



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

**A report on**

**Ysgol Gynradd Saron  
Saron  
Ammanford  
SA18 3LH**

**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:

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

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

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**Publication date: 28/03/2017**

## Context

Ysgol Gynradd Saron is a Welsh-medium community school that serves the villages of Saron and Capel Hendre in Carmarthenshire.

Welsh is the main medium of teaching. Pupils in the Foundation Phase are taught wholly through the medium of Welsh, and English is introduced in key stage 2. Approximately half the pupils come from Welsh-speaking homes. Very few pupils come from ethnic backgrounds.

Seven point nine per cent (7.9%) of pupils are eligible for free school meals, which is significantly lower than the national average. Seventy-three pupils (31%) have been identified by the school as having additional learning needs, which is significantly higher than the national average. Very few pupils have a statement of special educational needs.

Children are admitted to the school during the term before their fourth birthday and leave when they are eleven years old. There are nine classes, four of which are for children in the Foundation Phase, and five for pupils in key stage 2.

There are eight full-time teachers and two part-time teachers. The current headteacher has led the school since 2004. The school was last inspected in October 2010.

The individual school budget per pupil for Ysgol Gynradd Saron in 2016-2017 is £3,210. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gynradd Saron is in 95<sup>th</sup> place of the 100 primary schools in Carmarthenshire in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is excellent because:

- Most pupils make sound progress from their starting points
- Most pupils develop as independent and very mature learners
- Most pupils' literacy, numeracy, and information and communication technology (ICT) skills are very sound
- Most pupils show great enjoyment, enthusiasm and interest in their work
- Many pupils use their thinking skills successfully to make sensible decisions and choices independently
- Teachers plan very effectively throughout the school and give detailed attention to the requirements of the Literacy and Numeracy Framework, in addition to ICT, thinking skills and the Welsh dimension
- Teaching of a high standard occurs very consistently across the school

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher is experienced and provides clear, calm and firm leadership
- The school's leadership shows willingness to innovate and take risks in moving the school forward
- Four learning teams work very effectively to set a clear strategic direction for the school
- Self-evaluation procedures are very effective and are a core, live and very creative part of the school's work

## Recommendations

R1 Develop further the ability of pupils in key stage 2 to be more independent in their 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

<b>Key Question 1: How good are outcomes?</b>	<b>Excellent</b>
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### Standards: Excellent

On entry to the school, the basic skills of a majority of pupils are good. During their time at the school, most pupils make sound progress from their starting point. Very early in their school career, most develop as independent and very mature learners. By the end of the Foundation Phase, they use their learning skills very effectively to make sensible decisions about their activities across the areas of learning.

Nearly all pupils' oral skills are developing strongly across the school. In the Foundation Phase, from an early age, they converse naturally in Welsh and use general and subject vocabulary that are increasingly broad. Pupils from non-Welsh speaking homes acquire the language quickly and successfully. Pupils of all ages contribute intelligently to conversations and presentations. They express an opinion clearly and speak enthusiastically and at length about activities, and respond to questions sensibly and maturely.

In key stage 2, most pupils develop rich subject and general oral vocabulary in Welsh and English when undertaking their work or other activities. They are able to express themselves clearly and at length in both languages in class discussions and when responding to questions. On the whole, they are confident when giving effective presentations on a subject that is of interest to them, for example when presenting information about their choice of hero as part of the 'Heroes and Villains' theme.

Most pupils' reading skills are developing soundly throughout the school. They have an interest in books and discuss their content intelligently. In the Foundation Phase, many pupils read Welsh effectively and use their tone of voice well to convey meaning. They use effective techniques to read difficult or unfamiliar words. They read from various sources, such as worksheets, the white board, a computer screen and instructions to enable them to respond to class challenges.

In key stage 2, most pupils read increasingly effectively in Welsh and English. They understand the characteristics of books and authors well and are able to identify their preferences clearly. They use different sources successfully, including information and communication technology (ICT), in order to acquire information that supports their learning across the curriculum. This includes acquiring information in one language and responding to it in writing or orally in the other language.

The Welsh writing skills of most pupils in the Foundation Phase are developing very well across all areas of learning. Many spell familiar words correctly and punctuate their work effectively. Many pupils in Year 2 are able to write extended pieces in a suitable range of forms when responding to various activities. For example, they re-tell the story of Guy Fawkes and the story of Christmas in narrative form, and write a letter about individual experiences in the correct format, and a portrayal of Ben the sheepdog. These pupils are fully aware of when and where to use capital letter, a full stop, a question mark and an exclamation mark.

Most pupils in key stage 2 write at length in Welsh and English in a good variety of forms, to a standard that is appropriate for their age and ability. They spell most familiar words correctly and punctuate their work effectively, creating interesting paragraphs that are structured methodically. They use their writing skills successfully across the curriculum and use good vocabulary in both languages. They form interesting extended pieces about a variety of subjects; for example, pupils in Year 4 write a dialogue based on the legend of King Arthur, and create a factual report about bees by researching information in books and by using ICT.

Most pupils' presentation of work and handwriting are neat and orderly, and show sound progress.

Across the school, most pupils complete a good variety of mathematics work to a standard that is appropriate for their age and ability. Most pupils' calculation skills are sound, and they have mastered the four basic rules well.

By the end of the Foundation Phase, most pupils are able to undertake mental calculations effectively, for example when counting forwards and backwards in 2s, 5s and 10s starting from any number. They understand the concept of telling the time by the quarter hour, and are able to read a clock and record in digital form or in words. They create simple graphs based on data that they have collected. Most pupils apply the numeracy skills that they learn in mathematical focus activities successfully to appropriate activities across the areas of learning.

By the end of key stage 2, a few pupils of higher ability complete work of a high standard. For example, they understand and use formulae effectively to calculate the perimeter and area of rectangles, triangles and circles. In their mathematics lessons, they develop numeracy skills effectively, and apply those skills very successfully, and to an appropriate standard, to activities across the curriculum. For example, in the Heroes and Villains theme, they placed heroes in different categories and presented the information in different forms, such as fractions, decimals and percentages, in addition to a graph.

Across the school, pupils' standards of ICT are very high. From the pre-Reception class onwards, pupils show complete confidence when using ICT equipment to support them with a wide range of activities. There is clear progress and continuity as pupils become older. In all classes, they use increasingly complex programs to create and present work in a variety of ways, be they pictures, written pieces, music or voice. By the end of the Foundation Phase, pupils use tablet computers to help them with mathematics work, for example by taking a photograph of clock faces around the learning areas and then recording their voices telling the time.

In key stage 2, pupils make extensive use of ICT to find information about their areas of study and to present their work. They are confident in all elements of the ICT curriculum; for example, they are able to use spreadsheets to help to store data and create graphs, and place relevant formulae in the data boxes to calculate the total, average and so on. They use simple computer programs in order to create and set a series of instructions for a 'robot' on the screen.

Pupils' confidence and naturalness in using ICT, and the wide range of activities that they complete, are a very strong feature of the school's work.

There is generally good progress in the school's performance at the expected levels at the end of the Foundation Phase and key stage 2 over four years in each of the areas of learning and the core subjects. During the past year, the percentage of pupils who are eligible for free school meals fell below 8% to 7.9%. Results of teachers' assessments in the Foundation Phase and key stage 2 vary, moving the school between the lower 50% and the upper 25% in comparison with similar schools over a period of four years.

The same pattern can also be seen at the higher than expected levels, namely outcome 6 in the Foundation Phase and level 5 or above in key stage 2.

There is no specific pattern of difference between the attainment of boys and girls, although boys do not perform as well in Welsh at the higher levels.

There are not enough pupils who are eligible for free school meals, pupils from ethnic backgrounds or pupils who speak English as an additional language within specific cohorts to come to meaningful conclusions based on data. However, nearly all these pupils make good progress in learning sessions and in their workbooks.

Pupils with additional learning needs make good progress in responding to their personal targets.

### **Wellbeing: Excellent**

Most pupils state that they are happy at school and feel completely safe. Nearly all pupils' behaviour is excellent. They treat their peers and adults with respect, including the school's staff and visitors.

Most pupils show great enjoyment, enthusiasm and interest in their work. Nearly all pupils in the Foundation Phase work very effectively independently and remain on task actively for extended periods of time. For example, they complete a specific number of challenging independent tasks across the areas of learning regularly, which reinforce what they learn in focus sessions. A number of these challenges are set following suggestions from pupils.

Many pupils in key stage 2 use their thinking skills successfully to make sensible decisions and choices independently when completing tasks and activities. In a minority of lessons, they make good suggestions that set a specific direction for their learning.

Most pupils across the school have a clear understanding of how well they are succeeding in their tasks and what they need to do in order to improve. As a result, they assess their own work and that of their fellow pupils confidently and intelligently against robust criteria.

The school's current attendance level is 96.3%, which is above the average for Wales and places the school in the upper 50% in comparison with similar schools. Attendance levels have usually varied, moving the school between the upper 50% and the lower 50% in comparison with similar schools over the last four years.

Members of the school council and eco committee contribute actively and prominently to the school's life and work. They represent their fellow pupils' views very effectively and have ensured a beneficial change to the school environment. For example, as a result of the work of the school council and the Welsh language charter, a school radio has been established to play Welsh music on the playground, and a running track has been established on the playing field. The eco committee is very active and is responsible for organising activities for nature week, fashion shows with recycled materials, and maintaining their fellow pupils' awareness of sustainability by monitoring very regularly. Recycling and sustainability have a very prominent place in the school; for example, pupils in the Reception class went on a 'rubbish hunt' on the school grounds and discussed the best way to dispose of the refuse that was collected.

Most pupils take the opportunity to express their views and make decisions that affect their life at school; for example, pupils had a strong influence on the school's marking code, the method of setting individual targets, and the arrangements to facilitate transition from the end of the Foundation Phase to Year 3.

Pupils are very aware of their rights as individuals, in line with the United Nations Charter on the Rights of the Child. The charter is prominent in the school's life.

They have a sound awareness of eating healthily and are enthusiastic when taking part in physical education lessons, extra-curricular activities and on the playground. This includes a variety of activities and sports competitions that are arranged by the school and the local community.

The school is active in the local community in entertaining elderly people in the village and conducting services in local chapels and churches, and pupils benefit from the support of a number of members of the community who help to develop their reading skills.

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

Planning is very effective throughout the school. Long-term and medium-term planning provides teachers with clear guidance and sets a firm foundation for short-term plans. They give detailed attention to the requirements of the Literacy and Numeracy Framework, in addition to ICT, thinking skills and the Welsh dimension. They are thorough and ensure consistency and progression in teaching and high expectations, and meet the needs of specific cohorts of pupils particularly well. The school meets the requirements of the National Curriculum, the Foundation Phase and religious education in full. Pupils are given regular opportunities to identify what they would like to learn within a theme; they can suggest tasks to be completed, and teachers respond very positively to this.

The true principles of the Foundation Phase are implemented very effectively and this is one of the school's great strengths. The learning environment, including the outdoor areas, is rich and stimulates pupils to investigate and work independently. Skilful planning by teachers provides direct and valuable experiences for pupils.



Provision for ICT is a clear strength at the school. Very effective use is made of ICT resources across the curriculum to ensure that pupils are completely confident in using an increasing range of equipment and programs.

Provision to learn about Wales and the Welsh language is very strong, and is included in all schemes of work. Pupils are given regular opportunities to study local history, legends such as the story of St Dwynwen and famous Welsh people, including prominent local and Welsh artists. A range of visits to places of interest, questioning visitors and taking part in extra-curricular activities, enrich pupils' learning experiences well, for example the visit of Years 5 and 6 to a performance about Lord Rhys in a mansion in Llandeilo. Activities that derive from the guidelines of the Welsh Language Charter broaden provision further, for example by raising awareness of Welsh music on the school radio, and visits by prominent musicians. As a result, pupils' awareness of their heritage and Welsh culture is completely sound.

Pupils' understanding of sustainability and global citizenship is promoted well through activities such as fair trade week, collecting clothing for Africa, work on foreign countries in the curriculum, and international week. There is very effective provision to support the work of the eco committee.

### **Teaching: Excellent**

One of the school's clear strengths is the nature of teaching. There is a very strong joint understanding between teachers about learning and teaching. This ensures that teaching of a high standard takes place very consistently across the school. This is reflected very clearly in teachers' weekly schemes of work.

Nearly all teachers have a thorough knowledge of pupils' attainment and they plan tasks that challenge all pupils' attainment, whatever their level of ability. Teachers encourage pupils' independent learning skills effectively through a variety of teaching methods; for example, all teachers give pupils opportunities to suggest activities and tasks for each theme, and include the suggestions in their weekly plans. Teachers often encourage pupils at the top of key stage 2 to choose for themselves in what form they wish to present information about specific subjects.

There is an excellent working relationship between pupils and teachers, and learning assistants contribute positively to the teaching process. Teachers deliver interesting and challenging activities that ignite pupils' enthusiasm. As a result, they commit very well to their work; for example, pupils from the Reception class were led on a 'rubbish hunt' on the school grounds as a trigger to work on rhyming words, in addition to a discussion about recycling.

Through skilful questioning and clear presentation, teachers challenge pupils to achieve to the best of their ability and to take pride in their work. In general, lessons have a purposeful pace and ensure that progress occurs during nearly all lessons. Expectations are high and teachers respect pupils' work and opinions.

All teachers work very closely together to track pupils' progress, and monitor and evaluate progress regularly each term. As a result, they know all pupils' strengths and shortcomings particularly well. In their weekly planning, they evaluate the standards that pupils achieved previously and plan specific activities that target cohorts of pupils very effectively.

Nearly all pupils' marking is constructive and offers positive comments in addition to identifying areas that should be improved. They give specific time for pupils to respond appropriately to their comments before moving on to the next activity.

All teachers work well as a team to standardise and moderate work across the school, and develop useful profiles that exemplify standards in all core subjects. Useful guidelines on literacy and numeracy also derive from this process.

Assessment for learning is embedded deeply in the school and is now a completely natural and constructive part of all lessons and learning sessions. As a result, most pupils understand their tasks completely and are able to evaluate their own work and that of their fellow pupils very effectively. Success criteria are a core part of all tasks, and they are presented in a subtle way that does not interfere with the flow of a lesson or with pupils' learning time. Nearly all teachers use purposeful strategies to ensure that pupils understand their tasks, give them time to consider their work and understand how well they have achieved, and what they need to do to improve.

Reports for parents are comprehensive and provide useful information about pupils' next learning steps.

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

The school is an exceptionally happy, safe and welcoming community. It has suitable arrangements for promoting eating and drinking healthily. There are very effective procedures to promote good behaviour, which are in operation throughout the school. As a result, pupils treat staff, visitors and their fellow pupils with respect.

Provision for additional learning needs is very effective. The school identifies pupils' individual needs at a very early stage through the effective progress-tracking systems. This ensures that teachers have a very good recognition of individual pupils and their needs, and they provide the appropriate support. Individual education plans are comprehensive and include achievable targets that are agreed with pupils and parents. These are implemented effectively and reviewed regularly. Good provision and input is provided by learning assistants to ensure that pupils make good progress against their targets.

Class teachers provide successfully for pupils with additional learning needs. They have a good knowledge of the content of individual education plans, and they weave targets into their class activities very effectively.

The school supports pupils with low self-confidence effectively through specific sessions in the sensory room; for example, an after-school talking and support session is held for these pupils in key stage 2.

The school's arrangements for collective worship are good and contribute successfully to pupils' moral and spiritual development. In their morning assemblies, pupils are given an opportunity to reflect and respond to spiritual and moral issues. For example, during the assembly on St Dwynwen's Day, they were given an opportunity to consider who had a place in their hearts. Regular visits by a group that promotes information about the Bible contribute positively to pupils' spiritual development. The school makes effective arrangements to ensure progress in pupils' social and cultural development. For example, many pupils take part in local events, such as visiting a home for the elderly and singing in a shopping centre to raise money for charity. Teachers make arrangements for members of the community to visit the school to share their experiences or to talk about their work.

The school's procedures for monitoring and promoting attendance are effective and have a positive influence on pupils and parents.

The school makes very good use of specialist agencies at appropriate times, including health services, language therapists and the emergency services. The school's careful arrangements with these agencies ensure that all pupils receive the necessary support.

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

### **Learning environment: Excellent**

The school's close, inclusive and familial ethos creates a very safe and supportive learning environment. The school's policies and strategies meet statutory requirements.

The school has good resources that support learning and teaching very effectively, including a very good supply of information technology resources and reading books. The school has designed the outdoor area very effectively to ensure the best possible use for playtime activities and lessons. Through the school council and the eco committee, leaders include pupils effectively in developing these areas. Outdoor learning areas enrich pupils' learning experiences very strongly; for example, the outdoor areas for Foundation Phase classes ensure that pupils undertake meaningful activities regularly, and they are a completely natural extension of the classrooms.

The wild area on the school grounds is a particularly good resource that is used very effectively by all classes to enrich pupils' learning, through activities about sustainability and nature, in addition to stimulating creative work.

Attractive and tasteful displays of pupils' work and successes in the classrooms create an environment that stimulates learning effectively, and add to the school's homely and welcoming ethos.

The school is maintained to a high standard and the school grounds are safe for pupils.

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

The headteacher is experienced and provides clear, calm and firm leadership. She has high expectations of her teachers and pupils. Her vision can be seen in the school motto, 'Gorau dysgu, cyd-ddysgu' (Learning together is the best learning), which is relevant not only to pupils, but to all of the school's community, be they pupils, staff, governors or parents. Through effective communication systems and a definite structure for the school's leadership, this message is disseminated effectively to all. As a result, all stakeholders are completely aware of the school's activities and expectations.

Under the leadership of the headteacher, the deputy headteacher and the senior management team, four learning teams set a clear strategic direction for the school. These teams are very effective in monitoring, evaluating and planning improvement in terms of standards, wellbeing, learning experiences, and care and support. The membership and contribution of learning assistants and governors to these teams ensures that everyone feels that they have ownership of the process and contribute purposefully to developing the school as a community.

The school's leadership shows willingness to innovate and take risks in moving the school forward. The robustness of the structure ensures a high quality self-evaluation process, and a deep joint understanding of the school's needs and priorities. This has a significant effect on improving educational provision, on the exceptional consistency of teaching and on the standards of pupils' work.

There are regular meetings of the senior management team, the teaching staff and the Foundation Phase and key stage 2 teachers, including the learning assistants. These meetings focus firmly on the school's priorities for improvement and on raising standards in specific areas. For example, during the last term, meetings were held to discuss the outcomes of the progress-tracking process, to scrutinise books and standardise outcomes in writing in Welsh and English and mathematics, and to discuss the implementation of the Digital Competency Framework.

Performance management arrangements for teachers and assistants are well established and are organised and implemented effectively. They focus firmly on the school's priorities for improvement.

Leaders and staff give good attention to local and national priorities. Literacy and numeracy have been given particular attention, and are now a completely natural part of learning sessions, and pupils' standards show very good progress.

Leaders and staff give very good attention to developing understanding of the Digital Competency Framework. They work diligently to improve provision, and have taken significant steps towards ensuring that provision meets the requirements.

Leaders give regular and specific attention to vulnerable groups, such as pupils who are eligible for free school meals. Regular progress-tracking and purposeful intervention when necessary have led to improving the performance of these pupils.

Governors fulfil their statutory duties in full. They have thorough knowledge of the school and understand its priorities and improvement needs well. They contribute very well to the self-evaluation process and challenge the leadership appropriately about their work.

### **Improving quality: Excellent**

Self-evaluation procedures are very effective and are a core and natural part of the school's work. They are rigorous and include broad evidence, including the views of all stakeholders. It is a live and very creative process, which enables the school to identify, monitor and evaluate its performance very successfully.

The self-evaluation process is innovative in the way in which all members of staff contribute very effectively by sharing ideas, expertise and knowledge. All staff have ownership of the process, including assistants and governors, and everyone's views count, are taken seriously and hold weight. Staff work exceptionally well in learning teams that conduct very effective reviews in order to ensure that they have a clear picture and a sound understanding of standards and provision. Reports that derive from this are evaluative and contribute clearly to the priorities in the school improvement plan.

Monitoring arrangements by the headteacher and the senior management team are very effective and contribute valuable information to the learning teams. Teachers' practice of filming each other teaching enables them to refine their teaching skills and identify areas for improvement. Following the process, leaders place a clear focus on areas that need to be improved and developed further. As a result, all staff have a clear understanding of the school's strengths and areas for development in order to ensure improvement. This is shown clearly in the very high quality self-evaluation reports.

The school's procedures for listening to the pupil's voice is a strong element of the process. Pupils make regular contributions through the various committees and action groups that they have, such as the school council and the digital champions. A good feature is pupils' contribution when responding to playtime questionnaires and expressing an opinion on how to ensure improvement for the benefit of all pupils. A running track and 'mainc mêts' ('buddies bench') have derived from this work. Pupils' contribution to planning is also important in the school's life. As a result, pupils make choices about what they would like to learn, which leads to a sensible change in teachers' plans, particularly in the Foundation Phase.

The school improvement plan prioritises the school's needs very successfully. It is a document that is evaluated regularly by learning teams throughout the year, and is a central element of the discussions in staff and governors' meetings. Priorities are robust and respond exceptionally well to the issues that need to be improved.

### **Partnership working: Excellent**

The school has an effective range of partnerships that have a strong effect on provision. There are excellent links between the school and other schools locally and nationally. The school shares good practice very effectively and the excellent culture

of co-operation with other schools fosters leaders' skills in raising standards and broadening pupils' experiences. A very good example of this is that teachers contribute films for the education authority's training sessions, and welcome teachers from a variety of other schools in order to disseminate good practice in the Foundation Phase.

The school works particularly well with parents. There are regular opportunities for parents to communicate with the school and express their opinion. The parents' forum focuses beneficially on different aspects of school life. This has had a particularly good effect on improving the school's procedures, for example in improving transition arrangements for pupils from the Foundation Phase to Year 3. The parent members of the forum understand the reasons for difficult decisions and, as a result, the partnership between leaders and all parents is very effective.

The school has developed a very good partnership with the Welsh Government by developing new resources for the Foundation Phase and new ICT apps. Leaders evaluate the effect of new provision on standards and take advantage of the most up-to-date resources with pupils. This inspires pupils and keeps the school on top of new developments.

The school's transition arrangements, whether with the local nursery or secondary school, are completely robust. Pupils are given valuable opportunities to take part in a variety of activities, for example the blue sky projects for more able pupils, which prepares them beneficially to move forward to secondary education.

Teachers have a sound understanding of the expected outcomes at the end of the Foundation Phase and key stage 2. Teachers contribute very effectively towards the standardising and moderation activities of local schools.

The school take good advantage of the resources of the community and local businesses, and has recently welcomed visitors from a plastics factory to enrich pupils' experiences. Visitors from the community, such as the 'Agor y Llyfr' ('Open The Book') group, and visits to local chapels, enrich pupils' experiences and develop their understanding and their social and spiritual awareness well.

### **Resource management: Excellent**

The school is a very effective learning community. All staff work together in order to develop new strategies that provide opportunities to stretch, challenge and support pupils. There are successful professional learning communities both within and outside the school, which raise staff's awareness of new ways of working. The system of structuring the school into learning teams has created a culture in which staff share good practice with each other consistently well. As a result, expectations have risen, and teachers and assistants have developed to become open, honest and more self-critical of their work.

The school has a suitable number of qualified staff to provide successfully for pupils. Responsibilities are allocated effectively and the school makes meaningful use of assistants, who contribute well to pupils' experiences and provide robust support to individuals and specific groups of pupils.

The school provides very valuable performance management procedures for teachers and assistants. There are good opportunities for teachers' continuous development, and their objectives are clear and based on the school's priorities. Teachers use their planning, preparation and assessment time, which meets statutory requirements, effectively in order to give good consideration to pupils' progress.

The headteacher and the finance sub-committee are very active and have strengthened the financial position this year by making robust decisions. All elements of the school improvement plan receive sufficient funding in order to ensure that targets to improve pupils' standards and wellbeing are given priority.

The school makes effective use of the Pupil Deprivation Grant in order to raise standards and ensure the best opportunities; for example, the school provides linguistic and mathematical support for eligible pupils. This has a positive effect on those pupils' outcomes.

Considering pupils' outcomes over time and the high standard of provision and teaching, the school provides excellent value for money.

## Appendix 1: Commentary on performance data

### 6692042 - YSGOL GYNRADD SARON

Number of pupils on roll	237
Pupils eligible for free school meals (FSM) - 3 year average	8.0
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	22	32	32	41
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	90.9	87.5	84.4	90.2
Benchmark quartile	2	3	4	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	22	32	32	41
Achieving outcome 5+ (%)	90.9	90.6	84.4	95.1
Benchmark quartile	2	3	4	2
Achieving outcome 6+ (%)	27.3	25.0	34.4	43.9
Benchmark quartile	3	3	3	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	22	32	32	41
Achieving outcome 5+ (%)	95.5	93.8	90.6	92.7
Benchmark quartile	2	2	3	3
Achieving outcome 6+ (%)	27.3	25.0	40.6	46.3
Benchmark quartile	3	3	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	22	32	32	41
Achieving outcome 5+ (%)	100.0	93.8	96.9	100.0
Benchmark quartile	1	4	3	1
Achieving outcome 6+ (%)	72.7	78.1	65.6	82.9
Benchmark quartile	1	1	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.



**6692042 - YSGOL GYNRADD SARON**

Number of pupils on roll	237
Pupils eligible for free school meals (FSM) - 3 year average	8.0
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	35	27	32	33
<b>Achieving the core subject indicator (CSI) (%)</b>	88.6	92.6	87.5	97.0
Benchmark quartile	3	2	4	2
<b>English</b>				
Number of pupils in cohort	35	27	32	33
Achieving level 4+ (%)	94.3	96.3	90.6	100.0
Benchmark quartile	2	2	4	1
Achieving level 5+ (%)	31.4	29.6	37.5	45.5
Benchmark quartile	3	4	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	35	27	32	33
Achieving level 4+ (%)	88.6	88.9	90.6	97.0
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	20.0	25.9	18.8	36.4
Benchmark quartile	3	3	4	3
<b>Mathematics</b>				
Number of pupils in cohort	35	27	32	33
Achieving level 4+ (%)	91.4	92.6	87.5	100.0
Benchmark quartile	3	3	4	1
Achieving level 5+ (%)	40.0	44.4	56.3	51.5
Benchmark quartile	2	2	1	3
<b>Science</b>				
Number of pupils in cohort	35	27	32	33
Achieving level 4+ (%)	97.1	92.6	93.8	97.0
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	37.1	51.9	46.9	45.5
Benchmark quartile	3	2	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 the 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.	100	99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	91 91%	9 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	100 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	100	100 100%	0 0%	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	98 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	96 96%	4 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.	100	100 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	100	98 98%	2 2%	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.	100	97 97%	3 3%	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.	100	98 98%	2 2%	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	94 94%	6 6%	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	100	82 82%	18 18%	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 the 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.	82	54 66%	26 32%	1 1%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	82	63 77%	17 21%	0 0%	2 2%	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.	81	65 80%	16 20%	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.	82	47 57%	31 38%	4 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	80	39 49%	36 45%	4 5%	1 1%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	81	49 60%	31 38%	1 1%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	81	53 65%	28 35%	0 0%	0 0%	1	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.	81	33 41%	43 53%	3 4%	2 2%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	82	50 61%	23 28%	7 9%	2 2%	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.	79	42 53%	37 47%	0 0%	0 0%	3	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.	82	55 67%	26 32%	1 1%	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'.	69	35 51%	32 46%	1 1%	1 1%	11	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.	81	33 41%	40 49%	8 10%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	81	51 63%	28 35%	2 2%	0 0%	1	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.	72	28 39%	35 49%	9 12%	0 0%	10	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.	78	40 51%	35 45%	3 4%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	49	25 51%	22 45%	0 0%	2 4%	30	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.	78	33 42%	39 50%	5 6%	1 1%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	80	54 68%	24 30%	1 1%	1 1%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Terwyn Tomos	Reporting Inspector
Gwyn Williams	Team Inspector
Michaela Leyshon	Lay Inspector
Gwynn Griffiths	Peer Inspector
Gwenda Easton	Nominee

## Copies of the report

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