



*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**

**Tremoilet V.C.P.  
Pendine  
Carmarthenshire  
SA33 4PJ**

**Date of inspection: October 2013**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Tremoilet Church in Wales Voluntary Controlled Primary School is on the outskirts of the village of Pendine in the Carmarthenshire local authority. It serves the surrounding villages of Pendine, Marros, Red Roses and Llansadurnen. There are 37 pupils on roll between the ages of four and eleven. The school has two mixed age classes. It employs two full-time teachers and a part-time acting headteacher shared equally with another local primary school.

Currently, around 22% of pupils are entitled to free school meals, which is close to the average for the local authority and Wales. This proportion has increased by around 17 percentage points since the last inspection. Nearly all pupils are of white British ethnic origin and no pupils have English as an additional language. A very few pupils speak Welsh as their first language.

The school has identified around 22% of pupils as having additional learning needs. No pupils have a statement of special educational need.

The school was last inspected in October 2007. The headteacher has been in post since September 2013.

The individual school budget per pupil for Tremoilet V.C.P. in 2013-2014 means that the budget is £3,799 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Tremoilet V.C.P. is 43rd out of the 106 primary schools in Carmarthenshire in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- across the school most pupils develop good speaking and listening skills;
- nearly all pupils behave very well in classes and around the school;
- staff provide a high level of care, support and guidance to pupils;
- most pupils with additional learning needs make good progress from their starting points; and
- the school is an inclusive community where relationships are positive and pupils are valued.

However:

- many pupils' skills across the curriculum in literacy, numeracy and information and communication technology (ICT) are not well developed;
- learning activities are not always matched well enough to pupils' abilities; and
- attendance is low when compared to that in other similar schools.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the recently appointed headteacher has a clear vision for the school that she has shared with staff, governors, pupils and parents;
- the school now has a clear set of priorities for raising pupils' standards in literacy and numeracy;
- the headteacher leads by example and has high expectations of pupils, staff and governors;
- the headteacher monitors the performance of staff and pupils rigorously with an appropriate focus on the school's priorities for improvement; and
- the school works well with a wide range of partners.

However:

- self-evaluation and development planning have not led to enough improvement since the last inspection;
- the school's existing development plan does not focus well enough on school or national priorities; and
- recent initiatives introduced by the new headteacher have yet to have a positive impact on standards.

## Recommendations

- R1 Improve standards of literacy and numeracy across the curriculum
- R2 Raise standards in ICT across the school
- R3 Ensure that all pupils are challenged appropriately in line with their ability
- R4 Improve attendance
- R5 Ensure that school development planning is based securely on effective self-evaluation

### **What happens next?**

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.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

The school's baseline assessment indicates that on entry to school many pupils have knowledge, understanding and skills at the level expected for their age. Pupils generally make satisfactory progress in relation to their starting point.

Throughout the school, pupils listen well to one another and to adults. In the Foundation Phase, most pupils are keen to talk about their work and experiences and many answer questions using suitable detail. Many older pupils express their opinions clearly using a well-developed vocabulary, such as when providing visitors with detailed information about the school.

Many pupils read at an appropriate level for their age and ability. However, in the Foundation Phase, pupils rely too heavily on phonic skills to help them decode new and unfamiliar words. In key stage 2, many pupils discuss the characters and plot in their book with appropriate detail. However, a minority lack fluency when reading aloud and do not have a sufficient range of skills to help them to read new and unfamiliar words accurately. More able pupils read confidently with fluency and expression and have well-developed research skills.

Across the school, the presentation of written work is generally of good quality. Many pupils in the Foundation Phase produce short pieces of writing using their knowledge of phonics to help them spell common words. In most instances, they use capital letters and full stops correctly. However, most pupils do not generally write at length or use a varied vocabulary to sustain the reader's interest. By the end of key stage 2, many pupils achieve appropriate standards in their writing. In English lessons, they produce extended pieces of writing with a clear structure and many punctuate their work accurately and spell words correctly. However, pupils do not write at a similar standard or with suitable detail in other subjects.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. Most pupils have a good understanding of the language of mathematics and use this confidently when talking about numbers. For example, many younger pupils compare two single digit numbers by using the phrases greater than or less than. In Year 2, many pupils write and order numbers to one hundred accurately, know pairs of numbers which make ten and twenty, add and subtract two digit numbers correctly and identify halves and quarters of shapes. However, pupils do not apply these skills to problem solving activities or use them at an appropriate level in other areas of learning.

In key stage 2, many pupils make sound progress in mathematics lessons. Older pupils read and write numbers to one million accurately. They make reasonable estimates by rounding decimal numbers to the nearest whole number and multiply three digit numbers by a two digit number correctly. They measure angles and calculate the area of irregular shapes accurately. Most pupils' work is well organised

and presented neatly. This helps to ensure the accuracy of their calculations. Across the key stage, pupils are only beginning to apply their numeracy skills to problem solving activities and do not use them at the same level in other subjects.

Throughout the school, pupils do not apply or use their ICT or thinking skills at an appropriate level across the curriculum.

Standards in Welsh language are good in the Foundation Phase. Most pupils' oracy skills are developing appropriately and pupils use Welsh as part of their daily routines well. They speak clearly with good pronunciation. However, pupils' writing skills in Welsh are limited. Most pupils in key stage 2 do not use Welsh confidently in lessons or around the school. They use a limited range of simple sentence patterns confidently. Most pupils' reading and writing skills are not developed well enough. By the end of key stage 2 standards are adequate.

Pupils with additional learning needs generally make good progress from their starting point.

Due to the variable and sometimes small number of pupils at the end of both key stages, the results of pupil assessments have to be treated with care because one pupil's results can have a significant impact on school performance.

For the past two years, teacher assessments at the end of the Foundation Phase suggest that the proportion of pupils who achieve the expected outcome in language, literacy and communication, mathematical development and personal and social development is above the family and Wales averages. However, the proportion of pupils achieving the higher-than-expected outcome in all three areas is below the averages for the family of schools and schools in Wales.

Since 2012, when compared with schools with similar proportions of pupils entitled to free school meals, the performance of pupils at the end of the Foundation Phase has placed the school in the highest 25% for the Foundation Phase indicator and the development of pupils' literacy, mathematical and personal and social skills.

In key stage 2, pupils' performance over the past three years has varied when compared with that of pupils in other schools in the same family. In 2013, the overall performance of pupils was above the average for the family of schools at the expected level, but below the family average at the higher-than-expected level.

When compared with that of schools with a similar proportion of pupils entitled to free school meals, the performance of pupils has been variable in the three core subjects over the past three years.

In both the Foundation Phase and key stage 2, there are no significant differences between the performance of boys and girls or between pupils entitled to or not entitled to free school meals.

## **Wellbeing: Adequate**

Most pupils have a positive attitude towards maintaining a healthy lifestyle. They understand the importance of a healthy diet and taking regular exercise, such as taking part in the school's run a mile initiative. Nearly all pupils feel safe in school. They understand how to seek help if they have worries or concerns and are confident that staff will deal with them fairly and promptly.

Pupils' behaviour is very good, both in lessons and around the school. They are polite and considerate towards each other and show respect towards staff and visitors. Nearly all pupils enjoy their lessons and take part in the tasks set enthusiastically. However, a minority of children lack the skills to work independently.

The school council has not had a significant impact on the life of the school. Recently, a new structure has been set up and regular meetings are now taking place. Members of the council have clearly defined roles, but it is too early to judge the impact of these changes.

Many pupils take part in a number of community activities, such as carol singing for senior citizens and events linked with the local church.

Attendance rates dipped last year, after having improved very slightly over the past three years. When compared with similar schools, pupils' attendance has placed the school in the lower 50% or lowest 25% of schools for the past four years. The new arrangements put in place since September are helping to improve attendance rates.

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

Across the school, teachers plan a suitable range of activities and learning experiences that meet the requirements of the Foundation Phase areas of learning and the National Curriculum appropriately. The curriculum is organised around a range of relevant themes, and recently introduced planning builds progressively on pupils' skills. Teachers are beginning to identify opportunities to develop pupils' literacy and numeracy skills effectively.

Provision for improving pupils' skills in ICT is less well developed. However, changes in planning and recently purchased, new equipment provide improved opportunities for pupils to develop ICT skills appropriately.

Teachers enhance learning experiences through a good range of visits and visitors, residential experiences and extra-curricular clubs. There are different clubs each term, which include gardening, dance, cross-country and athletics. Currently, the school has a choir and a dragon sports club that many pupils attend.

Provision for the development of pupils' Welsh oracy skills in the Foundation Phase is good. Pupils have a good range of opportunities to practise language patterns throughout the day. However, opportunities to write in Welsh in the Foundation

Phase are limited. In key stage 2, provision for Welsh is adequate. Pupils do not have enough opportunities to develop their speaking and listening skills outside of Welsh lessons or to develop their understanding of Welsh culture.

Many pupils are aware of issues related to sustainable development such as recycling and saving electricity. However, their wider understanding in this area is at an early stage of development. They have suitable opportunities to develop their understanding of global citizenship.

### **Teaching: Adequate**

All adults establish positive working relationships with pupils that foster learning successfully. Teachers and support staff are good role models for pupils and manage nearly all pupils' behaviour effectively. Lessons are generally well prepared and effective use is made of opportunities for pupils to work together to discuss their learning. A majority of lessons proceed with appropriate pace and maintain pupils' interest. In a minority of lessons, teachers do not match tasks well enough to the range of pupils' abilities and, as a result, pupils do not make enough progress in the lesson.

All teachers mark pupils' work regularly and provide feedback to pupils about what they are doing well, but they have only recently started to identify what pupils need to do to improve. Most pupils are beginning to be involved in setting their own targets and in assessing their own work and that of others. As these practices are new, staff do not yet apply them consistently and it is too early to identify improvements in standards.

The headteacher uses assessment information well to track pupils' progress. In a short time she has identified the level pupils are working at and what they need to do to improve. Portfolios of work show examples of pupils' work at different levels correctly. However, teachers' assessments at the end of both Foundation Phase and key stage 2 do not always reflect accurately the level achieved by pupils. Reports to parents provide useful information about pupils' progress.

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

The school is a caring and supportive community where staff respect and value all pupils. There are good arrangements to ensure pupils' social, moral, spiritual and cultural development across the curriculum and through a range of visits and visitors.

There are appropriate arrangements to promote healthy eating and drinking. Staff develop pupils' understanding of the benefits of healthy living effectively through the curriculum and a range of extra-curricular activities, such as sports clubs.

The school now has a rigorous approach to promoting good attendance and punctuality. However, it is too early to judge the impact of recently strengthened procedures. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Provision for pupils with additional learning needs is effective. Procedures are in place to identify pupils' learning needs at an early stage. Individual education plans focus well on pupils' specific needs, and teachers involve parents appropriately in setting targets. The school conducts regular reviews of pupils' progress. All pupils have full access to the curriculum.

The school makes good use of specialist services such as the educational psychology and speech and language services. It provides access to a useful range of information for pupils. For example, older pupils receive a growing up talk by the school nurse and the police liaison officer visits the school regularly.

### **Learning environment: Adequate**

The school is an inclusive, caring community with a welcoming ethos. It treats all pupils equally, regardless of their gender, background or ability. Pupils develop respect, tolerance and understanding well by following the good examples set by others.

Internal accommodation, although recently improved, is of a variable standard with a few areas in a poor state of repair. There is sufficient space for the number of pupils on roll. The Foundation Phase classroom is interesting and well set out. However, the school has not yet developed the outdoor learning area well enough to support pupils' learning and independence.

Resources, although recently improved, only adequately support teaching and learning. The school grounds are secure and well maintained.

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

The recently appointed headteacher has a clear vision for the school. In a short time, she has communicated this vision to staff, governors and parents effectively. She leads her small team well and has high expectations of pupils, staff and governors. Staff responsibilities are clear and the headteacher monitors performance with an appropriate focus on the school's priorities and raising standards.

The school is focusing its attention on national priorities appropriately, such as raising standards in literacy and numeracy, assessment for learning, developing pupils' thinking skills and promoting bilingualism. However, it is too early to assess the impact of recent initiatives.

The new headteacher analyses data rigorously and ensures that the governing body has an accurate understanding of pupils' attainment. Governors are effective in supporting the school and promoting its ethos. They have a good understanding of their role and carry out their statutory duties efficiently. They monitor and manage the school's finances carefully. However, governors are not yet rigorous enough in challenging the school to improve. They are not closely involved with the school's self-evaluation and planning procedures.

### **Improving quality: Adequate**

Procedures for self-evaluation are underdeveloped and improvements recently introduced by the new headteacher have not had time to show an impact. Many governors did not contribute directly to the review. The new headteacher compiled the latest self-evaluation report very soon after her appointment and it relies heavily on the work of others. Recent adaptations to the document identify areas for improvement. These include developing self-assessment procedures that focus directly on raising standards. This work is already underway.

Until very recently, leaders and managers did not evaluate the impact of previous development plans rigorously enough. Many of the areas identified for improvement, through self-evaluation procedures, feed into the current school development plan. However, the plan does not define targets for improvement clearly or contain measurable success criteria. The headteacher has not been in post long enough to influence the form or content of the development plan.

The school has responded well to most of the recommendations from the previous inspection. However, it has not fully addressed the recommendations to develop pupils' bilingual skills and to involve governors in the self-evaluation process.

### **Partnership working: Good**

The school benefits from a range of effective partnerships. Strong partnerships with parents contribute significantly to the school's family-like ethos. Parents feel welcome. They appreciate the ease with which they can approach the school and how it keeps them informed about their children's progress and welfare.

The school occupies an important place in the community and there is a strong link with the local church. It works closely with other primary schools in the area and with the secondary school to which pupils transfer. The headteacher is also the head of another local school, and the partnership between the schools is developing very effectively. These arrangements enable the schools to share resources and staff to support each other's professional development.

Strong links with a local pre-school setting and the local secondary school ensure smooth transition from one stage to the next. The school has beneficial partnerships with a local teacher training institution through providing placements for students. It works well in partnership with the local authority and other agencies.

### **Resource management: Adequate**

The school employs enough suitably qualified teachers and support staff to deliver the curriculum effectively. It deploys them appropriately, making good use of their individual expertise. Teachers make efficient use of planning, preparation and assessment time, and leaders organise and manage this well. Effective arrangements are now in place to identify and meet staff development needs appropriately.

Overall, there are sufficient resources that match pupils' needs appropriately. The school has recently carried out an audit of resources to identify effectively future spending priorities. Given the limitations imposed by the size and age of the building, the school manages its accommodation well. The school manages its budget appropriately and reserves are within recommended limits.

In view of the standards achieved by pupils, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

There are small numbers of pupils in each year group which can significantly affect the school's overall performance in end of key stage assessments in comparison with national benchmarks from one year to the next.

The school is the least challenged in its family of schools. The family of schools is a group of schools that face broadly similar challenges.

In the Foundation Phase for the past two years, 100% of pupils achieved the expected level in relation to the development of their language, literacy and communication, mathematical development and personal and social development (the Foundation Phase indicator). This is above the average for the family and for schools in Wales. However, the percentage of pupils who achieved the higher-than-expected level is below the average for the family and Wales for language, literacy and communication, mathematical development and personal and social development.

When compared with schools in Wales with similar proportions of pupils entitled to free school meals, the school's outcomes have placed it in the highest 25% for the development of pupils' language, literacy and communication skills, mathematical development and personal and social development for the past two years.

In 2013, the percentage of pupils at key stage 2 who achieved the expected level or above in English, mathematics and science (the core subject indicator) was above the average for the family and schools in Wales. Overall the trend for improvement is variable with the school performing above or in line with family and Wales averages in the core subject indicator, English and mathematics for two out of the past three years. Results for science have been below the family and Wales averages for two out of three years.

In 2013, in relation to schools with a similar proportion of pupils entitled to receive free school meals, the school was in the highest 25% for the core subject indicator, English, mathematics and science. However, over the past three years the school has been in the lower 50% and bottom 25% of schools for English and mathematics and in the bottom 25% for science for two out of the past three years.

The proportion of pupils who achieve the higher-than-expected level in English is around the average for the family. This is an improvement on previous years. Mathematics has been consistently above, and science has been below or well below, the average for the family for the past three years. At the higher level, the school's performance in comparison to schools with a similar proportion of pupils entitled to free school meals, places it in the top 25% for English and mathematics and in the lower 50% in science.

Boys and girls perform equally well in language, literacy and communication, mathematical development and personal and social development at the expected level and the higher-than-expected level in the Foundation Phase.

In key stage 2, the performance of girls and boys is similar at the expected level for all core subjects. Boys perform slightly better than girls at the higher-than-expected level in English and mathematics, but the difference is less than the family average.

## 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.	20	20 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	20	20 100%	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.	20	20 100%	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	20	20 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	20	18 90%	2 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	20	20 100%	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.	20	20 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	20	20 100%	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.	20	18 90%	2 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.	20	18 90%	2 10%	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.	20	20 100%	0 0%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	20	20 100%	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.	21	14 67%	7 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	21	17 81%	4 19%	0 0%	0 0%	0	Mae fy mhentyn 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.	21	18 86%	3 14%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	21	14 67%	6 29%	1 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	21	13 62%	8 38%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	21	11 52%	9 43%	1 5%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	13 62%	7 33%	1 5%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	21	8 38%	7 33%	2 10%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	21	15 71%	6 29%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	21	13 62%	7 33%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	21	17 81%	4 19%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	19	8 42%	7 37%	1 5%	1 5%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	4%	1%		
I am kept well informed about my child's progress.	21	10 48%	10 48%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	21	16 76%	3 14%	1 5%	1 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	21	10 48%	6 29%	2 10%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	21	14 67%	4 19%	1 5%	0 0%	2	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	10 50%	4 20%	1 5%	0 0%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	20	12 60%	7 35%	1 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	21	14 67%	5 24%	2 10%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Jane Rees	Reporting Inspector
Andrew Thorne	Team Inspector
Christopher Ian Dolby	Team Inspector
Justine Barlow	Lay Inspector
Paul Harries	Peer Inspector
Olga Phelps	Nominee

## Copies of the report

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