



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

A report on

**Myrddin C.P. School
Heol Disgwylfa
Carmarthen
Carmarthenshire
SA31 1TE**

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:

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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Context

Myrddin Community Primary School is in the town of Carmarthen in the Carmarthen local authority.

There are 108 pupils on roll, including eight pupils who attend the nursery on a part-time basis and eight who attend full-time.

Around 38% of pupils are eligible for free school meals. This is above the national average. Around 92% of pupils are of white British ethnicity with a very few from other ethnic backgrounds. A very few pupils speak English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 41% of pupils have additional learning needs, which is well above the average for Wales. There is a special needs unit with four classes. These are for pupils with severe, profound or multiple learning difficulties and for pupils on the autistic spectrum. Pupils from all areas of the local authority attend these classes. Twenty per cent of pupils have statements of special educational needs.

The headteacher took up his post in 2005. The school's last inspection was in 2012.

The individual school budget per pupil for Myrddin Community Primary School in 2015-2016 means that the budget is £8,382 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Myrddin School is first out of the 101 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils apply their literacy and numeracy skills well across the curriculum
- Attendance levels compare well with those of similar schools
- Behaviour is very good and nearly all pupils are polite and courteous
- There is a clear focus on developing pupils' skills in literacy, numeracy and information and communication technology (ICT)
- Most teachers adapt lessons well to meet the needs of different learners and teachers in the special classes match learning very successfully to pupils' individual needs
- The school provides very good support for pupils with additional needs
- There is a kind and caring ethos, which ensures that all pupils feel valued

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides effective leadership
- All members of staff have clear responsibilities and they work purposefully together as a team
- Leaders, teachers and governors share a sound understanding of the school's strengths and areas for improvement
- Performance management is effective and has brought about improvements in, for example, pupils' behaviour
- The school has a wide range of effective partnerships that have a positive impact on pupils' standards of achievement and wellbeing, particularly in the special unit classes
- Staff in the specialist classes share their expertise, particularly in the area of ICT, with a wide range of other schools to promote best practice across the region
- The school provides good value for money

Recommendations

- R1 Improve pupils' skills in Welsh in key stage 2
- R2 Ensure that pupils have opportunities to develop a wide range of reading strategies
- R3 Share the existing good practice in a few classes in marking and assessment
- R4 Refine self-evaluation processes to include the views of all stakeholders

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The majority of pupils enter the school with skills, knowledge and understanding below the expected level for their age. Only a minority have skills appropriate to their age. By the time they leave school, most pupils in the mainstream classes reach at least the expected outcomes for their age.

In the Foundation Phase, most pupils listen well and speak clearly and with good expression, for example when taking on roles of characters from the story of the 'Three Bears'. In key stage 2, nearly all pupils listen with interest to adults and other pupils. They use their speaking skills effectively, for example when discussing solar power energy.

Most pupils in the Foundation Phase read well. They talk about the books they like reading and can say what they think will happen next in stories. They use an appropriate range of strategies to help them read unfamiliar words, such as using the sounds letters make and the pictures in books. Many pupils in key stage 2 read fluently and the more able readers use good expression. They can explain the types of books they like reading, for example those that are funny or those by favourite authors. They can recall literal information from the text but find it more difficult to make inferences, for example about characters' feelings. Older pupils use tablet computers well for research, for example when locating windfarms in Wales.

By the end of the Foundation Phase, many pupils write well at length for a good range of purposes. For example, they write reports about the solar eclipse using a suitable range of punctuation. They spell familiar words correctly and use their phonic knowledge effectively to help them to spell new or more difficult vocabulary. In key stage 2, the majority of pupils write well across the curriculum. For example, they write persuasively to encourage others to visit Patagonia. Throughout the school, nearly all pupils apply their literacy skills as effectively across the curriculum as they do in their English lessons.

Most pupils develop their numeracy skills effectively as they move through the Foundation Phase. For example, they understand odd and even numbers and add and subtract appropriately. They apply these skills well in their work across the curriculum, for example when drawing and interpreting bar graphs about favourite fairy stories. In key stage 2, many pupils' mathematical skills are good. For example, they show a sound understanding of place value and can apply this in context, for example when calculating the distance from base camp to the summit of Mount Everest. They make mental calculations quickly and accurately. They apply their numeracy skills well in their topic work, for example when measuring their pulse rates following exercise.

Most pupils' Welsh language skills develop appropriately, as they move through the Foundation Phase. Nearly all pupils in the Foundation Phase respond with

understanding to instructions in Welsh and many respond appropriately to simple questions using familiar sentence patterns, for example when talking about the weather. By the end of key stage 2, the majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use appropriately when talking, for example about their families and pets. However, overall pupils' confidence to use Welsh in key stage 2 is limited.

Pupils in the mainstream classes needing additional support to improve their literacy and numeracy skills make good progress and most reach the expected levels for their age. Most pupils in the Myrddin unit classes make good progress from their starting points. Pupils eligible for free school meals generally perform as well as others.

The school has relatively small numbers of pupils in the year groups at the end of the Foundation Phase and key stage 2. In addition, a number of pupils in the Year 2 and Year 6 cohorts attend the special unit classes. This notably affects the school's benchmarked performance in comparison with that of similar schools.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and mathematical development over the last four years has been consistently below the average for similar schools. At the higher-than-expected outcome performance has been more variable, but generally below the average.

In key stage 2, at the expected level 4 pupils' performance in English, mathematics and science has been below the average for similar schools for three of the past four years. Pupil performance at the higher-than-expected levels has been more variable.

Wellbeing: Good

Nearly all pupils feel safe and secure in the warm, caring school environment. Most pupils have a positive attitude to healthy lifestyles. For example, they understand that a healthy breakfast gives them more energy at the start of the day.

Pupils participate well in school life, for example through the school council and eco-committee. The school council gives pupils the opportunity to make decisions about their school. Members of the council take their roles and responsibilities seriously. They make positive contributions to school life that the whole school community values. For example, pupils worked with the local authority to plan improvements to the school playground. As a result, all pupils benefit from better play opportunities.

Nearly all pupils behave well and show respect for others. They enjoy school and take pride in their work. Most pupils work well in pairs, groups and independently. They show consideration and concern for their peers and older pupils are good role models. For example, older pupils organise games and activities for younger pupils during break times.

Attendance levels have improved over time. For three of the past four years attendance has been above the average when compared with levels in similar schools. Most pupils arrive at school on time.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of good learning experiences in both key stages. The curriculum is broad and balanced and meets the needs of all pupils effectively. Teachers produce detailed plans that build successfully on pupils' prior knowledge. The school provides a wide range of experiences for pupils with additional learning needs. Teachers in the Myrddin Special Unit make effective use of a series of short units of work. These help staff to plan effectively using an individual approach, which meets pupils' specific needs very well. Teachers plan visits that support the curriculum effectively. For example, pupils visit local restaurants and supermarkets when studying a topic on food.

The provision for teaching skills is good. There is a clear focus on developing pupils' skills in literacy, numeracy and ICT progressively as they move through the school. The planning for pupils' reading development is appropriate. However, it does not enable pupils in key stage 2 to develop a wide enough range of strategies to deepen their understanding of texts. Teachers use a range of intervention strategies well to support pupils' reading across both key stages.

Staff in the Myrddin Special Unit plan well for the development of language, numeracy and personal skills. The use of ICT to enhance communication skills ensures the full engagement of pupils and the use of this to record progress is highly effective. This contributes very well to improving pupil outcomes. In these classes, staff provide good opportunities for pupils to use their social and communication skills within the community, for example through travelling on the train from Carmarthen to Ferryside.

Many teachers use Welsh regularly and are a good role model for pupils. They plan appropriate opportunities for pupils to speak and write simple Welsh texts. However, opportunities for pupils to read Welsh texts are less frequent. Teachers provide good opportunities for pupils to learn about the culture and heritage of Wales. Pupils study an appropriate range of stories and legends from Wales, for example the story of Gelert.

The school provides a range of useful opportunities for pupils to learn about environmental issues. These include energy conservation, recycling and growing vegetables. Teachers plan opportunities for pupils to learn about fair trade, for example by preparing tea parties using fair trade food. Planned opportunities help pupils to have an understanding of the wider world through studying topics about other countries. For example, a topic about emigration to Patagonia from Wales provides good opportunities for pupils to compare and contrast the two countries.

Teaching: Good

Most teaching is effective this ensures that nearly all pupils make good progress. Nearly all teachers make sure that pupils understand the aims of lessons and give clear explanations of tasks and activities. Most lessons proceed at a good pace. Teachers plan activities that motivate pupils effectively and, as a result, most pupils

engage well with their learning activities. Most teachers adapt lessons well to meet the needs of different learners. Staff in the special classes match learning successfully to pupils' individual needs. Teaching assistants contribute effectively to the progress pupils make in lessons and during intervention sessions. They support pupils who require additional or specialist help very successfully and, as a result, these pupils make good progress and achieve the targets set for them.

All teachers mark pupils' work regularly. Their written comments show pupils what they have done well and, in the best instances in a few classes, what they need to do next to improve their work. Many teachers provide worthwhile opportunities for pupils to assess their own and others' work. The school tracks the progress of pupils effectively and leaders use this information well to plan appropriate provision for pupils in need of additional support.

Annual reports to parents are of good quality and contain useful information about the progress pupils make and what they need to do to improve.

Care, support and guidance: Good

The school provides a wide range of activities that promote the development of pupils' spiritual, moral, social and cultural development very well. For example, a local minister takes whole school collective worship and members of the local church run a lunchtime club with pupils to explore spirituality. The school makes appropriate arrangements for promoting healthy eating and drinking.

Staff access many specialist services, which provide a wide range of activities for the benefit of the pupils. For example, physiotherapists help pupils in the special classes to enhance their physical abilities. Pupils in the mainstream classes also benefit from specialist support, for example through a programme to ensure that they understand about healthy relationships.

The school provides good support for pupils with additional needs. Teachers use a wide range of intervention strategies to ensure that they meet the needs of all pupils. A good example of this is the use of a programme to develop younger pupils speaking and listening skills. Teachers identify pupils with speech and language problems early. As a result, pupils receive appropriate support and their speaking skills improve quickly. Individual education plans set targets for pupils effectively and teachers and parents review progress regularly. The school deploys learning support assistants efficiently to support pupils both individually and in classes with a wide range of effective intervention strategies. The provision for pupils with additional needs in the Myrddin Special Unit is a strong feature of the school. Staff working in the unit classes provide carefully planned specialist teaching and support that matches individual pupils' needs well. They plan an effective multi-sensory curriculum with interesting learning experiences that focus well on activities to develop pupils' communication skills and improve their wellbeing. The use of ICT is a notable strength of the unit.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school promotes a kind, caring ethos that fosters a feeling of togetherness and respect. Staff recognise diversity and celebrate differences effectively, which ensures equality for every pupil. All staff contribute well to the care and welfare of pupils and, as a result, nearly all pupils feel safe and secure.

The school accommodation is of good quality and is well maintained and secure. There are extensive grounds, which staff use well to provide interesting play and learning opportunities for pupils. The Myrddin Special Unit has a very good range of specialist equipment that meets the needs of its pupils well. The school makes good use of its space to support pupils, for example through developing a specific area to meet the needs of more vulnerable pupils in the mainstream classes.

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

The headteacher provides effective leadership. He has a clear vision for improvement and works closely with staff, governors and parents to promote a positive learning environment for all the pupils in the school. All members of staff have clear responsibilities and they work purposefully together as a strong team.

Staff in both the mainstream classes and Myrddin Special Unit have high expectations of what pupils can achieve and there is a good focus on raising standards, particularly in literacy and numeracy. Performance management for teaching staff is working well and performance targets focus appropriately on both whole school and individual needs. Improvements resulting from this process include, for example, improvements in pupils' behaviour

Governors support the school well. They have a good understanding of the performance of pupils and of how this compares with the performance of pupils in similar schools. They know the strengths of the school and areas in need of development. Governors maintain their awareness of the school by undertaking regular visits to classes and they report their findings to the governing body. Over recent years, as their understanding of the school has increased, governors have developed their role as a critical friend, offering good levels of challenge and support to the senior management team. For example, governors question senior leaders about the standards pupils attain.

The school responds well to national and local priorities, for example in providing good opportunities for pupils to develop healthy lifestyles through understanding the need to eat healthy food and take regular physical exercise.

Improving quality: Good

The headteacher, staff and governing body know the school very well. They have a shared understanding of the school's main strengths and areas for improvement. The current self-evaluation report is a useful document and gives an accurate picture of the school. Leaders collect a good range of first hand evidence to help them

understand what the school does well and what it needs to do to improve. These include monitoring pupils' books, evaluating outcomes from assessments and carrying out lesson observations. Leaders use the information from these processes effectively to develop and prioritise improvement plans with a clear focus on raising standards. For example, the school identified a need to improve pupils' extended writing skills. Following training for teachers and improved curriculum planning, there are now good opportunities for pupils to write at length. However, the school does not seek the views of all stakeholders, for example pupils, in the self-evaluation processes.

The school development plan includes relevant areas for attention with appropriate targets, timescales, success criteria and costings. The school is successful in bringing about improvements, for example, in improving support for pupils with speech and language difficulties. As a result, fewer pupils require intervention as they move through the school.

Partnership working: Excellent

Partnerships with parents and the community are very good. Close involvement with a wide range of organisations adds value to the life of the school and contributes very effectively to enriching pupils' learning experiences. For example, the establishment of a Flying Start setting within the school has already shown positive effects on the wellbeing of pupils in the school nursery. Pupils benefiting from this provision are better equipped to start school, for example through improvements in their literacy and numeracy skills.

The partnerships developed for pupils in the Myrddin Special Unit is a significant strength of the school. These enhance the provision for pupils significantly. For example, a strong partnership with a business in the local community has enabled the school to purchase innovative high quality sensory resources to equip a specialist teaching area. This equipment allows pupils with significant disabilities to participate in activities that they would not otherwise be able to experience, such as making music. Teachers and leaders provide advice and training to staff from a wide range of other schools. They welcome pupils for short or longer-term visits and open the building for the use of groups working with children with special needs. These initiatives help to extend best practice in specialist additional learning needs education to many other schools in the consortium.

The school works in partnership with the local secondary schools to develop good transition arrangements. These arrangements are particularly effective for pupils in the Myrddin Special Unit. The school plans many opportunities for pupils to meet their new teachers and to visit their new schools. Staff discuss individual needs with pupils' new teachers. As a result, nearly all pupils settle well when they move school. Leaders make effective arrangements for teachers to work with other schools to moderate pupils' work. As a result, teacher assessment is accurate.

Resource management: Good

The school has sufficient teachers and other staff to meet the needs of its pupils. Careful deployment of teaching assistants enables the delivery of good quality

targeted support. In both the mainstream classes and the Myrddin Special Unit, teaching assistants make a valuable contribution to good quality learning. All staff are appropriately qualified and there are appropriate opportunities for them to further and share their knowledge and expertise. For example, the school shares the use of ICT within the Myrddin Units with other schools and the local authority, using the expertise of the staff to help train other teachers.

There are sufficient resources to support the curriculum in mainstream classes and the Myrddin Special Unit is particularly well equipped to meet the complex needs of the pupils.

The headteacher and governing body manage the budget efficiently, with spending linking clearly to identified priorities. Leaders use the pupil deprivation grant appropriately to support a number of different strategies tailored to the needs of the pupils. As a result, pupils eligible for free school meals generally perform as well as others.

In view of the outcomes pupils achieve, the school provides good value for money.

Appendix 1: Commentary on performance data

6692171 - Myrddin C.P. School

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	38.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	16	9	14
Achieving the Foundation Phase indicator (FPI) (%)	68.8	66.7	57.1
Benchmark quartile	3	3	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	16	9	14
Achieving outcome 5+ (%)	68.8	77.8	64.3
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	12.5	44.4	14.3
Benchmark quartile	3	1	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	16	9	14
Achieving outcome 5+ (%)	68.8	66.7	57.1
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	18.8	11.1	14.3
Benchmark quartile	2	3	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	16	9	14
Achieving outcome 5+ (%)	68.8	77.8	78.6
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	62.5	66.7	35.7
Benchmark quartile	1	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.

6692171 - Myrddin C.P. School

Number of pupils on roll	110
Pupils eligible for free school meals (FSM) - 3 year average	38.5
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	13	12	15	17
Achieving the core subject indicator (CSI) (%)	61.5	83.3	46.7	76.5
Benchmark quartile	4	1	4	3
English				
Number of pupils in cohort	13	12	15	17
Achieving level 4+ (%)	61.5	83.3	46.7	76.5
Benchmark quartile	4	1	4	3
Achieving level 5+ (%)	23.1	16.7	26.7	17.6
Benchmark quartile	2	3	2	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	13	12	15	17
Achieving level 4+ (%)	76.9	91.7	53.3	76.5
Benchmark quartile	2	1	4	4
Achieving level 5+ (%)	15.4	16.7	13.3	17.6
Benchmark quartile	3	3	4	4
Science				
Number of pupils in cohort	13	12	15	17
Achieving level 4+ (%)	69.2	83.3	46.7	76.5
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	23.1	16.7	26.7	17.6
Benchmark quartile	2	3	2	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	35		35 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	35		35 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	35		35 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	35		35 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	35		35 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	35		35 100%	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.	35		35 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	35		35 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	35		35 100%	0 0%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	35		35 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	35		35 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	35		35 100%	0 0%	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 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.	15	10 67%	5 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	15	12 80%	3 20%	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.	15	15 100%	0 0%	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.	15	10 67%	5 33%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	11	7 64%	4 36%	0 0%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	15	11 73%	3 20%	1 7%	0 0%	0	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.	10	7 70%	3 30%	0 0%	0 0%	3	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.	15	13 87%	2 13%	0 0%	0 0%	0	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	9 75%	3 25%	0 0%	0 0%	3	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.	15	14 93%	1 7%	0 0%	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'.	14	10 71%	4 29%	0 0%	0 0%	1	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.	15	12 80%	3 20%	0 0%	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.	15	13 87%	2 13%	0 0%	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.	14	7 50%	6 43%	1 7%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	14	11 79%	3 21%	0 0%	0 0%	1	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.	5	3 60%	2 40%	0 0%	0 0%	7	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.	15	8 53%	6 40%	0 0%	1 7%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Jane McCarthy	Reporting Inspector
Mrs Mary Elspeth Dyas	Team Inspector
Mr William Glyn Griffiths	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Thomas Peter Davies	Peer Inspector
Mr J Parker (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.