



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

A report on

**Bigyn County Primary
Bigyn Park Terrace
Bigyn
Llanelli
Carmarthenshire
SA15 1DH**

Date of inspection: July 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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 2015: 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: 09/09/2015

Context

Bigyn County Primary School is in the town of Llanelli and draws its pupils from the area immediately surrounding it. There are 236 pupils on roll, aged 3 to 11 years, organised into eight single-age classes. The school has eight full-time and five part-time teachers.

Around 32% of pupils are eligible for free school meals, which is significantly above national averages. The school identifies around 51% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs.

Most pupils are of white British ethnicity and speak English as their home language. During the last 12 months, there were seven fixed-term exclusions. A few pupils are looked after by the local authority.

The last inspection of the school was in March 2009. The headteacher took up his post in September 2014.

The individual school budget per pupil for Bigyn C.P. School in 2014-2015 means that the budget is £3,401 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Bigyn C.P. School is 87th out of the 95 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress over time and overall standards are improving
- Many pupils with additional learning needs make good progress and often perform equally as well as other pupils
- Most pupils make good progress in writing and they apply their numeracy skills effectively across the curriculum
- Most pupils develop their thinking skills and solve real life problems confidently
- Overall, the quality of teaching is good and teachers plan interesting lessons, which engage nearly all pupils
- The quality of care, support and guidance is a strength of the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a strong vision to promote improvement in standards and wellbeing, which he shares clearly with all staff and governors
- All staff work successfully to create a well-ordered, and inclusive learning environment
- Governors are supportive of the school's work and are developing their role as critical friends well
- The school has recently adopted a wide range of effective procedures for self-evaluation and has an accurate picture of its strengths and areas for development
- There is a clear link between the school's self-evaluation procedures and planning for improvement
- Leaders have followed up identified shortcomings quickly and robustly and there is an impact on raising standards
- A range of strong partnerships are effective in raising pupils' wellbeing and the standards they achieve

Recommendations

- R1 Raise the standards that more able pupils achieve
- R2 Improve attendance
- R3 Improve provision for teaching information and communication technology (ICT) skills
- R4 Ensure that tracking data is analysed robustly for all groups of pupils across all years

What happens next?

Placing a setting/school in LA monitoring

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, around half of pupils have skills below that expected for their age. From their individual starting points, most pupils make good progress over time. By the end of key stage 2, many pupils with additional learning needs make good progress and often perform equally as well as other pupils.

By the end of Foundation Phase, most pupils speak confidently and nearly all pupils listen attentively during lessons. Most pupils read in line with their ability and use their knowledge of sounds well to attempt unfamiliar words. They demonstrate a good understanding of the purposes of punctuation in their reading. Most read with enjoyment and increasing expression. Across the Foundation Phase, most pupils make good progress in writing. Most pupils produce a wide variety of good quality written work including, for example a recount of a trip to the local allotment and a visit to a wildfowl and wetland centre. Most pupils develop neat handwriting, spell simple words accurately and use basic punctuation correctly.

Across key stage 2, pupils continue to build on the good progress made. By the end of key stage 2, nearly all pupils make good progress in developing their literacy skills. Nearly all listen attentively in a variety of different contexts. Most pupils speak confidently in a range of formal and informal situations. At the end of key stage 2, pupils use their oracy skills to good effect, for example when rehearsing for a performance of a play, at a local theatre. Nearly all pupils have a positive attitude towards books and talk confidently about the range of authors they enjoy reading. They identify the features of continuous and non-continuous texts well and recognise how non-fiction and fiction texts vary in purpose and layout. Most older pupils read fluently, demonstrating a good understanding of texts they enjoy. They use their research skills to effectively when reading about topics of their own interest such as Ebola.

By the end of key stage 2, most pupils make good progress in writing. Nearly all pupils produce a wide range of extended writing of good quality, for example reports about such subjects as Llanelli and a biography on Queen Victoria. More able pupils use writing skills well across the curriculum, for example when arguing against child labour. Nearly all pupils present their writing with great pride.

Across the school, pupils make good progress from their lower than expected starting points in numeracy. By the end of the Foundation Phase, pupils develop a good range of number skills, which they can apply in real life situations, for example when they use money to buy everyday items. Most pupils develop a good understanding of shape and time. Most pupils use their problem solving skills effectively when, for instance, they investigate triangular patterns.

By the end of key stage 2, most pupils develop a good understanding of written methods of addition, subtraction, multiplication and division. They use their number

skills well when calculating perimeter and areas. Most pupils apply their numeracy skills effectively across the curriculum, for example when collecting data about favourite fruits needed for the school tuck shop or calculating the amount of electricity used by the school.

Most pupils develop their thinking skills effectively across the curriculum and solve real life problems well during focused topic challenges.

In both key stages, pupils display enthusiasm for learning and speaking the Welsh language. Nearly all make good progress, and are confident in practising their oral skills, particularly with visitors. In the Foundation Phase, most pupils ask and respond to simple questions independently following basic patterns. By the end of the phase, a few are competent to register the class and ask questions about weather and temperatures. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, and extend their answers well. Many pupils' Welsh reading skills are well developed and they demonstrate a sound understanding of the text. By the end of key stage 2, many write well independently for a range of purposes.

Over the last three years in the Foundation Phase, the performance of pupils at both the expected and higher outcome has fluctuated widely in literacy and mathematical development when compared to levels in similar schools. In key stage 2, there is no clear trend in pupil performance in English, mathematics and science at the expected and higher than expected levels. For the last four years, performance in all three subjects has varied considerably when compared to levels in similar schools.

Over time, the performance of pupils eligible for free school meals has improved and there is now no significant difference between their performance and the performance of other pupils.

Wellbeing: Adequate

Nearly all pupils feel safe in school and know whom to talk to if they have a problem. Most have a good understanding of how to eat healthily and many take part in extra-curricular activities such as football, rugby and netball, which improve their physical fitness.

Nearly all pupils are motivated and have positive attitudes towards learning. They enjoy their work and engage enthusiastically in activities. Nearly all pupils behave well in and around the school. They are respectful and courteous towards each other and adults.

Members of the school council and eco committee display responsible attitudes and are keen to improve their school. They represent pupils' opinions well and take an increasing role in the life of the school. They make decisions that impact positively on the curriculum and their environment, for example through the creation of the "Bigyn Biz" tuck shop.

Though currently improving, the school's overall attendance rates over the last four years have placed it consistently below the average when compared with similar schools. Nearly all pupils arrive on time at the start of the school day.

Nearly all pupils across the school have a good understanding about what they do well. They use their targets effectively to improve their own work. Nearly all more able pupils contribute to planning what they will learn, for example when they plan and research a specific topic about the effects of Ebola across the world.

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

Learning experiences: Good

The school provides a broad and balanced curriculum that stimulates and engages all pupils effectively. All staff plan topics successfully to meet the needs of all pupils. Planning for the implementation of the National Literacy and Numeracy Framework is comprehensive. Activities provide worthwhile opportunities for pupils to apply their literacy, numeracy and thinking skills across the curriculum. However, opportunities to develop ICT skills are less well developed.

The school provides a varied range of extra-curricular activities, which engage pupils and their parents. These worthwhile opportunities often broaden life experiences for families, such as the cooking sessions organised by the family liaison worker. A range of trips and visitors to the school, such as the visit from the local supermarket representative, enrich the curriculum successfully.

The school meets the learning needs of all pupils well. Intervention groups are effective in providing focused support for those pupils who require additional support in literacy and numeracy, including those who have English as an additional language and more able pupils.

The planned daily provision for the development of pupils' Welsh language skills throughout the school is good. Provision to develop the Welsh dimension enables pupils to develop a sound understanding of their Welsh heritage. For instance, a recent Dylan Thomas week, a visit from a steel worker and studies of Sandy Water Park enhance pupils' understanding of Welsh poets and local history and places.

Provision for sustainable development and global citizenship is effective. Pupils, for example, develop a good understanding of the importance of saving energy. Class activities are successful in helping pupils to understand the differences in how people live in Wales and in other countries. The school celebrates its cultural diversity effectively to help all pupils understand the wider world.

Teaching: Good

All teachers plan engaging lessons, which have a clear focus for pupils. Introductions to lessons are purposeful and allow learners to participate actively. All teachers have good up to date subject knowledge and have high expectations of all pupils. Teachers use a range of engaging strategies effectively, to ensure that they challenge pupils appropriately. All teachers are effective role models in both English

and Welsh. All adults establish highly effective working relationships with pupils, which underpin effective behaviour management. All support teachers and learning support assistants provide high quality help to learners of all abilities.

Focused feedback to pupils provides them with an understanding about what they do well and what they need to do to improve their work. Regular opportunities ensure that pupils are confident to evaluate their own and others' work. Good quality feedback to pupils enables pupils to set their own targets and assess how well they are progressing. Staff use feedback from pupils well to inform their day to day teaching.

Staff track pupil progress and use a range of assessment information to inform pupil outcomes at an individual level across the school. They track performance over time and have begun to measure the impact provision makes on all groups of pupils at the end of key stages. However, data is not routinely analysed for all groups of pupils within and across year groups. Reports to parents are clear and provide a good range of information about pupils' progress and their areas for improvement.

Care, support and guidance: Good

The school is a caring community where pupils generally feel safe and happy. There is a good range of appropriate policies in place for promoting pupils' healthy living and their wellbeing. For example, the school's physical education programme and participation in inter school sporting events are effective. The school makes appropriate arrangements for promoting healthy eating and drinking. Staff promote pupils' spiritual, moral, social and cultural development well, through stimulating topics and a range of appropriate activities, which celebrate the diversity across the school. There are effective arrangements to improve pupils' levels of attendance and these are beginning to raise recent attendance levels.

The school makes appropriate use of specialist support services to provide advice for pupils with a range of learning needs, especially those with behaviour and emotional difficulties. The school collaborates well with key agencies such as the education welfare officer, educational psychology and behavioural therapy services to reduce the risk of harm to pupils. Services to support pupils with English as an additional language are effective. These services, together with good quality school provision, have a positive effect on improving pupils' behaviour, confidence, achievement and relationships.

The school caters for pupils with additional learning needs effectively. It identifies pupils with specific needs and intervenes at an early stage to support them. Individual education plans focus well on pupils' needs and are successful in helping pupils achieve in line with their abilities. The school makes successful use of staff expertise to implement a variety of effective intervention strategies to support pupils with specific needs.

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

Learning environment: Good

The school mission statement promotes inclusivity 'Living and Learning Together'. There is a supportive and positive ethos throughout the school with a strong focus on equality and diversity. There is equal access to the curriculum and learning opportunities for all pupils.

Staff treat all pupils with respect and dignity. The school celebrates individual pupil achievements and positively reinforces the importance of celebrating differences and respecting the diversity of pupils' backgrounds.

The school uses its accommodation well to promote effective teaching and learning despite the constraints of small classrooms. Outside areas are stimulating for learning and play. The school benefits from a football field, large grass areas, and a wide variety of equipment including a climbing wall.

Resources match pupils' needs well, except for those to support ICT. The toilets, however, are in need of improvements.

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

Leadership: Good

The headteacher has a strong vision to promote improvement in standards and wellbeing. He leads by example and all staff share his vision. They work purposefully together to provide a calm, happy and welcoming environment. In a short time, there has been measurable improvement in important areas such as teaching. All staff work successfully to create a well-ordered and inclusive learning environment for pupils. All teachers have job descriptions, which outline roles and responsibilities appropriately. Performance management systems for teachers are effective and targets link to the school's strategic aims, for example positively impacting on standards in writing.

Senior leadership and staff meetings focus well on school improvement issues and all staff take forward agreed actions well.

The school is successful in meeting many local and national priorities, such as closing the gap between the attainment of free-school-meal pupils and other pupils. Staff are implementing the requirements of the Literacy and Numeracy Framework well in work across the curriculum.

Governors are supportive of the school's work. They meet regularly and are aware of their responsibilities. A few governors take an active role in visiting the school regularly to work alongside pupils and to attend specific days to scrutinise pupils' work and to meet subject leaders. This has helped them to gain a better understanding of the school's strengths and areas for improvement. Presentations on the school's performance data ensure that the governors have a sound knowledge of how performance compares with that of similar schools. They are developing their role as critical friends well.

Improving quality: Good

The school has recently adopted a wide range of effective procedures for self-evaluation. Leaders have carried out a focused range of monitoring procedures to help them identify priorities for school improvement, particularly to raise standards of teaching and improve the standard of pupils' writing. In a short time, there has been measureable improvement. It is too soon for this to show in verified data. Leaders draw on first-hand evidence appropriately, including analysis of data at end of key stages, scrutiny of pupils' books and discussions with pupils. The monitoring timetable sets out a worthwhile range of manageable activities to take place over an agreed timescale. Leaders have followed up identified shortcomings quickly and robustly and this has the effect of raising standards in targeted areas.

The self-evaluation report is descriptive in places but presents a broadly accurate picture of the school's strengths and areas for development. There is a clear link between the school's self-evaluation procedures and planning for improvement.

The school improvement plan has a large number of targets, but focuses appropriately on national priorities and areas identified by the headteacher and leadership team as needing improvement. In a short time, leaders have ensured improvements against important priorities.

Partnership working: Good

The school works well with a wide range of partners to improve pupils' standards and to enhance their wellbeing. Very good use is made of additional grant funding to employ a family foundation project co-ordinator. This is having a significant effect on securing additional funding for well-planned activities, which have significantly increased parental involvement to improve the wellbeing and attainment of vulnerable pupils. Parents feel comfortable in approaching the school.

Parents and members of the community make a significant contribution to after school learning, for example through the gymnastic club and managing the school allotment.

The school's planning for pupils to move smoothly from one phase to another is thorough. Foundation Phase teachers visit and plan activities for pupils who will enter the nursery. There are effective transition programmes, which start in Year 4, to ensure a smooth transition for pupils to the high school. The school works effectively within the cluster to moderate and quality assure assessment outcomes of pupils at the end of key stage 2.

There are useful links with the community and churches. Pupil contributions at harvest festival go to the local food bank, which shares these in the community. Pupils perform at a local residential home on special occasions. Such activities raise pupils' awareness of those who are in need of community support.

Resource management: Good

The school has an appropriate number of qualified teaching staff, which it deploys

effectively to meet the needs of the curriculum. Highly skilled teaching assistants support pupils well, particularly in raising the standards achieved by those with additional learning, emotional and behavioural needs.

There are good opportunities for all staff to take part in training matched to school and national priorities and to develop their expertise appropriately. Staff co-operate successfully with other schools in developing approaches to improving literacy planning. Members of the senior management team have led all school training on writing. This has had a significant impact on raising standards for pupils eligible for free school meals and for boys in particular. Leaders make very good use of the pupil deprivation grant from the Welsh Government to improve outcomes for disadvantaged pupils. The provision of targeted intervention programmes raises targeted pupils' standards of literacy, reading and wellbeing. The programme is narrowing the gap in attainment between pupils eligible for free school meals and other pupils.

The use of planning, preparation and assessment time for teachers is effective. During these times, specialist teachers teach ICT skills and music and this is having a positive effect on standards in these subjects.

The headteacher and governing body manage the school budget efficiently and have robust plans to address the deficit budget. They ensure that funding matches well to the priorities identified in the school improvement plan.

In view of all the quality of the school's provision and the standards achieved by pupils, the school gives good value for money.

Appendix 1: Commentary on performance data

6692374 - Bigyn C.P. School

Number of pupils on roll	243
Pupils eligible for free school meals (FSM) - 3 year average	31.6
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	32	33	30
Achieving the Foundation Phase indicator (FPI) (%)	62.5	97.0	80.0
Benchmark quartile	4	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	32	33	30
Achieving outcome 5+ (%)	68.8	97.0	80.0
Benchmark quartile	4	1	3
Achieving outcome 6+ (%)	28.1	30.3	23.3
Benchmark quartile	1	1	3
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	32	33	30
Achieving outcome 5+ (%)	68.8	97.0	80.0
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	18.8	36.4	6.7
Benchmark quartile	2	1	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	32	33	30
Achieving outcome 5+ (%)	84.4	100.0	90.0
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	59.4	54.5	16.7
Benchmark quartile	1	1	4

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.

6692374 - Bigyn C.P. School

Number of pupils on roll	243
Pupils eligible for free school meals (FSM) - 3 year average	31.6
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	27	37	31	33
Achieving the core subject indicator (CSI) (%)	70.4	81.1	87.1	81.8
Benchmark quartile	3	1	1	3
English				
Number of pupils in cohort	27	37	31	33
Achieving level 4+ (%)	74.1	81.1	87.1	81.8
Benchmark quartile	3	2	2	4
Achieving level 5+ (%)	25.9	8.1	22.6	24.2
Benchmark quartile	1	4	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	27	37	31	33
Achieving level 4+ (%)	85.2	86.5	87.1	81.8
Benchmark quartile	1	1	2	4
Achieving level 5+ (%)	18.5	5.4	16.1	27.3
Benchmark quartile	3	4	4	3
Science				
Number of pupils in cohort	27	37	31	33
Achieving level 4+ (%)	85.2	89.2	87.1	81.8
Benchmark quartile	2	1	2	4
Achieving level 5+ (%)	22.2	2.7	16.1	18.2
Benchmark quartile	2	4	4	4

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	100		96 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	101		81 80%	20 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	101		92 91%	9 9%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	101		90 89%	11 11%	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.	100		86 86%	14 14%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	101		94 93%	7 7%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	101		98 97%	3 3%	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.	101		101 100%	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.	101		77 76%	24 24%	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.	101		84 83%	17 17%	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.	100		66 66%	34 34%	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	101		80 79%	21 21%	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.	11	6 55%	5 45%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	11	6 55%	5 45%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	11	7 64%	4 36%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	10	2 20%	8 80%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	11	0 0%	10 91%	1 9%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	11	8 73%	3 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	11	5 45%	6 55%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	11	5 45%	5 45%	1 9%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	11	6 55%	4 36%	1 9%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	11	2 18%	8 73%	1 9%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	11	3 27%	7 64%	1 9%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	10	5 50%	4 40%	1 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	11	6 55%	4 36%	1 9%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	11	3 27%	7 64%	1 9%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	11	6 55%	4 36%	1 9%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	8	4 50%	3 38%	1 12%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	11	4 36%	6 55%	1 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	11	8 73%	3 27%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Debbie Woodward	Reporting Inspector
Buddug Mai Bates	Team Inspector
Michaela Leyshon	Lay Inspector
Matthew James Worth	Peer Inspector
Marc Howells	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
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.