



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Penygaer Primary School
Bryndulais Avenue
Llanelli
Carmarthenshire
SA14 8RS
United Kingdom**

Date of inspection: November 2014

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 date: 09/01/2015

Context

Penygaer Primary School caters for pupils aged three to eleven years of age and is near the town centre of Llanelli. The school shares its campus with a Welsh medium primary school. At the time of inspection, there were 216 pupils on roll, taught in eight classes. This includes 28 pupils who attend the nursery, most of whom attend full-time.

Around 23% of pupils are eligible for free school meals. This is slightly above local and national averages. Most pupils are white British and come from homes where English is the first language. A very few pupils have English as an additional language and no pupil speaks Welsh at home.

The school identifies approximately 23% of its pupils as having additional learning needs. This is similar to the national average of 22%. It includes a very few pupils who have statements of special educational needs. A very few pupils are looked after by the local authority.

The headteacher took up post in 2011 and was previously the deputy headteacher from 1999. Estyn inspected the school last in November 2008.

The individual school budget per pupil for Penygaer Primary School in 2014-2015 means that the budget is £3,638. The maximum per pupil in the primary schools in Carmarthenshire is £9,977 and the minimum is £3,098. Penygaer Primary School is 59th out of the 103 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is adequate because:

- many pupils in the Foundation Phase and most pupils in key stage 2 have good speaking and listening skills;
- most pupils have good reading skills;
- by the end of key stage 2, many pupils use a good range of number skills;
- in key stage 2, many pupils speak Welsh well using a useful range of sentence structures ably;
- pupils with additional learning needs make good progress towards achieving the targets set for them;
- nearly all pupils are courteous and polite to adults and each other;
- pupils' attendance is good; and
- there are successful partnerships between the school and other essential agencies in the community including health, social services and welfare groups.

However:

- a majority of pupils do not write well in a wide enough range of forms;
- a majority of pupils do not use their writing skills independently or at a high enough level across the curriculum; and
- in the Foundation Phase, a majority of pupils' numeracy skills are underdeveloped.

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- leadership roles across the school are not sufficiently well developed;
- leaders do not tackle underperformance robustly;
- staff and leadership meetings are ineffective in moving the school forwards;
- there is limited impact of performance management over time;
- leaders do not collect, record and analyse a wide enough range of information in order to evaluate the school's work well enough; and
- procedures to monitor the progress of the school improvement plan and evaluate its impact on standards are insufficiently systematic and rigorous.

However:

- the school has effective links with a wide range of partners that have a positive effect on pupils' wellbeing; and
- the headteacher and the governing body manage financial resources appropriately.

Recommendations

- R1 Improve standards in literacy and mathematical development in the Foundation Phase, especially for boys
- R2 Improve the quality and range of pupils' independent writing both in English lessons and in work across the curriculum
- R3 Develop curriculum planning for literacy, and science that enables all pupils to acquire knowledge and skills systematically and progressively
- R4 Provide learning experiences that challenge all pupils at an appropriate level
- R5 Ensure that all teachers use assessment for learning strategies and provide pupils with useful written feedback consistently on how to improve their learning
- R6 Ensure that senior leaders carry out their strategic roles effectively and tackle underperformance robustly
- R7 Establish more formal and systematic self-evaluation processes for monitoring, evaluating and recording accurately the work of the school

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this Penygaer Primary School is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils begin school with literacy and numeracy skills that are appropriate to those expected for their age. Many pupils make good progress by the end of key stage 2. However, pupils' progress through the Foundation Phase is less successful.

By the end of the Foundation Phase, many pupils speak clearly and confidently to other pupils and adults. In key stage 2, most pupils have effective speaking and listening skills and use these well in the classroom. For example, older pupils speak confidently and persuasively when improvising scenes as evacuees in the Second World War.

In the Foundation Phase, most pupils read with suitable fluency and a majority use appropriate expression. Most pupils use a good range of strategies, including phonic awareness, to read unfamiliar words. In key stage 2, most pupils' reading skills are good. Many pupils read meaningfully, using appropriate emphasis, and they talk about their favourite books and authors willingly. However, only a minority of pupils that are more able appreciate why authors make particular choices about the words and phrases they use and are able to skim and scan texts effectively

Most pupils' writing develops satisfactorily as they progress through the school. By the end of the Foundation Phase, many pupils write suitably for a limited variety of purposes, such as instructions, stories and recounts. For example, many pupils report their visit to Saint Fagan's museum successfully. However, a majority of pupils do not write well enough across a wide range of contexts. In key stage 2, many pupils make sufficient progress in developing their writing skills. They organise and write informative recounts well. Most redraft their writing effectively to make appropriate improvements. However, a significant minority of pupils do not write well independently in a wide enough range of forms across the curriculum.

In the Foundation Phase, a majority of pupils have appropriate numeracy skills. By the end of Year 2, many pupils can add and subtract numbers to 100 successfully and use money up to one pound confidently. However, a minority of pupils do not have numeracy skills at a high enough level. By the end of key stage 2, many pupils have a good range of number skills. Older pupils have a good understanding of multiplication, division, fractions and percentages. Many pupils have efficient measuring skills and can construct and analyse line graphs effectively, for example when measuring and recording temperatures throughout the day. Throughout the key stage, many pupils apply these skills efficiently in a range of areas of the curriculum.

At the end of Foundation Phase, a majority of pupils respond to a useful range of simple questions and instructions in Welsh. However, many pupils read only a few basic words and sentences fluently. In key stage 2, many pupils speak well using a useful range of sentence structures ably. A majority of older pupils are beginning to read suitable texts with acceptable pronunciation and fluency. Many pupils write in a range of forms competently, such as interviews, conversations, descriptions.

Many pupils apply their thinking skills well in a worthwhile range of activities throughout the school. Pupils with additional learning needs make good progress towards achieving the targets set for them.

In the Foundation Phase, over the last three years, when compared with that of similar schools, performance has placed the school in the lower 50% for language and literacy consistently. Performance in mathematical development has dipped, moving the school from the higher 50% of similar schools in 2012 to the lower 50% for the last two years.

At the higher outcome 6, performance in 2014 places the school in the higher 50% for language and literacy and mathematical development when compared with similar schools. There is a continuing trend of improvement in both areas of learning since 2012.

In key stage 2, performance at the expected level 4 has remained mostly above the average for similar schools for the last four years, with the exception of 2012, when school was in the bottom 25% of similar schools for all subjects.

At the higher than expected level 5, over the last four years, performance has fluctuated, moving the school between the top 25% and lower 50% of similar schools.

In the Foundation Phase, over the last three years, girls have outperformed boys in language and literacy and mathematical development at the end of the Foundation Phase. In both key stages, there is little difference in the performance of those pupils eligible for free school meals and other pupils.

Wellbeing: Good

All pupils in the school feel safe and cared for. Nearly all pupils' behaviour in lessons, at playtimes and lunchtimes is good. Pupils are courteous to adults and to each other. They understand the importance of eating healthily and can express an opinion on what constitutes a healthy meal clearly. Nearly all pupils have a positive attitude towards keeping fit and healthy. Many enjoy attending extra-curricular sports clubs and many take part in other sporting activities outside school.

Attendance levels are good. Rates have been in the higher 50% or top 25% for the past five years when compared with those of similar schools. Recent initiatives aimed at further improving attendance are continuing to raise pupil and parental awareness of the importance of attending school regularly.

Many pupils take on roles of responsibility successfully, for example as school councillors, members of the school's eco-committee and playground 'buddies'. All pupils in Year 6 act as prefects, assisting staff to monitor school routines usefully. However, the role of the school council in influencing the wider work of the school is limited. The school plays an extensive role in the local community with frequent opportunities for all pupils to make visits locally and for local organisations to contribute to school life. For example, pupils from key stage 2 visit a local special school, which influences their understanding of equality and diversity positively.

A majority of pupils are aware of the next steps they need to take in their learning and this supports their ability to improvement their skills independently.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school has an imaginative and creative curriculum that engages the interest of all its learners. Teachers use suitable long-term plans in order to address most statutory curriculum requirements. However, the school's planning for language and literacy in the Foundation Phase, English and science at key stage 2 lacks detail and does not ensure that all pupils gain skills progressively and systematically.

The school plans for and implements the National Literacy and Numeracy Frameworks appropriately. Medium and long-term plans identify opportunities for all pupils to develop wider skills progressively. Teachers provide pupils with a good range of opportunities to improve their information and communication technology (ICT) skills. For example, older pupils use databases efficiently to interrogate a wide range of information about pupils in their class.

All staff promote the Welsh language effectively through the use of Welsh in the daily life of the school. The effective implementation of the school's Welsh language scheme ensures the systematic acquisition of Welsh language skills by many pupils. Many pupils benefit from participating in activities linked to the national Urdd. Teachers develop pupils' knowledge of Welsh culture and heritage successfully in topic work across the curriculum, for example through work on the artist Josef Herman.

Pupils develop their understanding of environmental issues by taking responsibility for recycling and composting. There are a few opportunities for pupils to learn about their role as global citizens and to gain an understanding of other countries and cultures. For example, pupils sponsor a child from a school in Swaziland, which provides them with a good range of interesting information on a contrasting culture and locality. However, other activities to develop pupils' greater knowledge of the world are limited.

Teaching: Adequate

In all classes, teachers plan lessons with clear learning objectives that they share with pupils effectively. Most teachers use a wide range of approaches to engage pupils successfully, including the effective use of ICT. Many teachers use positive reinforcement and skilful questioning to help and encourage pupils well. Teaching assistants support individuals and groups effectively and this makes a beneficial contribution to these pupils' learning. However, in a minority of lessons, teachers do not match activities well enough to meet the differing abilities of all pupils.

All teachers mark pupils' work thoroughly and provide encouragement well through positive comments in pupils' books. All teachers provide helpful oral feedback to pupils during lessons. However, in a majority of cases, teachers' marking does not provide sufficient guidance to pupils on what they need to do to improve their work. Many teachers do not use assessment for learning strategies consistently and do not give pupils sufficient opportunities to evaluate their own or their peers' learning.

The school tracks pupils' progress competently. Teacher assessment of pupils' learning allows leaders to monitor the progress of individuals and identify those who do not made expected progress over extended periods effectively. As a result, the school is able to provide support for these pupils efficiently.

The school provides parents with thorough annual reports and regular opportunities to discuss pupils' progress.

Care, support and guidance: Good

The school has effective arrangements to ensure that pupils receive beneficial levels of care and support. All pupils have a good awareness of what actions to take if they are worried or upset. The school's behaviour practices are clear and teachers share them with pupils effectively. This ensures that all pupils understand the school's expectations in terms of appropriate behaviour well. There are effective arrangements for developing pupils' spiritual, social, moral and cultural awareness. For example, daily acts of collective worship are stimulating and encourage appropriate reflection by the pupils.

There are appropriate arrangements for promoting healthy eating and drinking. Opportunities for pupils to take plenty of exercise through timetabled physical education lessons, the use of play equipment at lunchtimes and attendance at extra-curricular sporting events are well established.

The school works successfully with a broad range of external agencies to ensure effective support for pupils. Beneficial support from occupational health services, educational psychologists and speech and language specialists provides useful targeted support for individual pupils.

There are effective systems to identify pupils in need of additional support. The additional learning needs co-ordinator implements support in a timely manner and monitors these pupils' progress efficiently. A good range of programmes, such as the positive play programme, helps to develop targeted pupils' wellbeing positively.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has detailed procedures to ensure that most pupils have a good awareness of how to stay safe online. As a result, many older pupils understand the role of the child exploitation and online protection agency well.

Learning environment: Good

The school is welcoming to all pupils and visitors. It has a caring ethos with good, supportive working relationships between staff and pupils. All pupils have equal access to all areas of the curriculum regardless of ability or background. The school promotes all pupils emotional and personal development effectively and there is a clear emphasis on respecting everyone as individuals.

All classrooms have sufficient resources to meet the needs of pupils. All staff use interior spaces effectively to create stimulating learning areas. Outdoor learning areas provide appropriate opportunities to enhance pupils' learning. A good range of

displays celebrates pupils' achievements and attendance well. However, in a few classrooms, space is limited due to high pupil numbers and small classrooms. The attention of the governing body was drawn to a health and safety issue at the time of the inspection.

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

The school's vision succeeds in ensuring that all staff promote caring and supportive values, which make a positive contribution to the social and emotional wellbeing of all pupils. The headteacher and governing body work well together to ensure a positive school ethos where all pupils feel valued, happy and safe.

During a prolonged period of staff instability, leaders have failed to ensure a consistent focus on addressing underperformance and raising standards. A lack of clear strategic direction restricts the school's capacity to raise standards for all pupils. Leadership roles across the school are not sufficiently well developed. Although leaders have appropriate job descriptions, they do not engage fully in their roles.

Regular staff and leadership meetings deal with important issues that concern the day-to-day running of the school. However, leaders do not record or share outcomes and findings of these meetings. This leads to a lack of specific actions arising from meetings and no rigorous monitoring of their implementation. As a result, leaders do not bring about sufficient improvements in standards and provision to improve pupils' standards, particularly in the Foundation Phase.

Although leaders follow performance management processes, the impact of these over time is limited. The school takes appropriate account of local and national priorities. For example, implementing the Foundation Phase has a positive effect on pupils' wellbeing.

The governing body meets regularly and fulfils its statutory duties competently. The headteacher's reports inform governors about key aspects of school life, including pupil performance. However, their role in developing the strategic direction of the school and holding leaders to account is not yet fully developed.

Improving quality: Unsatisfactory

The school gathers a limited range of evidence to help identify strengths and areas for improvement. However, this process does not collect, record and analyse a wide enough range of information. Leaders do not ensure that they use the findings of the current self-evaluation procedures to respond to shortcomings in learning and teaching robustly. The headteacher demonstrates a suitable awareness of the school's strengths and weaknesses, but the school's self-evaluation report does not reflect these accurately enough. The report draws on an analysis of performance data and the views of the local authority. However, it does not represent the views of parents and pupils well enough.

Priorities within the school development plan link to local and national priorities. The plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. However, procedures to monitor the progress of actions and evaluate the impact of these on standards are insufficiently systematic and rigorous. As a result, plans do not always bring about appropriate improvements.

The school has made some progress in addressing the recommendations of the last inspection, particularly in relation to improving provision for the less able. However, progress in improving aspects of assessment and self-evaluation is limited.

Partnership working: Good

The school has effective links with a wide range of partners. These partnerships have a positive effect on pupils' wellbeing. The school provides good information for parents about many aspects of school life through regular newsletters and the school website. A good range of organisations within the community, such as places of worship and local businesses, have beneficial links with the school that raise pupils' levels of wellbeing and enhance the experiences they receive. For example, a substantial financial donation from a children's partnership group provides training and resources that improve midday supervision and activities.

There are successful partnerships between the school and other essential agencies in the community including health, social services and welfare groups. Good links in the community are improving the school's provision as well as ensuring the safety and security of pupils around the school. For example, guidance to pupils from the National Society for the Prevention for Cruelty to Children improves pupils' understanding of how to stay safe.

The school works closely with other primary schools in the area on a good range of activities, including the moderation and assessment of pupils' work. There are sound arrangements with local secondary schools that prepare nearly all pupils for the next stage of their education well.

Resource management: Unsatisfactory

Leaders manage the deployment of staff and resources appropriately. Teachers and support staff have roles that reflect their expertise appropriately. The arrangements for teachers' planning, preparation and assessment time are effective.

The school is developing as a learning community. Networks of professional practice with other schools are helping to bring about improvements in a few areas, for example the provision of Welsh training for learning support assistants, which is helping to improve pupils' spoken Welsh. However, there is very limited evidence to demonstrate the linking of performance management with individual training needs or to show impact from training associated with this process.

The headteacher and the governing body manage financial resources appropriately and link spending to the school improvement plan suitably. However, leaders do not focus grants for improving outcomes for disadvantaged pupils sufficiently well in order to raise the overall standards that these pupils attain.

Overall, the school provides unsatisfactory value for money. This is because pupils achieve only adequate standards due to shortcomings in teaching and assessment. In addition, the quality of leadership and self-evaluation is unsatisfactory and the school has made limited progress in addressing recommendations from the previous inspection.

Appendix 1: Commentary on performance data

6692190 - Penywaer Primary School

Number of pupils on roll	221
Pupils eligible for free school meals (FSM) - 3 year average	23.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	31	30	27
Achieving the Foundation Phase indicator (FPI) (%)	83.9	80.0	85.2
Benchmark quartile	2	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	31	30	27
Achieving outcome 5+ (%)	83.9	86.7	85.2
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	3.2	23.3	33.3
Benchmark quartile	4	3	2
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	31	30	27
Achieving outcome 5+ (%)	90.3	86.7	85.2
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	9.7	16.7	29.6
Benchmark quartile	4	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	31	30	27
Achieving outcome 5+ (%)	96.8	100.0	96.3
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	22.6	30.0	63.0
Benchmark quartile	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.

6692190 - Penygaer Primary School

Number of pupils on roll	221
Pupils eligible for free school meals (FSM) - 3 year average	23.5
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	28	26	27	23
Achieving the core subject indicator (CSI) (%)	85.7	69.2	88.9	95.7
Benchmark quartile	1	4	1	1
English				
Number of pupils in cohort	28	26	27	23
Achieving level 4+ (%)	85.7	73.1	88.9	100.0
Benchmark quartile	2	4	2	1
Achieving level 5+ (%)	39.3	23.1	44.4	34.8
Benchmark quartile	1	3	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	26	27	23
Achieving level 4+ (%)	89.3	76.9	88.9	95.7
Benchmark quartile	2	4	2	1
Achieving level 5+ (%)	28.6	26.9	51.9	34.8
Benchmark quartile	2	3	1	3
Science				
Number of pupils in cohort	28	26	27	23
Achieving level 4+ (%)	89.3	80.8	88.9	100.0
Benchmark quartile	2	4	2	1
Achieving level 5+ (%)	39.3	34.6	51.9	47.8
Benchmark quartile	1	2	1	1

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

Primary questionnaire (overall)

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.	110	107 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	110	102 93%	8 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	109	104 95%	5 5%	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	110	102 93%	8 7%	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.	110	110 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	110	102 93%	8 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.	110	108 98%	2 2%	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.	110	105 95%	5 5%	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.	109	98 90%	11 10%	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.	109	109 100%	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.	110	71 65%	39 35%	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	109	87 80%	22 20%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 3

The inspection team

Mr Andrew Thorne	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Jonathan Wright	Peer Inspector
Mr Anthony Stevenson	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- 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; and
- 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.