



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

A report on

**Ysgol Gymraeg Teilo Sant
Rhosmaen Street
Llandeilo
Carmarthenshire
SA19 6LU**

Date of inspection: April 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Teilo Sant is in the town of Llandeilo, Carmarthenshire and serves the town and the nearby area.

The school provides education for pupils aged between 3 and 11 years. Welsh is the everyday language of the school and the main medium of learning and teaching. English is taught formally in key stage 2. About 58% of pupils are from Welsh-speaking homes. Very few pupils are from an ethnic minority background.

Children are admitted to the nursery class, part-time, in the September following their third birthday, and full-time in the September following their fourth birthday. During the inspection, there were 222 pupils on roll. They are taught in eight classes by eight full-time teachers and one part-time teacher.

Very few pupils are eligible for free school meals, which is considerably lower than the national average.

Nineteen per cent of pupils are on the school's additional learning needs register. This figure is a little lower than the percentage for Wales. Very few pupils have a statement of special educational needs.

The headteacher was appointed in April 2007. The school was last inspected in May 2009.

The individual school budget per pupil for Ysgol Teilo Sant in 2015-2016 is £3,136. The maximum per pupil in primary schools in Carmarthenshire is £8,382 and the minimum is £3,111. Ysgol Teilo Sant is in 100th place of the 101 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- Nearly all pupils make good progress and achieve well
- The standard of pupils' key skills is good and nearly all are confidently bilingual by the end of key stage 2
- Standards of behaviour and self-discipline are high and nearly all pupils are enthusiastic and keen to learn
- Teaching is consistently good or better
- The school plans stimulating work, which sparks all pupils' enthusiasm and motivation
- The school has a very familial, caring and welcoming ethos, in which pupils feel safe and happy and are treated with respect

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher's innovative leadership sets a clear strategic direction for the school's development, based on promoting high standards
- High expectations and a purposeful vision are shared successfully with staff, pupils, parents and governors
- All members of staff work very effectively as a team and understand their role in implementing the school's plans
- Governors challenge the school about its performance consistently robustly
- A culture of continuous self-evaluation, that focuses on improving pupils' outcomes, is embedded deeply in the school's everyday life
- Effective co-operation with a wide range of partnerships has a positive effect on pupils' wellbeing and achievement

Recommendations

- R1 Raise standards of mathematics for more able pupils in the Foundation Phase
- R2 Raise standards of English and mathematics for more able pupils in key stage 2
- R3 Provide more opportunities for pupils in key stage 2 to take responsibility for their own learning

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Foundation assessments on entry to the school show that most pupils have varied skills, with Welsh a new language for approximately half of them. However, the oral skills of pupils who come from non-Welsh speaking homes develop very quickly. Nearly all pupils, including those who have additional learning needs, make good progress in their learning during their time at the school.

Most pupils' oral skills in the Foundation Phase are very good. They listen attentively and communicate clearly in Welsh. By the end of the phase, they converse confidently about their work and experiences, and use polished and correct language. Most pupils in key stage 2 communicate clearly and confidently in both languages and are keen to provide answers or comments when talking about their work. Most have natural, rich language in Welsh. They show pride in the Welsh language and choose to use it to socialise at play times as well as in their lessons. At the top end of the school, most attain a high standard of bilingualism and change easily from one language to the other when discussing their work.

Most pupils in the Foundation Phase make good progress in learning to read. By Year 2, many read with fluency and expression. Most are able to discuss their favourite books and characters confidently. In key stage 2, nearly all pupils read with accuracy and fluency in Welsh and English. They discuss their favourite books in a mature way, in addition to their favourite authors. They use their skills appropriately when gleaning information in their investigative work.

In the Foundation Phase, most pupils write an increasing range of simple sentences and spell correctly and punctuate appropriately. By the end of the phase, most make good progress in their proficiency in using varied vocabulary and language to write pieces across the curriculum. Nearly all pupils in key stage 2 write intelligently for various purposes in Welsh and English, and show a sound awareness of the various forms of writing. For example, they create a newspaper article about an eco-village and write a monologue as one of the characters from 'The Lion, the Witch and the Wardrobe'. Most choose interesting vocabulary and spell, punctuate and paragraph correctly. By the top end of the school, most pupils write extended pieces of good quality for a variety of purposes and audiences. They use adjectives, similes and idioms confidently to enrich their work. Most pupils' handwriting and presentation of work are neat.

In the Foundation Phase, most pupils develop their number skills successfully in mathematics lessons. They use simple addition, subtraction, division and multiplication strategies well. Most use their numeracy skills very purposefully across the areas of learning, for example by collecting information about pupils' favourite foods and presenting them on a bar graph and interpreting the information accurately. They use standard units of measurement skilfully in a variety of tasks.

In key stage 2, most pupils have a firm grasp of numeracy skills. They are confident in using addition, subtraction, division and multiplication strategies to solve oral problems and numerical-reasoning problems. Many handle fractions, decimals and percentages intelligently. They apply their skills very well across the curriculum, for example when organising food for a party and presenting it accurately on a spreadsheet. They are confident in data-handling and create line graphs and Venn diagrams to show their findings. More able pupils convert the value of money from various countries and time and cost a journey from London to Qacha's Nek in Lesotho successfully.

Most pupils across the school use their information and communication technology (ICT) skills very imaginatively in a range of contexts. For example, they animate, code and create videos for parents in order to improve their understanding of the four rules in mathematics.

At the end of the Foundation Phase, over a period of four years, the school's performance is consistently higher than the median in language and mathematics skills in comparison with that of similar schools. Over the same period, the school's performance at the higher outcome (outcome 6) in literacy has been consistently higher than the median but has varied in mathematical development.

At the end of key stage 2, over a period of four years, the school's performance is consistently higher than the median in Welsh, English and science skills in comparison with that of similar schools. In mathematics, the school's performance has varied. Over the same period, performance at the higher level in Welsh has been consistently higher than the median. Performance in science has varied but has been lower than the median in mathematics and English every year. However, pupils have made obvious progress in English, mathematics and science during the last two years.

In the Foundation Phase and key stage 2, the number of pupils who are eligible for free school meals has been small, and therefore any sensible comparison between them and other pupils is unreliable.

In the Foundation Phase and key stage 2, there is no marked difference between the performance of boys and girls at the expected level. At the higher outcome in the Foundation Phase, girls tend to perform better than boys in literacy, and boys perform better than girls in mathematical development. At the higher level in key stage 2, except in mathematics, girls tend to perform better than boys.

Wellbeing: Excellent

Nearly all pupils feel safe and appreciate that they receive high quality support from adults at the school. They are confident in turning to any member of staff if they have concerns. Most have a sound understanding of the importance of eating healthily and of keeping fit.

Nearly all pupils' standard of behaviour and self-discipline is high. They show great respect for each other and for adults. They are all enthusiastic learners who co-operate extremely effectively. They demonstrate enjoyment and pride in their

work, and persevere with their tasks for extended periods. An excellent feature is pupils' understanding across the school of their strengths and the ability to explain confidently what they need to do to improve their work in language and mathematics.

Members of the school council, the eco council and the digital council are very enthusiastic and understand that they are representing the views of other pupils within the school community. They show obvious pride in their contribution to a number of aspects of school life. An especially good example of this is the role of the digital council in giving guidance, not only to other pupils, but also to members of staff if they are having any difficulty with their ICT skills. They also monitor very carefully if there is any misuse of the technology.

By taking an enthusiastic part in a number of community activities, pupils develop as well-rounded and responsible members of their community and take pride in their Welshness.

Attendance levels are good and have been higher than the median consistently for four years in comparison with those of similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The school has stimulating schemes of work, which spark all pupils' enthusiasm and motivation. They respond fully to the requirements of the Foundation Phase, the National Curriculum and the agree syllabus for religious education.

The school provides a wide range of interesting experiences inside and outside the classroom. Considering the school's landscape, provision in the Foundation Phase is excellent. A particularly good aspect of the provision is the very creative arrangement that is made to divide learning areas. As a result, even the youngest pupils, soon after entering the school, are confident in choosing and moving from one activity to another, with little guidance from adults.

The Literacy and Numeracy Framework has been embedded firmly in the school's plans. This is a strong feature, which leads to rich opportunities to develop language and numeracy skills across the curriculum. There are very good examples in history and science work in key stage 2.

Provision for developing pupils' ICT skills is of high quality and ensures obvious progress and progression as they move through the school. By the end of key stage 2, pupils are very confident in using suitable programs to make games, and create videos and interactive books. More able pupils are very skilled in creating computer programs.

The school enriches pupils' learning experiences successfully by organising visits and inviting visitors to the school. Extra-curricular activities, such as visiting the residential centre at Llangrannog and Plas Tan y Bwlch, contribute well to pupils' experiences.

Provision for developing the Welsh language is of an excellent standard. By creating an extremely positive ethos and constant promotion by all staff, the provision gains the interest and enthusiasm of all pupils towards the language. The consistent and effective emphasis on ensuring the very high quality of pupils' oral language is a strong feature of the school's work and this is reflected in classrooms and in the playground. Through cross-curricular work, visits and opportunities to compete in eisteddfodau, pupils receive interesting experiences to learn about their area and about Welsh history and culture. This has led to pupils' excellent success over a number of years in district, county and national eisteddfodau.

Through a rich range of activities, pupils have an opportunity to learn how to live sustainably. The eco council has excellent opportunities to co-operate with pupils across the school, and through their diligent daily work, they ensure that the whole school recycles as much as possible and conserves energy and water. Members conduct regular inspections of empty classrooms and give a weekly prize to the class that recycles and conserves energy the best.

Very good opportunities are provided for pupils to develop their awareness and expand their knowledge of other parts of the world and other cultures. This ensures that pupils are able to show empathy for the lives of people in other countries, such as Lesotho.

Teaching: Good

The quality of teaching is good or better in all classes. All teachers use an interesting variety of teaching methods that encourage pupils' participation and interest well. They share learning objectives clearly and discuss success criteria regularly with pupils during lessons. Teachers question pupils probingly and encourage them to use their literacy, numeracy and thinking skills regularly across the curriculum. Introductions to lessons are lively with a good pace. However, there is a tendency in key stage 2 to over-direct pupils at times. This limits opportunities for them to take responsibility for their own learning.

Staff establish an especially good working relationship with children and other adults, which fosters successful learning. Teachers have high expectations and pupils all understand this. As a result, they achieve good standards.

The contribution of support staff to pupils' quality of learning is considerable, and all members of staff model language very effectively.

Teachers make skilful use of a range of assessment strategies. They provide useful oral feedback during lessons. There are good examples of purposeful marking and teachers' comments respond to individual targets and often refer to improving pupils' skills. Teachers encourage pupils to take advantage of the opportunity to improve their work by responding to teachers' comments. Good procedures are in place to provide opportunities for pupils to evaluate their own work and that of others. This ensures that pupils, at a very early stage, understand how well they are doing and what they need to do to improve their work.

The school has thorough procedures for tracking pupils' progress, including excellent use of the outcomes of standardised tests and teachers' assessments. As a result, teachers understand pupils' needs well and use the information to set appropriate tasks in order for them to move forward to the next stage in their learning.

There are imaginative arrangements for reporting to parents about their children's progress and achievement and they meet statutory requirements in full.

Care, support and guidance: Good

The good quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. The school has appropriate arrangements for promoting eating and drinking healthily and for ensuring that pupils understand how to be safe. This is supported well through events such as 'Fruit Week', and cooking and sports clubs.

The school promotes pupils' spiritual, moral and cultural development successfully by providing regular collective worship assemblies and through curriculum activities. Provision for personal and social education is of high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect for others. This is demonstrated clearly in the way in which they treat each other.

Provision for pupils who have additional learning needs is excellent. Teachers identify any additional learning needs quickly, provide support appropriately and monitor pupils' progress regularly and effectively. Staff ensure that individual education plans are detailed and thorough and include parents' views when they are reviewed. The school's thorough progress-tracking system shows that most pupils make good progress over time.

The school has very strong and supportive links with a number of specialist agencies, such as the counselling service, that ensure support and guidance of a high quality for pupils and parents. As a result, individuals receive care of the best quality.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

An especially good feature of the school is the familial ethos. It is a very inclusive and welcoming community, in which pupils feel safe and happy.

There is an obvious emphasis on ensuring equal opportunity and full access to the wide curriculum for all pupils. Respect for diversity and racial equality is promoted successfully through varied work, including studying countries.

There is a varied range of high-quality equipment and resources at the school, especially equipment for ICT. It is used extremely effectively in order to ensure that pupils' skills develop to a very high standard. Displays in classrooms and around the school create an interesting environment that supports learning effectively. Pupils' work that is seen around the school engenders pride in their work and successes.

The school building is old and cabins have been added since the last inspection. Although the space in key stage 2 classrooms is limited for the number of pupils, effective use is made of them. Outdoor learning areas have been developed in a creative way in order to make very effective use of the space available and to improve pupils' learning and play opportunities. Standards of cleanliness are high and the school building and grounds are maintained appropriately. The school site is safe for pupils.

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

The headteacher's effective and robust leadership sets a clear strategic direction for developing the school. He has high expectations and a purposeful vision which is shared successfully with the school community. He allocates responsibilities effectively and plays a key role in developing staff and promoting co-operation and sharing good practice in the school and beyond.

Staff mentoring and development are a prominent strength and prepare them well for leadership posts in the future. A number of teachers visit other schools regularly to advise on the principles of the Foundation Phase and to share developments in the new digital framework.

All leaders at the school have clear roles and responsibilities within the management arrangements. They communicate very effectively with each other and challenge underachievement regularly and set very high expectations for all staff and pupils.

All members of staff have a clear understanding of the school's strengths. They co-operate very closely and meet regularly to discuss and plan jointly. They use all the monitoring information effectively when responding to improvements that are identified in the school development plan. For example, the system of analysing assessments and setting individual targets for each pupil ensures that they have a very sound understanding of what they need to do to improve.

The school has effective systems for managing teachers' performance and they link clearly to the school's priorities and encourage continuous improvement. For example, the focus on improving the attainment of higher ability pupils in English, mathematics and science shows obvious improvement.

Governors have a detailed understanding of the school's strengths and areas that need further development. They visit the school regularly to observe lessons, scrutinise books and discuss with pupils. They prepare very thorough reports that give details of the content of lessons and books in addition to pupils' standard of work. The system of analysing assessments is innovative and enables them to reach a robust judgement about pupils' standards of work and attainment and to challenge the school about its performance. They use their knowledge in an excellent way to contribute to setting a clear strategic direction, in addition to contributing very effectively to the process of producing a self-evaluation report, setting targets and creating an effective school development plan.

The school responds positively to local and national priorities such as the language charter, developing a digital pioneer group, and the expectations of the new curriculum.

Improving quality: Excellent

A culture of continuous self-evaluation, which focuses in detail on pupils' outcomes, is embedded deeply in the school's everyday life. It is a live and very effective process that enables the school to identify, monitor and evaluate its performance extremely successfully.

There are very robust systems to review progress, identify areas for improvement and take effective steps to act on them. These include careful analysis of the school's comparative performance data, outcomes, internal assessment arrangements, scrutinising books and schemes of work and observing lessons regularly. As a result, the school knows itself very well and addresses improvements quickly and successfully. Teachers and staff all take an active part in the process of monitoring, evaluating and planning for improvement.

The way in which the school includes pupils' views on teaching and learning is an especially good feature. They have opportunities to respond to questions, for example on aspects such as whether marking links to the success criteria and whether the comments help them to improve their work. Teachers pay due attention to pupils' responses and this contributes well to their understanding of how well they are doing.

The school places a strong emphasis on ensuring that parents have an active role in all the processes to monitor pupils' progress by developing an innovative digital ICT program. For example, all pupils create a portrait of themselves on a digital platform that includes examples of all aspects of their work that are referred to in the report to parents on their children's progress. This is innovative practice and has a very positive effect on parents' understanding of the standards achieved by children.

Under the leadership of the headteacher and the senior management team, the school identifies priorities for improvement that are wholly suitable for the school's needs and that pay the most attention to pupils' outcomes. The school development plan arises directly from the self-evaluation process and provides logical detail on the main priorities. It is a clear and concise document and has a suitable number of priorities to implement over three years. The plans and actions allocate responsibilities, including the responsibility for monitoring and evaluating effectiveness clearly.

The school's ability to plan and ensure improvement is successful and has led to an increase in the number of pupils who achieve at the higher levels in key stage 2.

Partnership working: Good

The school works effectively with a range of partners in a way that has a positive effect on pupils' standards and wellbeing and extends learning experiences successfully.

The school has a good relationship with parents and members of the community. The parents and teachers association is very active and supports the school practically and financially. This, for example, has led to an obvious improvement in the supply of resources, such as resources for ICT and developing the outdoor area.

Staff inform parents well about the school's procedures, by using the website, sending text messages and sending letters regularly. The arrangement of communicating with parents through an electronic system about rewarding good behaviour has improved their understanding of the school's behaviour policy.

By establishing an open and welcoming ethos, the school has developed effective partnerships with the local community. Pupils take part regularly in concerts, eisteddfodau and activities in local churches and chapels, which reinforces their understanding of the importance of acting appropriately within their community.

An effective system of moderation has been established with other schools to produce purposeful and useful profiles to help teachers as they standardise pupils work at the end of the Foundation Phase and key stage 2. There are beneficial links with the local nursery school and secondary school. These are effective in helping pupils to transfer smoothly between one sector and another and in preparing pupils appropriately for the next stage in their education.

Resource management: Good

There are an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Good use is made of their expertise, for example, in ICT, sports and music and the sense of a teaching team is a strong feature at the school.

Teachers make purposeful use of their planning, preparation and assessment time to work jointly and the arrangements are managed effectively. Assistants provide good support for teachers and have a positive influence on pupils' attainment.

Thorough performance management arrangements contribute to improvements in teaching and learning and provide valuable opportunities to promote staff's professional development, through a comprehensive training programme. These have had a good effect on pupils' standards of writing and numeracy across the school.

A good range of polished resources are managed purposefully and the Foundation Phase benefits greatly from the stimulating outdoor environment. Purposeful planning provides regular opportunities for pupils in key stage 2 to work in the outdoor area where they have planned a garden to grow vegetables and to attract wildlife. This improves their awareness of the natural world around them.

A strong feature is the school's innovation in learning networks which provides a range of opportunities for schools to co-operate and develop new strategies, such as provision for extending and challenging more able pupils. This has a positive effect on improving literacy and numeracy skills, in addition to developing pupils' digital information technology skills.

The school has thorough budgetary arrangements and expenditure links well with objectives, targets and improvement plans. Effective use of the Pupil Deprivation Grant to support pupils who are eligible for free school meals has led to an obvious improvement in their literacy and numeracy skills.

The headteacher and governors monitor and manage expenditure carefully in order to ensure that financial resources are used effectively to support priorities for improvement.

Considering pupils' outcomes, the school provides good value for money.

Appendix 1: Commentary on performance data

6692183 - Ysgol Teilo Sant

Number of pupils on roll	209
Pupils eligible for free school meals (FSM) - 3 year average	0.6
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	27	32	27	28
Achieving the Foundation Phase indicator (FPI) (%)	100.0	100.0	96.3	100.0
Benchmark quartile	1	1	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	27	32	27	28
Achieving outcome 5+ (%)	100.0	100.0	96.3	100.0
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	44.4	50.0	44.4	46.4
Benchmark quartile	1	1	2	2
Mathematical development (MDT)				
Number of pupils in cohort	27	32	27	28
Achieving outcome 5+ (%)	100.0	100.0	96.3	100.0
Benchmark quartile	1	1	2	1
Achieving outcome 6+ (%)	40.7	40.6	37.0	42.9
Benchmark quartile	1	2	3	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	32	27	28
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	85.2	75.0	66.7	78.6
Benchmark quartile	1	2	2	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6692183 - Ysgol Teilo Sant

Number of pupils on roll	209
Pupils eligible for free school meals (FSM) - 3 year average	0.6
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	31	28	25	20
Achieving the core subject indicator (CSI) (%)	93.5	92.9	100.0	95.0
Benchmark quartile	2	3	1	3
English				
Number of pupils in cohort	31	28	25	20
Achieving level 4+ (%)	96.8	96.4	100.0	95.0
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	29.0	28.6	36.0	40.0
Benchmark quartile	4	4	3	3
Welsh first language				
Number of pupils in cohort	31	28	25	20
Achieving level 4+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	48.4	46.4	48.0	45.0
Benchmark quartile	1	2	2	2
Mathematics				
Number of pupils in cohort	31	28	25	20
Achieving level 4+ (%)	96.8	92.9	100.0	95.0
Benchmark quartile	2	3	1	3
Achieving level 5+ (%)	38.7	39.3	44.0	40.0
Benchmark quartile	3	3	3	3
Science				
Number of pupils in cohort	31	28	25	20
Achieving level 4+ (%)	96.8	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	35.5	32.1	48.0	50.0
Benchmark quartile	3	4	2	3

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 to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	111	108 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	111	100 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.	111	109 98%	2 2%	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	111	103 93%	8 7%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	111	93 84%	18 16%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	111	108 97%	3 3%	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.	111	110 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.	111	110 99%	1 1%	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.	110	98 89%	12 11%	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.	111	96 86%	15 14%	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	85 77%	26 23%	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	111	84 76%	27 24%	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 to date 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.	71	41 58%	30 42%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	71	55 77%	15 21%	1 1%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	71	56 79%	14 20%	1 1%	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.	70	38 54%	29 41%	3 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	68	37 54%	31 46%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	70	40 57%	30 43%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	71	42 59%	29 41%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	66	31 47%	31 47%	3 5%	1 2%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	67	39 58%	22 33%	3 4%	3 4%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	45 64%	24 34%	1 1%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	70	48 69%	22 31%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	56	27 48%	27 48%	1 2%	1 2%	12	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.	71	30 42%	36 51%	4 6%	1 1%	0	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.	71	39 55%	28 39%	2 3%	2 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	70	34 49%	32 46%	2 3%	2 3%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	68	40 59%	28 41%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	57	29 51%	25 44%	3 5%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	70	35 50%	34 49%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	71	42 59%	28 39%	0 0%	1 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mervyn Jones	Reporting Inspector
Hazel Hughes	Team Inspector
Owen Jenkins	Lay Inspector
Buddug Bates	Peer Inspector
Roy James	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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