



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

**Ysgol Y Castell
Priory Street
Kidwelly
Carmarthenshire
SA17 4TR**

Date of inspection: June 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 19/08/2014

Context

Ysgol Y Castell is situated in the small town of Kidwelly, Carmarthenshire about nine miles to the west of Llanelli. The school caters for pupils between three and eleven years of age. There are currently 268 pupils on roll, organised into 11 classes. The number on roll has increased steadily over recent years, and as a result, two additional temporary classrooms were added to the building in 2011. There are currently 11 full time and two part-time teachers. The non-teaching headteacher took up her post in 1999. The last school inspection was in 2008.

Approximately 23% of pupils are entitled to free school meals, which is slightly above the national average of 20%. The school has identified 20% of pupils as having additional learning needs, which is in line with the national average. A very few pupils have statements of special educational needs. Most pupils speak English as their home language. Very few pupils speak Welsh at home. The local authority looks after a very few pupils.

The individual school budget per pupil for Ysgol y Castell in 2013-2014 means that the budget is £3,381 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £8,152 and the minimum is £2,941. Ysgol y Castell is 85th out of the 106 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	Excellent

Current performance

The current performance is good because:

- almost all pupils make good progress from their individual starting points;
- pupils' skills in oracy are particularly well developed;
- pupils with additional needs or from potentially vulnerable backgrounds make good progress as a result of the caring provision they receive;
- the school's curriculum is engaging and exciting; and
- pupils enjoy school, and are well motivated and proud of their achievements.

Prospects for improvement

The prospects for improvement are excellent because:

- the school is well led and managed by an extremely effective headteacher and team of senior leaders;
- leaders have very high expectations of everyone in school;
- leadership is distributed very effectively;
- all stakeholders share the headteacher's vision of how to address deprivation in all its forms, which permeates across all areas of the school's life;
- robust and accurate self-evaluation through rigorous monitoring leads to successful school improvements; and
- the governing body works strategically and is a supportive but critical friend of the school.

Recommendations

- R1 Improve the presentation skills of a minority of pupils
- R2 Build on the existing good practice to ensure that all teachers consistently provide activities that challenge pupils of all abilities
- R3 Ensure that all pupils have regular opportunities to write imaginatively at length

What happens next?

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

Pupils' skills in oracy are particularly well developed. Many pupils are articulate and confident speakers, able to put their opinions across clearly in discussion. They work together collaboratively and co-operatively to share their ideas, and challenge and support their peers' learning.

Most pupils make good progress with their reading. By Year 2, many pupils are able to talk enthusiastically about books that interest them and name their favourite authors. Almost all pupils make good use of their knowledge of the sounds that letters make to work out unfamiliar words. Many read aloud with expression and understanding. They use their understanding of the context well, for example to correct their own mistakes. By Year 6, many pupils read widely for pleasure and enjoy a good range of books. They speak fondly of the 'author of the year', whose books their teacher reads aloud to them in class. More able pupils are able to infer meaning beyond the literal text and predict possible storylines.

Many pupils have a good grasp of spelling and grammar in their writing. In the Foundation Phase, many pupils know how to spell words they use frequently, and use their knowledge of sounds to make good attempts at spelling unfamiliar words. By Year 2, most pupils can write lists and instructions well, and more able pupils write simple letters, reports and stories independently. A majority can use accurate punctuation. By the end of key stage 2, many pupils are able to form legible joined handwriting, although a minority of pupils across the school do not present their work neatly enough. Many pupils write effectively in a good range of different genres and subjects, especially using non-fiction texts. However, too few pupils write at length frequently enough, particularly when writing imaginatively.

Most pupils make good progress in mathematics. By Year 2, many pupils can add and subtract numbers to 100 and are able to work out simple tables facts. They can tell the time and measure length, weight and capacity using standard units. By the end of key stage 2, many pupils are competent mathematicians. They complete calculations accurately using the four rules, and work out percentages and fractions of quantities. They handle data well. Many older pupils have well-developed numeracy skills, which they use effectively, for example in their topic work. This is partly because they have learnt to use their thinking and reasoning skills to solve problems in mathematics lessons, and are able to apply this knowledge well in other subjects.

Most pupils make good progress in developing their skills in information and communication technology (ICT). In the Foundation Phase, pupils use technology effectively to control simple toys and to convey and research information. They use a range of applications confidently and effectively. By the end of key stage 2, pupils make good use of control programmes, for example to draw accurate mathematical shapes and patterns. They are able to communicate clearly using word processing,

presentation software and posters, and use technology efficiently for research. In addition, they can represent information accurately in spreadsheets and ask the right questions to find out answers from databases.

Standards in Welsh are good. By the end of Foundation Phase, most pupils show a good understanding in simple conversation. They can respond to basic questions following patterns they have learnt. In written work, most pupils have a good mastery of simple language patterns and a growing vocabulary. By the end of key stage 2, most pupils produce a good range of written work. More able pupils produce extended pieces of writing in Welsh to a good standard and use correct mutations in their written work. They read with understanding and good intonation. Many pupils speak confidently in Welsh about their own experiences, for example linked to material they have read. They use extended sentences well.

In the Foundation Phase, pupils' performance in 2013 at the expected outcome 5 was above that in 2012 in all areas of learning. Pupils' performance in the Foundation Phase indicator, literacy and mathematical development in 2013 placed the school in the higher 50% compared with similar schools. Pupils' performance at outcome 6 in 2013 was lower than in 2012 in literacy, moving the school from the top 25% to the higher 50% compared with similar schools. In mathematical development, pupils' performance at outcome 6 in 2013 was slightly higher than in 2012, although the school remained in the lower 50%.

In key stage 2, at the expected level 4, pupils' performance was higher than in 2012 for all subjects. When compared with similar schools, pupils' performance in 2013 placed the school in the top 25% for the core subject indicator and English, and the higher 50% for mathematics and science. At the higher-than-expected level 5, performance in English and science was lower than in the previous year while performance in mathematics was higher. When compared with similar schools, pupils' performance at level 5 in 2013 placed the school in the bottom 25% for English, the lower 50% for mathematics and the higher 50% for science.

In 2013, pupils entitled to free school meals achieved better than their peers at the end of key stage 2. Over time, both groups of pupils achieve equally well.

Wellbeing: Good

Most pupils have a good understanding of how to keep healthy. They know how to keep themselves safe, both in school and online. Many pupils take part in a good range of physical activities, including sports and gardening.

Most pupils behave very well both in lessons and on the playground. They are unfailingly polite and talk proudly to visitors about their school. Many pupils develop a love of learning, which prepares them well for the next stage of their education. Nearly all concentrate well in lessons and are enthusiastic about the topics they study. Many pupils develop good reasoning and thinking skills and, when appropriate, they make choices about how and what they learn. They make decisions about their life in school, for example through the school council, which has worked with the school's leaders to reward good behaviour.

Attendance is particularly good and has consistently placed the school in the top 25% when compared to similar schools. Pupils are punctual and late arrivals to school in the morning are rare.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The broad and balanced curriculum meets pupils' needs very well. Topics are exciting and imaginative, and make meaningful links between many of the subjects studied, the locality and real life. Topics include an embedded range of memorable experiences, such as a visit with a local paralympian to the Paralympic games in London. These broaden pupils' horizons and raise their aspirations.

The provision for pupils to develop their skills in literacy and numeracy is cohesive and carefully coordinated. For instance, all pupils experience well-planned lessons in mathematical reasoning, and subsequently have opportunities to use and apply this skill through a stimulating range of activities in other subjects. Leaders analyse the school's data well to develop provision that is well suited to learners' needs, for example in initiating a systematic programme to improve pupils' phonic knowledge, spelling and reading skills. However, although there are many opportunities for pupils to write non-fiction texts within their themed work, the opportunities for pupils to write at length imaginatively are limited. Suitable intervention programmes, delivered by skilled teaching assistants, ensure that pupils at risk of falling behind can catch up with their peers.

The school community is proud to be Welsh. The curriculum includes many well-chosen opportunities for pupils to learn about their Welsh cultural heritage. Adults are good role models for the Welsh language, and leaders exploit opportunities for pupils to communicate in Welsh, for example at the fruit tuck shop.

The school's provision for sustainable development and global citizenship is a particular strength. The eco committee are proactive in saving energy and drawing attention to wasted resources within the school. For example, on 'dark days' the school community has halved their energy use by drawing attention to the amount of energy routinely wasted.

The school has many purposeful links with other countries, which it exploits very effectively to teach pupils about global society. Pupils visit St Jacut de la Mer annually as part of the Kidwelly twinning project. They learn French in preparation for their visit, and enjoy many cultural experiences during their time abroad. As a result, they have a good first-hand understanding of the difference between Welsh and French culture. Leaders regularly host visitors from Ysgol Y Castell's partner schools around the world, for example in Lesotho. Teachers' visits to other countries, for example as part of link projects, have a very positive impact on pupils' cultural awareness and global citizenship.

Teaching: Good

Teachers across the school deliver exciting lessons that stimulate pupils to learn. In almost all classes, teachers explain tasks carefully and clearly, to ensure that their pupils understand. Teachers and teaching assistants model the correct technical vocabulary very well. They ask carefully chosen questions to encourage pupils to think about their learning. In most classes, the activities that teachers provide take good account of pupils' different starting points. As a result, all groups of pupils make good and sometimes rapid progress. However, in a few lessons, pupils of all abilities complete the same tasks and as a result, in these lessons, the activities do not challenge all pupils to make the progress they should.

There are very positive and respectful relationships between adults and pupils in all classrooms. Teachers and teaching assistants manage pupils' behaviour particularly well. They find ways to include all pupils in lessons, including those whose behaviour can be challenging.

Teachers generally mark pupils' work thoroughly and consistently. Older pupils respond appropriately to teachers' marking. They assess their own work and each other's work well against the success criteria.

Teachers assess pupils' work accurately. They make good use of assessment information to track pupils' progress and take action wherever progress slows. Teachers write detailed and informative reports to parents each year and provide a good range of opportunities for parents to be involved in supporting their child's learning.

Care, support and guidance: Excellent

The school provides an excellent range of rich cultural experiences, which broaden pupils' horizons and raise their aspirations. Strong moral experiences contribute to the ethos of calm and respect that permeates all aspects of the school. As a result, pupils take responsibility for and understand the consequences of their own actions.

Pupils' spiritual development is very good. Pupils have many opportunities to ask questions and reflect on their own understanding and beliefs, for example through regular 'Godly Play' sessions. Leaders are proactive in building relationships with the wider community, which support pupils' care and guidance particularly well. There are very robust procedures to ensure high attendance and punctuality. The school has very good arrangements to promote healthy eating and drinking.

Arrangements for safeguarding pupils meet and exceed requirements and give no cause for concern. The school's provision for pupils whose circumstances might make them vulnerable is exemplary. Leaders keep very detailed records in all aspects of safeguarding and, as a result, interventions to support pupils experiencing turmoil in their lives are both timely and precisely targeted. The school has excellent links with specialist services, for example through the 'team around the family' and education welfare services.

Leaders have extensive and up-to-date knowledge of how to support vulnerable pupils, including those with emotional as well as learning needs. Well-trained teaching assistants support both groups and individuals very well, in order that they can access tasks and activities in class very effectively. Individual pupils receive very well-tailored and innovative interventions which result, for example, in a reduction in exclusions, improved behaviour, and a positive reintegration into class. The school is working with the Welsh Government to pilot new support procedures for pupils with additional learning needs. Leaders share this work with other schools in the local authority and beyond.

Learning environment: Good

The school's inclusive ethos promotes equal opportunities and diversity well. The school has exemplary statutory policy documentation, which leaders review regularly. All pupils have equal access to all areas of learning. The school provides a very caring and organised community where everyone feels valued and safe.

The accommodation includes a suitable range of classrooms located in the main building and in one large temporary building in the school's spacious grounds. The school makes the best possible use of the limited internal space available. The breakfast club and after school club make daily use of the small school hall. Additionally, the school makes good use of the local community hall for concerts and larger functions.

The school makes effective use of pupils' work and displays to enrich the environment and to enhance learning. Teachers make good use of the extensive external play areas, gardening areas and sporting facilities such as the all-weather playing surfaces available in the school grounds.

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

Leadership: Good

The headteacher leads the school very effectively. She has clear aims and high expectations, focused on meeting all pupils' needs and attaining high standards. All stakeholders share the headteacher's vision of the need to address deprivation in all its forms. This permeates all aspects of school life. As a result, all staff are committed to ensuring that all pupils have access to opportunities to enrich their lives and raise their aspirations.

Leaders promote a highly effective, professional learning culture throughout the school, which supports the good achievement. The senior management team play a key role in analysing whole school data and identifying areas needing improvement. Leaders support and challenge all staff well, through robust performance management and professional development. They implement policies and initiatives consistently well, including those that meet national and local priorities.

Throughout the school, teachers and classroom assistants work very well in teams. They analyse individual pupil data very effectively to identify shortcomings, and put in place effective plans to improve pupils' outcomes. All staff, including administrative

staff, know their roles and responsibilities well and understand how they can contribute to the school's continued success.

The governing body is very knowledgeable about the school. The committee structure supports the work of the full governing body well. Communication between the school and its governors is a particular strength. Governors receive a large amount of information and insight into the school's strengths and areas in need of development, from detailed headteacher's reports. Governors support and challenge the school effectively and hold leaders and managers to account well.

Improving quality: Excellent

The school's systems for self-evaluation are extremely robust. They lead to a very accurate evaluation of performance. All staff and governors contribute well to self-evaluation strategies based on an extensive range of first-hand evidence, including a rigorous analysis of assessment data, astute lesson observations by the headteacher and the outcomes of staff monitoring reports based on scrutiny of pupils' work. Leaders at all levels monitor and evaluate thoroughly the quality of work across the school, and do not tolerate mediocrity. The school routinely seeks and takes good account of the views of pupils and parents. For example, pupils' views expressed in a recent questionnaire have led to a change in the school's reward systems.

Senior leaders have an extensive understanding of the school's strengths and shortcomings. The school's self-evaluation report is detailed and comprehensive. It accurately identifies where improvements are required. The school improvement plan has clear success criteria, costings, timescales and measurable targets. The monitoring of progress is very thorough and a strong feature in the process. Regular reviews ensure that responsible staff complete actions successfully within the set timescales.

Leaders make focused use of self-evaluation to target initiatives precisely. The school uses the information imaginatively to broaden the horizons and raise aspirations of all pupils, especially those from a wide range of deprived backgrounds. These actions are highly effective, for example in improving not only pupils' academic standards, but also in improving self-esteem and wellbeing. This practice is at the forefront of the drive across Wales to eradicate disadvantage in any form.

Partnership working: Good

The school has a wide range of effective partnerships, which meet pupils' needs well. For example, work with the local allotment association has supported pupils' understanding of where their food comes from and how it is grown. A partnership with the local care home has resulted in pupils developing an enriched understanding of life in Wales during the second world war. A local business has sponsored the school's new sporting strip, which pupils designed. Partnerships with parents are extremely positive and support pupils' learning well, for example in ensuring good attendance.

The school has effective procedures in place to moderate pupils' work with the local cluster of schools and, as a result, assessment outcomes at the end of key stage 2 are accurate. The school works collaboratively with other schools, for example to access affordable high quality professional development.

Transition arrangements for pupils joining secondary schools are robust, particularly for those pupils who may find transfer difficult. Families who join the nursery have a personalised welcome to the school and a series of good induction procedures, for example through 'language and play' sessions.

Resource management: Good

The school deploys teachers and teaching assistants very well to meet the needs of all pupils. Well-qualified support staff provide very effective support, particularly for vulnerable pupils. The school uses a good range of high quality learning resources well to engage and to interest pupils in their learning.

The staff training plan ensures that there are opportunities for all staff to take part in training relating to school and national priorities. Teaching assistants receive well-tailored training in all aspects of school life, including a wide range of intervention programmes. There are many very effective networks of professional practice within the school. These have helped teachers to share their expertise in improving learning experiences for pupils, for example in addressing an identified shortcoming in subtraction calculation strategies.

The headteacher, governing body and school administrative officer manage the school budget prudently and monitor spending rigorously. The school is very effective in securing additional funding for specific projects aimed at improving pupils' wellbeing and opportunities for out of school learning, for example through the local twinning association.

Due to the highly effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, performance in 2013 at the expected outcome 5 was above that in 2012 in both literacy and mathematical development. In the Foundation Phase indicator, pupils' performance in 2013 moved the school from the lower 50% to the higher 50% when compared with similar schools. Pupils' improved performance in mathematical development moved the school from the bottom 25% to the higher 50%. In literacy, pupils' performance maintained the school's position in the higher 50%, while in personal and social development pupils' performance retained the school's position in the lower 50% when compared to similar schools.

At the higher-than-expected outcome 6, pupils' performance in 2013 was lower than in 2012 in literacy, moving the school from the top 25% to the upper 50% compared with similar schools. In mathematical development and personal and social development, pupils' performance in 2013 was slightly above performance in 2012. However, when compared with similar schools, the school remained in the lower 50% for mathematical development and the bottom 25% for personal and social development.

In 2013, pupils' performance in literacy and mathematical development at both the expected and higher-than-expected levels placed the school above the average for the family. At outcome 5 in literacy and mathematical development, pupils' performance placed the school above the national average; however, at outcome 6 pupils' performance placed the school below the national average. In personal and social development, pupils' performance at the expected level placed the school above the family average but below the national average. At the higher-than-expected level, pupils' performance placed the school below the national and family averages.

In key stage 2, at the expected level 4, pupils' performance in the core subject indicator in three of the past four years has placed the school in the top 25% compared with similar schools. However, in 2012 pupils' results placed the school in the lower 50%. In English, mathematics and science, pupils' performance at the expected level 4 has placed the school in the top 25% or upper 50% in three of the past four years, but in the lower 50% in 2012. Pupils' performance has placed the school consistently above the family average at the expected level in all areas of learning, and above the national average in every year except 2012.

At the higher level 5, performance in English and mathematics in 2013 was below that of previous years. When compared with similar schools, pupils' performance at level 5 moved the school from the top 25% in 2012 to the higher 50% in 2012 and the bottom 25% in 2013. In mathematics, pupils' performance placed the school consistently in the higher 50% until 2013, when pupils' performance moved the school to the lower 50%. In science, pupils' performance has moved the school from the top 25% to the higher 50%. Pupils' performance at the higher-than-expected level in all subjects has placed the school consistently below the national average apart from in 2011, when it was above the national figure. Pupils' performance has

fluctuated in English and science compared with the family of schools. However, in mathematics pupils' performance has placed the school consistently above the family of schools' average.

There is little difference between girls' and boys' performance in the Foundation Phase, although in 2013 at the higher-than-expected outcome 6, boys' achieved better than girls in mathematics. At key stage 2, girls and boys achieve equally well in mathematics and science. In 2013, girls achieved better than boys in English. Over time, there is very little difference between the performance of pupils eligible for free school meals and that of their peers. On a number of occasions, in all areas of learning and at the expected and higher-than-expected levels, pupils eligible for free school meals achieve better than their peers.

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.	113	112 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	112	101 90%	11 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	113	113 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	113	111 98%	2 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	113	111 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	112	112 100%	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.	113	112 99%	1 1%	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.	112	112 100%	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.	113	102 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.	113	105 93%	8 7%	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.	111	93 84%	18 16%	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	113	92 81%	21 19%	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.	48	36 75%	11 23%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	48	35 73%	13 27%	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.	47	38 81%	9 19%	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.	48	30 62%	14 29%	1 2%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	48	24 50%	17 35%	1 2%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	48	30 62%	15 31%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	30 62%	15 31%	0 0%	0 0%	3	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.	43	23 53%	9 21%	2 5%	0 0%	9	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.	47	31 66%	13 28%	1 2%	0 0%	2	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.	46	30 65%	15 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.	46	35 76%	11 24%	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.	46	28 61%	13 28%	0 0%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	48	29 60%	13 27%	3 6%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	48	36 75%	12 25%	0 0%	0 0%	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.	48	28 58%	14 29%	1 2%	1 2%	4	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.	46	29 63%	13 28%	0 0%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	41	17 41%	14 34%	1 2%	1 2%	8	Mae fy mhlentyn 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.	48	37 77%	11 23%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	48	35 73%	10 21%	0 0%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Fiona Arnison	Reporting Inspector
Buddug Bates	Team Inspector
Terry Davies	Lay Inspector
Joanne Rees	Peer Inspector
Jane Wareham	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 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.