: June 2017

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.

Context

Ysgol Gymraeg Dewi Sant is a designated Welsh-medium school within Carmarthenshire local authority. The school serves the town of Llanelli, and the catchment area extends from Swiss Valley in the north to the village of Machynys in the south. There are 467 pupils between three and eleven years old on roll, including 72 nursery age children. The school has 16 classes.

Welsh is the main medium of the school's life and work. Approximately 29% of pupils come from Welsh-speaking homes. Very few pupils are from ethnic minority backgrounds and there are very few pupils for whom neither Welsh nor English is their first language. The school has identified approximately 17% of pupils as having additional learning needs. Approximately 9% of pupils are eligible for free school meals, which is lower than the national average of 19%.

The headteacher was appointed to the post in May 2017 following a period as acting headteacher at the school since September 2016. The school was last inspected in October 2009.

The individual school budget per pupil for Ysgol Gymraeg Dewi Sant in 2016-2017 is £3,143. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gymraeg Dewi Sant is in 97th place of the 100 primary schools in Carmarthenshire 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, including those with additional learning needs, build well on their previous learning experiences
- Latecomers, and pupils for whom Welsh is a new language, develop their proficiency in the language very quickly at the school
- Most pupils' speaking and listening skills across the school are very good
- Most pupils develop their reading skills well
- Many pupils write for a variety of purposes, and most pupils' standards of spelling, punctuation and grammar are good
- Most pupils develop their ICT skills successfully
- Nearly all pupils are very well-behaved during lessons and around the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and governors have set a clear direction for the school by reviewing and strengthening leadership structures, ensuring the accountability of all members of staff and increasing expectations
- Leaders and teachers are aware of what they need to do in order to ensure improvement
- Governors ensure a clear strategic direction for the school, and they use information appropriately in order to hold the school to account for its performance
- Planning for improvement processes have generally led to improvements in many aspects of provision and pupils' standards
- Financial resources are used effectively to support priorities for improvement

Recommendations

R1 Ensure appropriate opportunities for pupils to apply their numeracy skills across the curriculum and to the appropriate level

R2 Develop pupils' ability to work independently and influence their own learning

R3 Ensure that activities challenge pupils to achieve to the best of their ability, particularly more able pupils

R4 Refine quality improvement processes so that leaders identify areas for improvement rigorously and address them more quickly

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, most pupils have skills that correspond to what is expected for their age. Most pupils, including those with additional learning needs, build well on previous learning experiences and make appropriate progress during their time at the school. Latecomers, and pupils for whom Welsh is a new language, develop their proficiency in the language very quickly at the school. However, in general, more able pupils across the school do not make enough progress in their learning.

Most pupils' speaking and listening skills across the school are very good. In line with their age and ability, they converse confidently in a variety of contexts and introduce information and talk about their experiences in a sensible order and sequence. Most pupils in the Foundation Phase develop a rich local dialect and use suitable vocabulary and phrases. They communicate clearly in Welsh and speak confidently about their experiences and interests. By the end of the Foundation Phase, many pupils show an awareness of the requirements of the audience by beginning to vary their voice, tone and gestures. By the end of their time at the school, most listen carefully and respond by asking purposeful questions and offer comments that are relevant to the contributions of other pupils and adults. They speak freely and intelligibly by using an increasing variety of phrases and sentence patterns with a good measure of accuracy.

In the Foundation Phase, most pupils develop their reading skills well. They discuss and respond to simple questions about the content of their reading books successfully. They read familiar words correctly. In key stage 2, most pupils read clearly in Welsh and English with appropriate expression, and make good use of their voice to hold the reader's attention. When responding to a wide variety of texts, they show an understanding of the main ideas, events and characters well. They gather information about a specific subject from various sources, such as the internet and factual books, and use them appropriately in their activities across the curriculum. The most confident readers have an appropriate understanding of a variety of texts, select the main points and show a good awareness of what is behind the texts by drawing reasonable conclusions.

In the Foundation Phase, most pupils make effective progress in their early writing skills. Most of the youngest pupils hold writing implements suitably and write from left to right in an appropriate sequence, differentiating between letters correctly. By the end of the Foundation Phase, most pupils use different types of writing that are appropriate for the purpose and the reader; for example, they arrange a piece of writing with a beginning, a middle and an end carefully when presenting the story of 'Lola'r Lindys'.

In key stage 2, many pupils write successfully in Welsh and English. They write for a variety of purposes and audiences in full sentences, and use paragraphs with increasing accuracy. By Year 6, many write imaginatively in a variety of forms, and

develop their ideas interestingly. They are able to transfer their skills appropriately when writing across the curriculum, for example when planning an interview with Anne Boleyn in their history work on the Tudors. Most pupils' standards of spelling, punctuation and grammar are good, and their handwriting and presentation of work are neat and organised.

In the Foundation Phase, many pupils make appropriate progress in their grasp of basic number skills. By the end of Year 2, they solve simple number problems suitably, use money in everyday situations and use units of measurement correctly. They recognise different shapes and collect and record data in the form of a graph successfully. In key stage 2, many use a range of data-handling skills thoroughly when gathering information and presenting it in tables, bar graphs and line graphs. They solve number problems confidently, for example when comparing the speed of rollercoasters in theme parks around the world. When given an opportunity, many apply their numeracy skills confidently across the curriculum, for example when conducting scientific investigations. This enables them to apply their understanding of number work successfully in real life situations. However, in general, and across the school, pupils do not apply their numeracy skills consistently enough nor to the appropriate level outside mathematics lessons.

Pupils' information and communication technology (ICT) skills are developing successfully across the school. Most pupils have a sound understanding of how to stay safe on the internet. In the Foundation Phase, most develop a range of skills successfully by using a word processor and software to create pamphlets and posters to present information effectively. They convey information successfully in the form of a graph, for example to organise data about people who help them. Many pupils create a sequence of instructions to control a programmable toy confidently. Most pupils in key stage 2 use word processing programs, present digital presentations, form graphs and search the internet with increasing confidence in a variety of contexts. This contributes effectively to developing pupils' research and literacy skills. They also know how to feed a simple database to create graphs and charts, for example when researching the world's main rivers.

Over the last four years, pupils' performance in literacy at the expected outcome in the Foundation Phase has placed the school above the median consistently in comparison with similar schools. Over the same period, pupils' performance in mathematics has varied, moving the school between the lower 50% and the top 25% of similar schools. Pupils' performance at the higher outcome has placed the school below the median consistently in comparison with similar schools.

In key stage 2, over the last four years, pupils' performance at the expected level has usually placed the school below the median in all core subjects in comparison with similar schools. Overall, the percentage of pupils who achieve the higher level is improving gradually.

Wellbeing: Good

Nearly all pupils feel safe at school and know whom to approach if they have any concerns. Nearly all pupils are very well-behaved during lessons and around the school. They are caring towards each other and treat others with respect. From a young age, they speak amiably and confidently with adults, their peers and visitors.

Most pupils have a strong attitude and good understanding of the principles of a healthy lifestyle. An example of this is the work of the 'sports leaders' who ensure that keeping fit is a priority within the school.

Most pupils take responsibility and offer ideas on issues relating to the school. The school council and eco committee are active and their decisions have a positive effect on pupils' wellbeing. Weekly praise assemblies that are led by the 'Llysgenhadon Gwych' contribute strongly to pupils' rights and they gain confidence in speaking publicly. As a result, many pupils develop valuable leadership skills.

In the Foundation Phase, most pupils work together confidently and learn through purposeful play activities. They persevere with their investigative tasks for a suitable period of time. By the end of key stage 2, most pupils have a mature attitude towards their work, and work purposefully with their peers. However, the ability of a minority of pupils to work independently and make decisions about their learning has not been developed robustly enough.

Most pupils play a prominent part in the local community. By taking part and contributing to a wide range of events, concerts and social activities, they have a strong awareness of their area and the local community. For example, they work closely with local businesses to develop Fair Trade projects and create attractive posters to attract visitors to Sandy Park.

In general, pupils' attendance rates in comparison with those of similar schools have placed the school below the median over the last four years. However, attendance rates are improving gradually over a period of time, and most pupils have a positive attitude towards attending school regularly. The attendance of vulnerable groups of pupils is improving gradually. Most pupils arrive at school punctually every day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a variety of interesting experiences that engage pupils' interest and curiosity. These activities meet the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers respond conscientiously to pupils' needs, and many learning experiences throughout the school build successfully on pupils' previous experiences.

Plans for various activities in the Foundation Phase ensure that most pupils make appropriate progress in their work. Teachers provide rich experiences that succeed in bringing learning to life for pupils. Schemes of work in key stage 2 are comprehensive and meet the needs of most pupils. However, learning activities do not always provide enough challenge for more able pupils.

The school uses the Literacy and Numeracy Framework appropriately to plan opportunities to develop pupils' oral, reading and writing skills effectively. However, there are not enough regular opportunities for pupils to develop the full range of numeracy skills across the curriculum. Plans to develop pupils' ICT skills are effective and appropriate attention is given to developing thinking skills.

Provision to develop the Welsh language and Welsh dimension in a variety of contexts is rich. Teachers provide beneficial extra-curricular activities that enrich pupils' experiences outside the school and reinforce their subject and social skills effectively, including visits to the Urdd camps in Llangrannog and Cardiff.

The school promotes sustainable development and global citizenship effectively. Through recycling projects and eco days, pupils are given valuable opportunities to learn how to re-use goods and equipment to save the environment. A recent project to raise money to provide a water supply for a village in Uganda has raised pupils' awareness of global citizenship successfully.

Teaching: Adequate

One of the strengths of teaching is the extremely caring relationship between staff and pupils, which fosters a successful learning environment. Teachers have good subject knowledge and link lessons purposefully with previous learning. Assistants contribute effectively to the quality of teaching and provide good support in line with pupils' needs, in order for them to complete their tasks successfully. All staff take advantage of every opportunity to enrich pupils' language, which contributes successfully to their oral skills. They manage behaviour skilfully and sensitively.

Many teachers use a wide range of teaching methods sensibly, and establish clear learning objectives and share them with pupils to ensure that learning has a strong purpose. They explain tasks clearly and question purposefully in order to ensure that pupils have a sound understanding. In a minority of examples, in which teaching is less effective, activities do not always provide enough challenge for pupils, particularly those who are more able. The pace of a minority of lessons hinders pupils' ability to achieve in full, and over-direction by teachers limits pupils' ability to be independent learners.

Procedures for assessing and tracking pupils' progress are robust and enable teachers to identify what pupils understand and assist them in planning the next steps for them. Teachers provide useful oral feedback during lessons. There are good examples of purposeful marking, which often refer to improving pupils' skills. In many cases, where marking is most effective, teachers' comments provide pupils with clear guidance on how to improve their work. In the few marking comments that are less effective, although teachers suggest improvements, they are not incisive enough and do not focus specifically enough on the lesson's criteria. There are appropriate opportunities for pupils to evaluate their own work and that of their peers.

Parents receive valuable information about their children's progress, including comprehensive annual reports that include clear targets for improvement for pupils.

Care, support and guidance: Good

The school is a friendly and caring community in which pupils feel safe. There is a strong emphasis on respect. This helps to raise pupils' spiritual, moral, social and cultural awareness effectively. The school promotes eating and drinking healthily successfully. Health and fitness are promoted daily through a variety of interesting activities and extra-curricular clubs. This contributes to very good behaviour during lessons and free periods.

The school's procedures for supporting pupils with additional learning needs are comprehensive. Teachers and learning assistants identify pupils' needs at an early stage and provide them with robust interventions. For example, the programme to improve pupils' speech and language has had a positive effect on the speaking and listening skills of specific pupils. Individual development plans include clear targets that are discussed regularly with parents and pupils. The additional learning needs leader monitors pupils' plans and progress regularly and rigorously, and identifies the next sensible steps for pupils. As a result, these pupils make very good progress against their individual targets.

The school makes effective use of a specialist assistant to support pupils through a 'worry box' scheme. Nearly all pupils feel that they have someone to listen to them in the school, who will support them and allay their concerns. As a result, provision has a positive effect on pupils' emotional wellbeing. The school also has robust links with specialist external agencies that support its work skilfully. As a result, families receive valuable support that has a beneficial effect on pupils' wellbeing, confidence and achievement.

The school has recently put comprehensive strategies in place to raise attendance levels through close co-operation with a welfare officer and parents. This has led to a significant improvement in the attendance of groups of vulnerable pupils.

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

Learning environment: Good

The school is an inclusive, happy and caring community, in which all members of staff know the pupils well and treat them fairly and with respect. The school provides equal access to the curriculum and extra-curricular activities for all pupils, and there are comprehensive policies and procedures in order to deal effectively with any disputes that may arise.

There is a good supply of reading books and resources to support teaching and learning at the school. The school displays pupils' work in the classrooms and public areas tastefully and in a way that celebrates their achievements. This adds to the homely and welcoming ethos effectively. Imaginative use of the outdoor areas in the Foundation Phase contributes well to a purposeful learning environment.

On the whole, the school's current buildings pose challenges in terms of providing an appropriate learning environment for the number of pupils and the activities that are on offer, for example the lack of space in key stage 2. Although there are challenges with regards to the building, staff work hard to ensure a stimulating learning environment to support teaching and learning appropriately. The site and building are safe.

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

Leadership: Good

The headteacher has a clear and ambitious vision for the school. This is based on ensuring high standards of attainment and wellbeing, and to prepare pupils for the

future. She has shared this vision effectively with pupils, staff, parents and governors. This has created an ethos of close co-operation, with a clear focus on improving provision and raising standards.

Since being appointed, the headteacher and governors have set a clear direction for the school by reviewing and strengthening leadership structures, ensuring the accountability of all members of staff and increasing expectations. Staff have detailed job descriptions that link clearly with their individual responsibilities. Recently, this has enabled them to take responsibility for specific aspects of the school's work. The roles of the new senior leaders are developing appropriately; for example, members of the senior management team have developed beneficial procedures for assessing and tracking pupils' progress. This has improved teachers' understanding of different groups of pupils and is beginning to enable them to tailor support for them more effectively.

In general, meetings of the senior management team, staff and departments focus clearly on priorities for improvement. As a result, teachers are aware of what they need to do in order to ensure improvement. The school links its priorities and the professional development of all staff effectively with performance management targets.

The school responds well to local and national priorities, for example when preparing for the Digital Competence Framework.

The governing body is very supportive of the school's work, and undertakes its responsibilities effectively. It plays a valuable part in ensuring a clear strategic direction for the school. Governors receive beneficial reports from the headteacher on the school's work. In addition, many of them visit the school regularly to undertake monitoring activities. This provides them with useful information about the school's strengths and priorities for improvement. They use this information appropriately in order to hold the school to account for its performance.

Improving quality: Adequate

The headteacher and the senior leadership team have a sound understanding of many of the school's strengths and areas for improvement. They make appropriate use of a range of first-hand evidence, including data analyses, scrutinising pupils' work, lesson observations and considering the views of pupils and parents. Since being appointed, the headteacher has strengthened self-evaluation processes successfully. Arrangements for analysing and using data are comprehensive, although they do not always consider the passage of time effectively enough to identify patterns in performance. Recently, monitoring activities have had a more incisive focus on improving aspects of the school's work, for example when considering how teachers respond to pupils' work. Reports that derive from monitoring provide leaders with an appropriate picture of strengths and areas for improvement, although there is a tendency for evaluations to be too generous at times, particularly when considering aspects of teaching. Although there are many new self-evaluation processes in place and they are beginning to have a positive effect on a few priorities, it is too early to measure their full effect on provision and standards.

There is a clear link between self-evaluation activities and the priorities in the school development plan. The plan includes a reasonable number of priorities that are based on the outcomes of self-evaluation activities. Priorities for improvement usually include suitable success criteria and monitoring arrangements, and also identify clear responsibilities and costs. However, priorities are not always specific enough and actions are not always clear enough to enable leaders to address all aspects for improvement quickly enough. In general, planning for improvement processes have led to improvements in many aspects of provision and pupils' standards. For example, work to develop pupils' writing skills in key stage 2 has had a positive effect on pupils' ability to write confidently in a wide range of different forms. However, some of the recommendations from the previous inspections continue to be areas for improvement.

Partnership working: Good

The school has a wide range of partners that have a positive effect on pupils' standards of attainment and wellbeing. There is a robust and constructive partnership between the school and parents. The flow of information between the school and the home is effective, and parents receive useful information about their children's attainment, targets and progress regularly. A particularly good feature of the partnership with parents is the effective support that is provided to them to understand new initiatives, such as mathematics strategies. This is an effective way of establishing a robust relationship and including parents in the process of maintaining and improving standards.

The school works closely with the education services of the local authority and the consortium to improve the quality of provision. There are good links with a variety of agencies to improve pupils' standards of wellbeing. For example, a police liaison officer delivers sessions to raise awareness of e-safety, and the fire brigade provides lessons to pupils on safety in the home.

The positive relationship with the playgroups ensures that children settle successfully on entry to the school. Comprehensive transition arrangements with the secondary school ensure that pupils move forward to the next step in their education confidently. Teachers work frequently with teachers from other schools in the cluster to moderate pupils' work in the core subjects. In addition, the school's staff share good practice and discuss specific curricular projects with other schools, including co-operating to develop skills and expertise in information and communication technology.

The school has a significant place in the local community. There are close links with the local chapels, and the school conducts services and concerts in places of worship. The school has forged beneficial links with a number of multimedia businesses and local organisations, for example the Scarlets rugby team and Swansea football club, to enrich pupils' experiences successfully.

Resource management: Good

The school has an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum. Leaders make beneficial use of their expertise, and the contribution of support staff is valuable in encouraging and supporting pupils with additional learning needs. The school responds fully to statutory requirements relating to planning, preparation and assessment.

Processes for managing staff performance lead to beneficial opportunities to develop staff professionally. An effective example of this is the training on a speech and language programme, which has improved the speaking and listening skills of many pupils early in their school life.

The school works successfully within learning networks, which contribute effectively to enriching provision and standards in the school; for example, work on developing ICT provision has had a positive effect on pupils' skills.

Leaders make effective use of the Pupil Deprivation Grant. They use the grant purposefully to provide additional support and to offer rich learning experiences to vulnerable pupils.

The headteacher and the school's finance and business officer monitor and manage expenditure carefully. In partnership with governors, they have planned carefully in order to eliminate the previous over-expenditure. Leaders ensure that financial resources are used effectively to support priorities for improvement.

Considering standards over time, the school provides good value for money.

Appendix 1: Commentary on performance data

6692371 - YSGOL GYMRAEG DEWI SANT

Number of pupils on roll	434
Pupils eligible for free school meals (FSM) - 3 year average	8.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	65	59	54	58
Achieving the Foundation Phase indicator (FPI) (%)	92.3	98.3	96.3	100.0
Benchmark quartile	2	2	2	1
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	65	59	54	58
Achieving outcome 5+ (%)	92.3	98.3	96.3	100.0
Benchmark quartile	2	2	2	1
Achieving outcome 6+ (%)	26.2	25.4	40.7	34.5
Benchmark quartile	3	4	3	3
Mathematical development (MDT)				
Number of pupils in cohort	65	59	54	58
Achieving outcome 5+ (%)	93.8	98.3	96.3	100.0
Benchmark quartile	3	2	3	1
Achieving outcome 6+ (%)	21.5	23.7	40.7	32.8
Benchmark quartile	3	4	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	65	59	54	58
Achieving outcome 5+ (%)	98.5	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving outcome 6+ (%)	46.2	52.5	70.4	70.7
Benchmark quartile	3	3	3	2

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.

6692371 - YSGOL GYMRAEG DEWI SANT

Number of pupils on roll	434
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FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	44	53	48	50
Achieving the core subject indicator (CSI) (%)	84.1	90.6	93.8	92.0
Benchmark quartile	4	3	3	3
English				
Number of pupils in cohort	44	53	48	50
Achieving level 4+ (%)	88.6	96.2	93.8	96.0
Benchmark quartile	4	3	3	2
Achieving level 5+ (%)	36.4	30.2	50.0	48.0
Benchmark quartile	3	4	2	2
Welsh first language				
Number of pupils in cohort	44	53	48	50
Achieving level 4+ (%)	86.4	92.5	91.7	92.0
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	36.4	32.1	45.8	48.0
Benchmark quartile	3	3	2	1
Mathematics				
Number of pupils in cohort	44	53	48	50
Achieving level 4+ (%)	86.4	92.5	93.8	92.0
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	29.5	20.8	35.4	36.0
Benchmark quartile	4	4	4	4
Science				
Number of pupils in cohort	44	53	48	50
Achieving level 4+ (%)	88.6	94.3	93.8	94.0
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	34.1	24.5	41.7	46.0
Benchmark quartile	3	4	3	2

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 the 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.	102		99 97%	3 3%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	96		74 77%	22 23%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	102		93 91%	9 9%		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	100		96 96%	4 4%		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.	99		83 84%	16 16%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	98		91 93%	7 7%		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.	101		95 94%	6 6%		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.	99		96 97%	3 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.	101		85 84%	16 16%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	102		89 87%	13 13%		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.	98		72 73%	26 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	98		65 66%	33 34%		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 the 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.	88	45 / 51%	42 / 48%	1 / 1%	0 / 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	88	55 / 62%	29 / 33%	2 / 2%	1 / 1%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	88	62 / 70%	22 / 25%	2 / 2%	1 / 1%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	88	40 / 45%	45 / 51%	2 / 2%	1 / 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	88	32 / 36%	46 / 52%	5 / 6%	0 / 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	88	38 / 43%	45 / 51%	3 / 3%	0 / 0%	2	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	88	59 / 67%	27 / 31%	2 / 2%	0 / 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	88	29 / 33%	42 / 48%	12 / 14%	1 / 1%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	88	39 / 44%	34 / 39%	8 / 9%	2 / 2%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	88	35 / 40%	44 / 50%	6 / 7%	0 / 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	88	50 / 57%	37 / 42%	0 / 0%	0 / 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	88	40 / 45%	35 / 40%	5 / 6%	0 / 0%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	88	29 / 33%	48 / 55%	11 / 12%	0 / 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	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.	87	55 / 63%	27 / 31%	4 / 5%	0 / 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	88	33 / 38%	38 / 43%	8 / 9%	1 / 1%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	88	40 / 45%	41 / 47%	5 / 6%	0 / 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	87	22 / 25%	31 / 36%	6 / 7%	2 / 2%	26	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	88	38 / 43%	45 / 51%	2 / 2%	1 / 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	87	47 / 54%	32 / 37%	6 / 7%	0 / 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Tony Bate	Reporting Inspector
Mr Jonathan Cooper	Team Inspector
Ms Helen Nuttall	Team Inspector
Ms Michaela Leyshon	Lay Inspector
Mr Kevin Williams	Peer Inspector
Mrs Ann Clwyd Davies (Headteacher)	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.