



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

A report on

**Ysgol Gynradd Bynea
Saron Road
Bynea
Llanelli
Carmarthenshire
SA14 9LT**

Date of inspection: January 2017

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 Gynradd Bynea is in the village of Bynea near Llanelli. The school has grown rapidly over the last four years and there are currently 153 pupils on roll aged three to eleven. There are six classes, all of which are mixed-age. The school site includes a gypsy traveller service and a Welsh Government funded Flying Start facility.

About 32% of pupils are eligible for free school meals, which is above the national average. The school identifies 44% of pupils as having additional learning needs. This is well above the national average. There are very few pupils with a statement of special educational needs. Very few pupils come from an ethnic minority background, speak English as an additional language or speak Welsh at home.

The headteacher took up her post in April 2009. The school's last inspection was in May 2010.

The individual school budget per pupil for Ysgol Gynradd Bynea in 2016-2017 means that the budget is £3,612 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gynradd Bynea is 50th out of the 100 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is excellent because:

- During their time in school, nearly all pupils make at least good progress and around a half make above expected progress relative to their starting point
- There is little difference in the attainment and progress of pupils eligible for free school meals and that of other pupils
- Nearly all pupils' literacy, numeracy and information and communication technology (ICT) skills develop effectively and they apply these well in a range of stimulating and exciting work across the curriculum
- Nearly all pupils with additional learning needs make very good progress in relation to their personal targets
- Pupils who are more able achieve highly and meet their potential
- The behaviour of nearly all pupils is very good
- Many pupils have well developed social and life skills
- The school provides an exceptional range of engaging learning experiences that meet the needs of nearly all pupils very successfully, enabling them to make rapid progress in their learning and skill development
- Teaching is at least good and often excellent
- The high quality of teachers' marking and assessment enables them to plan effectively to build on pupils' prior learning
- The school is a safe, nurturing and inclusive community that supports pupils' wellbeing very effectively
- The new learning village is an outstanding facility that supports and enhances learning for all pupils and develops their independent learning skills very effectively

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides highly effective and visionary leadership to a supportive and enthusiastic team
- The experienced governing body has the capacity to manage change very effectively and it challenges the school well to improve its performance
- Staff respond exceptionally well to the changing needs of the school and adapt effectively to adjustments in their roles and responsibilities
- School leaders have introduced and embedded improvements that have a positive impact on pupils' standards and wellbeing, for example in developing a highly engaging and creative curriculum
- Leaders use a wide range of first-hand evidence to evaluate the performance of

the school accurately

- Targets in the school development plan link closely to the outcomes of self-evaluation
- Previous development priorities are effective in bringing about improvements such as in the quality of pupils' writing in literacy lessons and in work across the curriculum
- The school has made strong progress in response to the recommendations from the last inspection, in particular to systems for monitoring the quality of teaching and learning accurately
- The partnership between the school, parents, the high school and local businesses is excellent and improves effectively the quality of learning experiences
- Leaders make very effective use of available funding to support agreed priorities for development

Recommendations

R1 Improve pupils' spoken confidence outside planned Welsh lessons

R2 Continue to build upon existing strategies to improve attendance for specific groups of pupils

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

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?

Excellent

Standards: Excellent

Over half of the pupils begin school with literacy and numeracy skills that are below those expected for their age. By the time they leave the school, nearly all pupils make at least good progress and around half make above expected progress from their starting point. Most pupils recall previous learning well and apply their knowledge enthusiastically to acquire new knowledge and skills. This means that most make rapid progress in their learning and skill development.

Nearly all pupils with additional learning needs make exceptionally good progress. They make very valuable gains against their personal targets.

By the time they leave the school, nearly all pupils eligible for free school meals make very good progress and achieve at least as well as their peers. Throughout the school, nearly all pupils listen very respectfully and attentively. Most younger pupils quickly develop the ability to speak clearly and by the end of the Foundation Phase, many talk confidently to adults and peers. By the time they leave the school, many pupils communicate eloquently. They use sophisticated vocabulary in their conversations, for example 'I am contemplating which apparatus would be most appropriate' when conducting a science experiment.

Standards of reading are consistently good across the school. Most younger pupils read well for their age and ability and make rapid progress as they move through the school. They take good note of punctuation, which helps them to read with expression and understanding. Most older pupils read fluently and accurately from a wide range of reading material. The most able use their inferential skills effectively to look beyond the text. They offer mature comments about the mood and motives of the characters in the book.

Standards of writing are developing very well across the school and nearly all pupils transfer their literacy skills very successfully across other areas of the curriculum. By the end of the Foundation Phase, most pupils write in full sentences and present their work neatly using accurate spelling and punctuation. Many pupils use an imaginative range of vocabulary to add interest to their writing for example 'enchanted and magical' when describing a path through a forest.

In key stage 2, nearly all pupils write at length using a range of genres very successfully. Most pupils write in paragraphs and adapt the style and content of their writing effectively to appeal to different audiences. More able pupils convey feeling and empathy in their writing successfully, for example when writing a letter to the coal board as a bereaved parent following the Aberfan disaster.

Many Foundation Phase pupils use their number skills very well both in mathematics lessons and across other areas of the curriculum. Younger pupils categorise farmyard objects successfully using a Venn diagram and many older pupils estimate

weights accurately and verify them using standard measures. By the end of the Foundation Phase, most pupils use a wide variety of strategies very successfully to solve problems, for example when calculating the liquids required to prepare a magic potion.

In key stage 2, pupils' mathematical skills develop to a high standard. Many younger pupils have excellent computational skills. They have a solid knowledge of place value and add and subtract four digit numbers confidently. Their data handling skills develop well and they have a secure understanding of shape and space. Many older pupils have impressive mathematical skills. They understand the relationship between fractions, decimals and percentages, multiply two and three digit numbers, measure angles and calculate volume accurately. Nearly all pupils apply their mathematical skills very competently across other areas of the curriculum. They record their findings logically and systematically and explain their reasoning articulately, for example when discussing their budgetary calculations in the plans for the learning village.

Pupils' ICT skills are good across the school. Nearly all Foundation Phase pupils are confident in using a range of ICT equipment competently to create and display their work. In key stage 2, most pupils work with confidence and present their work effectively using a range of techniques to create multimedia presentations. Older pupils create and manipulate databases effectively, for example to create a fact file about the population, location and weather in other countries. Throughout the school, nearly all pupils have a good understanding of how to keep safe online.

Nearly all pupils have a positive attitude towards learning Welsh and many use basic language patterns well during formal activities. At the end of the Foundation Phase, most pupils respond well to basic questions about themselves and their home. They write briefly about familiar subjects, such as describing a meal. By the end of key stage 2, most pupils engage in simple conversations with other pupils and adults. Most use their knowledge of sentence structures and Welsh vocabulary to write successfully on a range of subjects such as their holiday. Many pupils read with confidence and expression from a variety of suitable texts and answer simple questions correctly about the story. However, they do not display the same confidence in speaking Welsh outside their lessons. At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected level has improved progressively over the last four years when compared to that in similar schools. At the higher outcome, pupils' performance in both areas of learning fluctuates and there is no overall trend.

In key stage 2, pupils' performance at the expected level and higher level in English, mathematics and science shows a general trend of improvement over a four year period. In 2016, performance placed the school in the top 25% in all three subjects when compared to similar schools. The small pupil numbers in some year groups makes it difficult to compare the school's benchmarked performance accurately against that of similar schools.

Wellbeing: Good

The school is a happy and supportive community where nearly all pupils demonstrate a strong sense of belonging. Nearly all pupils feel safe and secure in school and they readily share any concerns with the school staff. Most pupils manage their own behaviour very successfully.

Nearly all pupils are highly-engaged and motivated in lessons, displaying perseverance and concentration. Pupils in all classes feel valued and know that their opinions matter. As a result, nearly all pupils contribute fully to the life of the school. For example, older pupils run the 'Siop Ffrwythau', order stock and manage the accounts very successfully. This helps them to develop essential life skills such as budgeting.

Most pupils understand the importance of keeping healthy by taking physical exercise and eating sensibly. Many pupils regularly attend a wide range of very popular after-school activities including football, gymnastics and dance that extend their understanding of health related issues successfully.

The school council, eco-committee and in particular the building committee have an extensive input into decision-making that has a positive impact on the life of the school. For example, pupils worked closely with outside agencies to re-design the parking areas outside the school gates and to develop the learning village. As a result, many pupils develop a very valuable understanding and appreciation of the world of work and have impressive entrepreneurial skills.

The varied nature of the pupil population notably affects overall attendance levels. When the attendance of a specific group is removed from the data, the attendance of pupils compares favourably with that of similar schools. A number of valuable child-led initiatives, such as rewards and entry to a prize draw, ensure that nearly all pupils understand the importance of attending school regularly. Nearly all pupils are punctual.

Key Question 2: How good is provision?

Excellent

Learning experiences: Excellent

The school provides an outstanding range of innovative, exciting learning experiences that match the needs of all learners exceptionally well. This enables all pupils, including those with additional needs to achieve highly and make rapid progress in their learning. The planning of the curriculum is extremely thorough and builds systematically on pupils' previous knowledge. The imaginative use of classroom facilities and outdoor space and, in particular, the extensive utilisation of the learning village provide many exciting opportunities for nearly all pupils to engage in their learning enthusiastically and extend their independence very successfully.

Provision for the development of skills is an intrinsic part of all lesson planning. There are many imaginative, high quality opportunities for pupils to apply their literacy, numeracy and ICT skills in relevant and inspiring real-life situations. For example in the Foundation Phase, as part of a project on the farm, young pupils

develop their fine motor skills by 'milking' a model cow with a pink rubber glove udder into churn-shaped containers. In key stage 2, a letter with a wax seal ceremoniously delivered from 'The House of Lords' inspires the pupils to consider effective ways to develop and enhance their local community. The school shares this very strong practice with other schools.

All pupils have extensive opportunities to be involved in planning their own learning, for example in the collaborative development of their project themes. As a result, nearly all pupils are highly motivated and make very good progress. They have extended opportunities to develop their learning through a wide range of clubs such as art and computing and visits to places of historical interest.

As a result of the school's strong commitment to the Welsh language, pupils enjoy a systematic and interesting programme of Welsh language education, which challenges them consistently. The arrangements for developing pupils' awareness of the Welsh culture and heritage are a strong aspect of school life. For example, pupils are working alongside the local history society to produce a 'Bynea App' to support their knowledge and understanding of the local area.

The school provides many meaningful and challenging activities to increase pupils' global awareness. For example, a visit to a local water purification centre enhances their understanding of the challenges faced by children in third world countries. The eco-committee is enthusiastic in promoting and practising energy conservation and recycling of paper.

Teaching: Excellent

All teachers plan a wide range of focused and exceptionally creative activities that match the needs of all pupils very successfully. They use an extensive range of imaginative and innovative resources to provide learning experiences that stimulate pupils of all abilities to produce their best work. Teachers and support staff are excellent role models. They know the capabilities of their pupils very well and have high expectations for all pupils. All teachers ask relevant and thought provoking questions very effectively to encourage and motivate pupils and to check skilfully on progress against the clear lesson objectives. In all classes, an ethos of positivity, mutual respect and teamwork helps to create a purposeful and focused working environment. As a result, nearly all pupils work enthusiastically and make very good progress in relation to their ability.

All teachers mark pupils' work effectively and consistently, using agreed and embedded marking strategies. They provide pupils with many valuable opportunities to reflect upon their own learning and respond to the comments from teachers and their peers. All teachers monitor pupils' progress very effectively using a detailed tracking system. They use this information successfully to plan challenging and enriching learning experiences that build on previous learning successfully and lead to improvements in nearly all pupils' work.

Annual reports and termly consultations with teachers give parents valuable information about their child's attendance, progress and what they can do improve.

Care, support and guidance: Good

The school is a caring and supportive community. It promotes pupils' social, spiritual, moral and cultural development very well through the rich experiences it provides. Well-planned assemblies reinforce the school's values successfully. They provide valuable opportunities for pupils to reflect appropriately on the world around them.

A broad range of procedures contribute well to pupils' health, wellbeing and attainment. There are appropriate arrangements to promote healthy eating and drinking.

Provision for pupils with additional learning needs is outstanding. Staff identify these pupils at an early stage and provide individual education plans that are specific and build very systematically on the pupil's needs. Regular reviews of individual pupil progress and detailed assessment information ensures that nearly all these pupils make very good progress in their learning and skill development in relation to their agreed targets and abilities.

The school works closely with a comprehensive network of specialist agencies, such as the police liaison officer and the counselling service to support pupils' learning and wellbeing very sensitively and successfully.

Regular attendance is promoted rigorously. Staff ensure that parents and pupils are very aware of the educational and social implications of absence through regular newsletters and an individual reward system. The school works tirelessly with the educational welfare officer to ensure that the attendance of pupils with specific needs is addressed. As a result, the attendance of these pupils has shown recent improvement.

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

Learning environment: Excellent

Bynea is an exceptionally happy and welcoming school with a positive and inclusive ethos. Pupils, staff and parents describe it as a 'family' where everyone is valued. A clear emphasis on recognising, respecting and celebrating each individual embeds all aspects of school life. This caring and nurturing environment enables pupils of all abilities and backgrounds to flourish and make strong progress.

The accommodation is in very good condition. The large open classrooms provide pupils with a stimulating, attractive and well-maintained environment for learning.

The school has an extensive range of high quality resources that support pupils' learning very effectively. Displays in classrooms and around the school celebrate pupils' achievements very successfully.

The extensive outdoor environment provides a wide range of exciting opportunities for learning. These include the exceptional forest school, the various foundation areas and the well-maintained grassed areas and sports fields. The new learning

village is an outstanding facility that supports and enhances learning for all pupils and develops their independent learning skills very effectively. For example, specific work stations allow pupils to make greater choices about what and how they learn.

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

The headteacher and governors have steered the school exceptionally well through a period of considerable change since the previous inspection. This includes falling pupil numbers, serious staff illness and the closure of the Bynea Learning Centre. Despite these challenges, they have maintained a very clear vision of providing a rich, broad and balanced curriculum and have led the school to a position of multiple strengths. These include consistently high quality teaching, a stimulating learning environment and improving standards over recent years. This high quality leadership means that the school is a welcoming, caring and exciting place to learn and where nearly all pupils achieve their full potential in the standards that they achieve and in their high levels of wellbeing.

The headteacher leads the school in a very dynamic and considerate manner. There is an exceptionally strong team spirit. Policies are consistently implemented and high expectations are held at all levels. For instance, all staff uphold the school principle that learning should be 'valued, enjoyed, supportive and lifelong'. Very effective performance management arrangements support and challenge all staff to maintain high standards and to take on roles and responsibilities that reflect the changing needs of the school, for example redistributing key responsibilities during the lengthy absence of a senior member of staff.

Governors are very supportive of the school and fulfil their statutory duties well. They have a clear grasp of the school's strengths and areas for improvement. They ask challenging questions routinely, for instance about writing standards, to ensure that these became a high priority for improvement. They regularly visit classes to monitor learning experiences and are well informed about the life of the school.

The school pays excellent attention to local and national priorities. Senior leaders have played an important role in the opening of the nursery alongside a Flying Start playgroup, both of which have helped in the growth of the school. Implementing the literacy and numeracy framework is central to the high quality curriculum planning. These arrangements enable pupils to apply and develop their skills successfully in a range of stimulating real-life contexts. For example, a school Strictly Come Dancing competition provides Foundation Phase pupils with a valuable opportunity to develop their oracy skills.

Improving quality: Excellent

The school has effective systems for self-evaluation. School leaders and governors identify the strengths and areas for improvement extremely accurately. They use an impressive range of evidence that takes very good account of first-hand sources, including the analysis of performance data and the views of parents and pupils. The pupils' building committee, for instance, provides perceptive feedback on the costings

and planned developments of the learning village. Leaders use this detailed knowledge to set clear priorities to improve school life.

Despite major challenges, senior leaders have improved the quality of provision impressively over recent years. They keep all staff, including teaching assistants, fully involved and value their contributions to school evaluation. For instance, there are very inclusive systems for lesson observations and reviewing pupils' work. As a result, staff share a consistent understanding of what is expected throughout the school.

Teaching strengths are shared routinely within and beyond the school. Joint lesson observations have resulted in new classroom strategies being adopted. For example, the use of voice recorders to give instructions to Foundation Phase pupils. As a result, younger pupils are more independent in their learning. The excellent and innovative practice in the Foundation Phase is shared widely with other schools in the local consortium to spread best practice.

The self-evaluation report is very detailed and accurate. It links closely to the school's development plan, which includes clear priorities and actions with realistic timescales for completion. The school reviews progress thoroughly against achieving previous priorities, such as implementing successfully a more creative curriculum. Leaders have very effectively addressed recommendations from the last inspection, for instance in ensuring that the monitoring of teaching and learning has a much stronger focus on pupils' standards.

Partnership working: Excellent

The school works very closely with an extensive range of partners including specialist support services, such as the Gypsy Traveller Service. These partnerships contribute very successfully to pupils' learning and wellbeing, as well as teachers' professional development.

The partnership with parents is excellent. Staff provide high quality information to parents through regular newsletters, the website and social media about the progress of their children and the life of the school. As a result, parents feel confident to approach staff when necessary and they feel welcome to contribute to school life. For example, the school draws upon the skills of parents to support pupils' learning by involving them in class projects and whole school initiatives such as the road widening scheme. As a result, more parking space is available and wider paths ensure that pupils are able to walk to school safely.

The school has very effective links with local businesses. These have a particularly positive influence on pupils' learning experiences. For example, pupils develop their numeracy and entrepreneurial skills very effectively by working alongside professionals to draw up plans, analyse budgets and compare quotes in the development of the learning village. Visitors from local businesses enrich learning experiences further. For example, visits from a local engineer develop pupils' skills in science and increase their knowledge of the world of work very purposefully.

A close partnership with the on-site 'Flying Start' provision helps children to settle quickly into the nursery class. Similarly, there are very effective arrangements with local high schools. Secondary teachers visit the school to share their expertise, for instance in Spanish and Welsh. This extends provision and pupils' learning and eases their transition to the next phase of schooling.

Leaders are very effective in seeking out tailored partnerships that extend individual pupils' learning. For instance, partnership with a local secondary school has enabled a group of Year 5 more able and talented mathematicians to gain the Essential Skills (GCSE) entry qualification.

Resource management: Excellent

Leaders make very skillful use of staff and other resources. In particular, the school deploys teaching assistants very effectively and as a result, they make an exceptional contribution to pupils' learning and wellbeing both in and out of classrooms. They work closely with teachers to stimulate pupils' enjoyment of their learning and to ensure that they achieve high standards.

All staff benefit from regular professional training and this has a positive impact on school life. For example, teachers who have undertaken sabbaticals, model their Welsh-medium skills very successfully. As a result, pupils are becoming more secure in their use of the Welsh within the classroom.

During a period of extensive change, senior leaders and governors have managed the school's finances exceptionally well and ensured that resources match the school priorities. For instance, the raising of considerable funds to pay for the development of the new learning village as an exciting addition to the provision for teaching and learning.

The school uses the pupil deprivation grant effectively to provide an extensive range of interventions to support vulnerable pupils. As a result, these pupils' confidence and basic skills in literacy and numeracy develop very successfully and there is little difference in their attainment and that of other pupils

In view of the very good use the school makes of its funding, the rapid progress made by pupils and the outstanding quality of provision, the school provides excellent value for money.

Appendix 1: Commentary on performance data

6692121 - YSGOL Y BYNEA

Number of pupils on roll	155
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	11	15	16	20
Achieving the Foundation Phase indicator (FPI) (%)	45.5	66.7	81.3	85.0
Benchmark quartile	4	4	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	11	15	16	20
Achieving outcome 5+ (%)	54.5	66.7	81.3	85.0
Benchmark quartile	4	4	4	2
Achieving outcome 6+ (%)	9.1	33.3	25.0	25.0
Benchmark quartile	4	2	3	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	11	15	16	20
Achieving outcome 5+ (%)	63.6	73.3	81.3	90.0
Benchmark quartile	4	4	4	1
Achieving outcome 6+ (%)	9.1	26.7	31.3	25.0
Benchmark quartile	4	2	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	11	15	16	20
Achieving outcome 5+ (%)	63.6	93.3	81.3	90.0
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	18.2	53.3	37.5	65.0
Benchmark quartile	4	2	3	1

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.

6692121 - YSGOL Y BYNEA

Number of pupils on roll	155
Pupils eligible for free school meals (FSM) - 3 year average	32.2
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	7	15	11	14
Achieving the core subject indicator (CSI) (%)	85.7	80.0	81.8	92.9
Benchmark quartile	2	3	3	1
English				
Number of pupils in cohort	7	15	11	14
Achieving level 4+ (%)	85.7	80.0	81.8	92.9
Benchmark quartile	3	4	4	1
Achieving level 5+ (%)	28.6	40.0	27.3	42.9
Benchmark quartile	3	2	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	7	15	11	14
Achieving level 4+ (%)	85.7	80.0	81.8	92.9
Benchmark quartile	3	4	4	1
Achieving level 5+ (%)	14.3	33.3	54.5	42.9
Benchmark quartile	4	2	1	1
Science				
Number of pupils in cohort	7	15	11	14
Achieving level 4+ (%)	85.7	80.0	81.8	92.9
Benchmark quartile	3	4	4	1
Achieving level 5+ (%)	28.6	33.3	45.5	42.9
Benchmark quartile	3	2	1	1

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

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

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

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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.	79	78 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	79	78 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	79	78 99%	1 1%	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	79	78 99%	1 1%	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.	79	78 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	78	75 96%	3 4%	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.	78	78 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	79	78 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.	79	79 100%	0 0%	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.	79	79 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	79	57 72%	22 28%	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	79	72 91%	7 9%	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.	31	29 94%	2 6%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	30	27 90%	3 10%	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.	31	29 94%	2 6%	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.	30	27 90%	3 10%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	30	21 70%	9 30%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	31	26 84%	5 16%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	24 77%	7 23%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	30	24 80%	6 20%	0 0%	0 0%	1	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	31	26 84%	4 13%	1 3%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	24 80%	5 17%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	30	26 87%	4 13%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	24 80%	6 20%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	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.	30	23 77%	7 23%	0 0%	0 0%	1	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.	31	29 94%	2 6%	0 0%	0 0%	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.	29	22 76%	7 24%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	30	25 83%	5 17%	0 0%	0 0%	1	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.	29	22 76%	6 21%	1 3%	0 0%	2	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.	31	26 84%	4 13%	1 3%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	30	26 87%	4 13%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Helen Kay Lester	Reporting Inspector
Russell Grigg	Team Inspector
Terry James Davies	Lay Inspector
Elizabeth Ann Dackevych	Peer Inspector
Tania Morgan	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.