



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

**A report on**

**Ysgol Gymraeg Ffwrnes  
Denham Avenue  
Llanelli  
SA15 4DD**

**Date of inspection: May 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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 19/07/2017**

## Context

Ysgol Gymraeg Ffwrnes is a Welsh-medium primary school that is situated on the outskirts of the town of Llanelli. The school moved to a new building in December 2014. It is maintained by Carmarthenshire local authority. A few pupils are eligible for free school meals, a proportion that is lower than the average for the local authority and nationally.

There are currently 415 pupils between 3 and 11 years old on roll in single age classes. A minority of pupils come from Welsh-speaking homes and around half of pupils are on the additional learning needs register.

The headteacher has been in post since January 2000. The school was last inspected in 2012.

The individual school budget per pupil for Ysgol Gymraeg Ffwrnes in 2016-2017 is £3,719. The maximum per pupil in primary schools in Carmarthenshire is £9,689 and the minimum is £3,083. Ysgol Gymraeg Ffwrnes is in 41<sup>st</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>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- A majority of pupils make sound progress in their skills and build appropriately on previous learning
- Many pupils' oral skills are sound in both languages, and they communicate naturally and eloquently when discussing a variety of subjects in formal and informal situations
- Nearly all pupils' standards of behaviour are very good, and they treat their fellow pupils, staff and visitors with respect and courtesy
- Most pupils are enthusiastic and eager to learn, and many have a high level of commitment
- The school provides a wide range of learning experiences that engage many pupils' interest and curiosity successfully
- Plans to develop pupils' information and communication technology (ICT) skills are detailed and ensure that pupils are given beneficial opportunities to develop these skills successfully across the curriculum
- The school has robust arrangements to assess, monitor and record pupils' progress
- Many pupils with additional learning needs make good progress against their targets
- Provision for pupils with profound additional needs is exceptional

However:

- More able pupils across the school do not make enough progress in their learning
- Many pupils' ability to write at length across the curriculum is not developing robustly enough
- Activities are not planned clearly enough in order to develop pupils' literacy and numeracy skills coherently
- A majority of pupils' ability to make decisions and plan their own learning is limited
- Pupils depend too much on writing frames, which limits their ability to write independently
- A majority of teachers' marking and oral feedback are inconsistent
- In a minority of lessons in key stage 2, expectations are too low and learning objectives are not shared clearly enough with pupils

## Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a suitable understanding of the school's needs and knows a majority of the aspects that need to be developed
- The headteacher shares her vision appropriately with staff, governors and parents by developing the school's overall objectives successfully
- The senior management team's responsibilities are defined clearly
- Leaders make effective use of analysing performance data to identify a majority of the school's strengths and areas for improvement
- Governors are supportive of the school and appreciate the work that staff do in order to provide valuable experiences for pupils
- The school has a range of appropriate activities to evaluate the quality of provision and pupils' standards
- There is a close link between the self-evaluation report and the school improvement plan, which focuses firmly on raising standards and developing provision

However:

- Self-evaluation procedures have not been developed in full or implemented rigorously enough, and therefore the school does not identify important areas for development in order to improve specific aspects of learning and teaching
- The senior management team and governors do not have a firm enough focus on reviewing progress and monitoring the effect of improvement procedures
- Governors are over-reliant on information from the headteacher to make decisions and set priorities and, as a result, they are not in a strong enough position to challenge the leadership about the school's performance

## Recommendations

- R1 Improve standards of extended writing across the curriculum, particularly for the more able pupils
- R2 Ensure consistency when responding to pupils' work so that they have a sound understanding of what they need to do to improve their skills
- R3 Ensure that teaching provides consistent and robust challenge in order to meet all pupils' needs
- R4 Strengthen the school's self-evaluation processes so that leaders identify better the areas for improvement and monitor the effect of their improvement activities thoroughly

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

Pupils' literacy and numeracy skills on entry to the school are varied. During their time at the school, a majority make sound progress in these skills and build appropriately on previous learning. Many pupils with additional learning needs make good progress against their targets, while most pupils with profound specific needs make exceptional progress. However, more able pupils across the school do not make enough progress in their learning.

Most pupils in the Foundation Phase develop rich local dialect and use vocabulary and phrases that are appropriate for their age and ability. They communicate clearly in Welsh and talk confidently about their experiences and interests. Most pupils' ability to listen for extended periods and to convey what they have learnt in their own words develops increasingly during their time in the Foundation Phase. A good example of this is the excitement that they convey when discussing the story of the 'Twrch Trwyth' in the legend of Culhwch and Olwen. Many pupils' oral skills in key stage 2 are robustly good in both languages. They are confident and hold the audience's attention quickly. By the end of the phase, many converse naturally and eloquently about a variety of subjects in formal and informal situations. A good example of this is the maturity that they show while discussing the story of the fight to prevent the flooding of the Gwendraeth Valley. At the top of the Foundation Phase, a majority of pupils read meaningfully and with an increasing understanding of the text. A few begin to change their tone of voice effectively in order to emphasise important events in the text. In key stage 2, a majority of pupils' reading skills are developing appropriately in both languages. A very few more able pupils discuss the content of a story in detail and express an opinion about their favourite characters and authors confidently. However, this is not common among most pupils, and very few choose to read voluntarily and for pleasure. Across the key stage, a majority of pupils' higher order reading skills are developing appropriately, and their ability to gather information from books or the internet about a specific subject is developing in line with their age and ability. A sound example of this is pupils' research work on the history of the Titanic.

In the Foundation Phase, many pupils make appropriate progress in their early writing skills. Younger pupils are confident when using early marking implements and experiment with them independently. A majority of older pupils write in a variety of forms during language activities, and use sound sentence structures, suitable paragraphs and basic punctuation. However, a few pupils' ability to write at length across the areas of learning is not developing soundly enough.

In key stage 2, pupils' writing skills vary. A majority of pupils write intelligently for different purposes in both languages, but this is not consistent across the stage. A minority are beginning to show an appropriate awareness of different forms, and a few consider their audience carefully when presenting their work. A minority develop their ideas imaginatively and spell fairly correctly in Welsh and English, for example

when writing about the animals of the rainforest. However, many pupils in key stage 2 do not write extensively enough in both languages. They are over-reliant on writing frames, which limits their ability to write independently. Very few more able pupils complete challenging writing tasks across the curriculum.

In the Foundation Phase, most pupils use and apply their numeracy skills well in a variety of situations. They develop a good understanding of the relationship between addition and subtraction and multiplication and division, and use this awareness successfully when solving number problems. A majority of pupils use appropriate units of measurement, gather, record and present data correctly, and use money in everyday situations. However, overuse of worksheets limits the ability of many more able pupils to achieve at the higher levels.

In key stage 2, most pupils use an appropriate range of strategies to solve numeracy problems successfully during mathematics lessons. They calculate percentages and fractions correctly, for example in order to discover whether items that are on sale in a supermarket are a bargain or not. A majority analyse data and weigh and measure objects confidently. In science lessons, most pupils use their numeracy skills suitably when recording the results of scientific investigations, and create a branch database. However, many pupils do not use their numeracy skills consistently enough across a range of subjects, particularly at the top of the school.

Most pupils develop their ICT skills appropriately in areas of learning and across the curriculum. By the end of the Foundation Phase, most pupils use word processing programs suitably to present information. They are confident, for example, when placing a picture and text to create a poster about different countries. Nearly all pupils in the Foundation Phase use tablet computers confidently for different purposes, and control a character or toy to follow a specific path. In key stage 2, most pupils have sound ICT skills. Many older pupils create film presentations of two and three-dimensional animated clips confidently, and produce a voiceover successfully in order to create sound effects and dialogue. A few compose and produce musical presentations by using a good range of electronic instruments. Many pupils' research skills are sound, and they use the internet meaningfully and safely in order to acquire information, for example about international disasters.

In general, the performance of pupils who are eligible for free school meals at the expected and higher levels in the Foundation Phase has been lower than that of their peers over the last four years. In key stage 2, there is no pattern of difference in the performance of this group of pupils in comparison with their peers, although the difference is slightly more notable at the higher levels. Over time, the gap between the performance of girls and boys has become smaller at the expected and higher outcomes and levels.

In general, over the last four years, pupils' performance at the end of the Foundation Phase at the expected outcomes in literacy and mathematical development has been below the median in comparison with levels in similar schools. At the higher outcome, over the same period, performance has varied, moving the school between the bottom 25% and the upper 50% of similar schools.

At the end of key stage 2, pupils' performance at the expected level, in all subjects across the same period, has varied, moving the school between the bottom 25% and the upper 50%, in comparison with similar schools. Performance at the higher level is below the median in comparison with levels in similar schools.

### **Wellbeing: Adequate**

Most pupils have positive attitudes towards living, eating and drinking healthily. A majority take part in a wide variety of activities to promote fitness, for example football, dancing, hockey and netball. Many are confident that the school teaches them effectively about the importance of a healthy lifestyle and eating healthily, and this is evident in the sensible choices that they make at lunch time.

Nearly all pupils feel safe at the school and know whom to approach if they are worried or concerned about something. The roles of the school council and eco council are developing appropriately. The councils make valuable contributions to a few aspects of school life, such as influencing break times and the outdoor provision. Most pupils are enthusiastic and eager to learn, and many have a high level of commitment. However, a majority of pupils' ability to make decisions and plan their own learning is limited. In addition, they do not evaluate their own work and that of their peers effectively enough in order to develop a sound understanding of what they need to do in order to improve their skills.

Most pupils across the school work together in the learning areas and play happily during break time and lunch time. Older pupils care for younger pupils voluntarily through the successful playground peacekeepers scheme. Nearly all pupils' standards of behaviour are very good. They treat their fellow pupils and staff with respect and courtesy. They are welcoming to visitors and are very proud of their school.

Many pupils participate in community activities regularly and develop their confidence effectively through a wide range of valuable experiences. A good example of this is visits to talk to the elderly at the Tŷ Cariad home.

Although the school has seen a recent improvement in pupils' attendance, the percentages at the end of the year have placed the school in the bottom 25% in comparison with similar schools in three of the last four years. Nearly all pupils' punctuality is good.

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

The school provides a wide range of learning experiences that engage many pupils' interest and curiosity successfully. The principles of the Foundation Phase have been embedded firmly and schemes of work meet the teaching requirements of the National Curriculum subjects.

A majority of teachers provide sound activities to develop pupils' language and number development in Welsh, English and mathematics lessons. However,

schemes of work do not consider the requirements of the Literacy and Numeracy Framework in full in order to ensure continuity and progression from one year to the next. As a result, these skills are not reinforced and developed effectively enough in other subjects, particularly at the top of key stage 2.

Most teachers plan purposefully and provide an imaginative curriculum that builds on pupils' previous experiences and knowledge effectively, particularly in the Foundation Phase. A varied range of educational visits, in addition to inviting visitors to the school, reinforces learning effectively. However, planning in key stage 2 does not lead to robust enough progress in learning, and a few teachers do not have a clear enough overview of what is learned across the stage. Plans to develop pupils' ICT skills are detailed and most teachers ensure that pupils are given beneficial opportunities to develop these skills successfully across the curriculum.

Provision to develop the Welsh language and the Welsh dimension across the school is good. Teachers place a valuable emphasis on the accuracy of spoken language, and most of the school's staff are exceptional language models. The school promotes the development of knowledge and understanding of Welsh culture and history well. For example, pupils in key stage 2 are very knowledgeable when discussing the Beasley family's campaign in the 1950s, in addition to the Welsh links to the voyage of the Titanic.

The school supports the Urdd's activities each year by preparing many pupils to compete in the Eisteddfod. This develops a strong sense of identity among many pupils.

Education for sustainable development and global citizenship has been established firmly. The school has strong links with schools across Europe. Teachers plan beneficial activities in order to develop pupils' understanding of the art, traditions and religions of these countries successfully. The school provides appropriate opportunities for pupils to foster a good awareness of environmental and sustainability issues. Effective and purposeful use is made of the outdoor area, including the garden, the pond and the small woodland to support learning.

### **Teaching: Adequate**

Most teachers have good subject knowledge. They use a robust range of beneficial strategies and purposeful resources to promote learning. Teachers and support staff work together effectively in order to ensure that most pupils receive suitable support in the classroom and through a good and varied range of intervention programmes. Classroom management and the pace of teaching sessions are sound and ensure that most pupils are very industrious in lessons.

Teachers have a good understanding of the requirements and principles of the Foundation Phase, and they provide exciting opportunities to develop pupils' thinking skills effectively in the classroom and in the outdoor areas. Interesting tasks are provided that engage most pupils' interest. Activities usually nurture independent learners successfully and encourage them to make basic choices and decisions. However, activities are not planned clearly enough in order to develop pupils' literacy and numeracy skills coherently.

In a minority of lessons in key stage 2, expectations are too low and learning objectives are not shared clearly enough with pupils. A few teachers review pupils' progress regularly during lessons but, in general, success criteria do not challenge pupils of higher ability consistently enough.

Many teachers provide pupils with constructive oral feedback during lessons. However, a majority of teachers' marking is inconsistent and their comments are not clear enough to enable pupils to know how well they are doing and what they need to do in order to improve. A majority of pupils are not given opportunities to assess their own work or that of their peers and, as a result, they are not aware enough of their targets to improve the standard of their work. Over-reliance on worksheets limits many pupils' ability to write at length across the curriculum.

The school has robust arrangements to assess, monitor and record pupils' progress at the end of the school year. Teachers use pupil progress-tracking data effectively to identify the needs of specific groups of pupils. Assessment outcomes are used purposefully in order to plan effective intervention programmes that meet the requirements of most pupils with additional learning needs. This element of the school's work is a strength.

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

The school promotes pupils' health and wellbeing successfully. Nearly all teachers plan beneficial activities across the curriculum and in a wide range of extra-curricular activities in order to promote the benefits of living, eating and drinking healthily. By working successfully with local clubs and societies, the school provides beneficial opportunities for pupils to participate in activities such as football, table tennis, netball, rugby, cricket, dancing and the Urdd's sports competitions.

The school's provision to develop pupils' spiritual and moral attitudes is effective. Teachers plan carefully in order to provide robust opportunities for pupils to consider the school's values, in addition to beneficial opportunities to reflect during worship periods and circle time.

Provision for social development is strong, and staff and pupils join the local community in raising significant amounts of money for local and national charities. Through beneficial links with foreign countries and through a strong emphasis on studying countries in the curriculum, staff reinforce pupils' understanding of other cultures appropriately.

Provision for pupils with additional learning needs is very beneficial. The support that is given to pupils with profound needs is exceptional. A number of intervention programmes, which are led skilfully by assistants at the school, have a very good effect on pupils' standards of wellbeing, for example by developing each child's ability to use sign language when singing hymns during school assemblies.

The school has particularly good links with a large number of external agencies and specialist services. This ensures high quality support and guidance for pupils, staff and parents. Individual education plans are very detailed, include clear targets and are discussed regularly with parents, pupils and relevant external agencies. As a result, pupils with specific profound additional needs make very good progress in terms of their wellbeing and participate fully in school life.

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

### **Learning environment: Good**

The school is a homely, inclusive and caring community in which pupils feel happy. One of the school's strengths is the clear sense of respect between pupils and adults, and between pupils. This is reflected in the behaviour and positive attitudes of nearly all pupils. The building and grounds are well-maintained and there is a high standard of cleanliness. Many classes provide a stimulating learning environment with attractive displays that celebrate pupils' work.

Classes are planned and arranged effectively in order to ensure that pupils' needs are met and that the school meets the requirements of the curriculum. There is a good provision of learning resources that are used effectively in order to enrich teaching and learning. This includes an extensive range of ICT equipment, and nearly all pupils make effective use of tablet computers in order to support their education. In the Foundation Phase, valuable use is made of the sheltered outdoor areas. In addition, all classes in the Foundation Phase have easy and convenient access to the outdoor areas.

The school's grounds are very extensive. They include excellent opportunities for pupils to use the garden, sports area, pond, woodland, green areas with climbing equipment and paths, and quiet areas. These resources provide valuable opportunities for pupils to learn, play and socialise together. Beneficial use is made of the wider grounds through activities such as sensory walks, a treasure hunt and the 'Mercher Mwdlyd' ('Muddy Wednesday') sessions.

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

The headteacher has a suitable understanding of the school's needs. She knows a majority of the aspects for development and establishes appropriate priorities in order to improve the school's work. She succeeds in sharing her vision appropriately with staff, governors and parents by developing the school's overall objectives successfully. She places a firm emphasis on improving pupils' standards and wellbeing, which is beginning to have a positive effect on learning and teaching.

The school has recently re-structured the membership and responsibilities of the senior management team, and individuals have specific responsibilities and clear job descriptions. They meet regularly, but not all members are always present. These meetings are too informal and no records are kept to enable leaders to monitor and review progress and decisions effectively enough. The senior management team is beginning to take part in lesson observations and scrutinising books in order to evaluate the standard of teaching. They make effective use of performance data to identify a majority of the school's strengths and areas for improvement. For example, this information is used appropriately to identify pupils who need intervention in order to improve their literacy and numeracy skills. However, the leadership does not have a firm enough focus on reviewing progress and monitoring the effect of improvement procedures. This prevents them from contributing effectively to producing a long-term strategic direction for the school.

Governors are supportive of the school and appreciate the work that is done by staff in order to provide valuable experiences for pupils. They receive regular reports from the headteacher and the curriculum co-ordinator on appropriate issues, in addition to reports from the finance and staffing sub-committees. Under the leadership of a chair who is very new to the post, a few governors have begun to visit the school to improve their understanding of pupils' work and their standards. However, they are over-reliant on information from the headteacher to make decisions and set priorities, and they do not use first-hand evidence in order to judge the school's work. Their awareness of the school's performance in relation to that of similar schools is weak. They are not in a strong enough position to use this information effectively in order to challenge the leadership about the school's performance.

There are valuable arrangements to manage the performance of teachers and support staff. The school meets local and national needs appropriately, and places a strong emphasis on developing pupils' oral skills. The principles of the Foundation Phase have been implemented robustly and the school gives due attention to activities relating to pupil deprivation.

### **Improving quality: Adequate**

Leaders gather first-hand evidence through a range of appropriate activities in order to evaluate the quality of provision and pupils' standards. This includes a robust analysis of data, scrutinising planning and pupils' work, lesson observations and checking the school's arrangements for tracking progress. Self-evaluation processes give appropriate consideration to the views of pupils and parents, and leaders respond quickly to the outcomes of questionnaires when it is appropriate for them to do so. However, governors contribute very little to the process. Self-evaluation procedures have not been developed in full or implemented rigorously enough. As a result, the school does not identify important areas for development in order to improve specific aspects of learning and teaching. For example, the school has been slow to respond to the need to plan more purposefully to develop pupils' skills increasingly across the curriculum.

The self-evaluation report is a comprehensive and evaluative document. However, a few evaluations in key aspects are too generous and do not provide a full picture of the situation. There is a close link between the self-evaluation report and the school improvement plan. The plan focuses firmly on raising standards and developing provision, and responds to recent national developments. It gives good attention to the school's priorities and includes appropriate targets for improvement. The plan has been costed effectively and includes a clear timetable for action and specific staff responsibilities. However, the plan includes too many priorities and the school does not focus adequately on improving the important areas for improvement. The school has established suitable criteria in order to evaluate progress against the targets in the improvement plan. However, neither the senior management team nor the governors play an active enough part in monitoring the effect of the improvement plan.

### **Partnership working: Good**

Partnerships with parents are robust and have a beneficial effect on pupils' experiences. Parents are supportive of all of the activities that are provided, and take

pride in the school's 'open door' policy. They receive regular information about pupils' progress and are happy with many aspects of school life. Parents work closely with staff and pupils in order to raise money to improve the school's resources and to support educational visits.

The school's relationship with the community is a thriving one, and visits and visitors make positive a positive contribution to enriching pupils' experiences. The school provides robust opportunities for pupils to work with agencies, such as the police, locally. A good example of this is the co-operation with the police community support officers in relation to road safety outside the school.

The school has effective arrangements to ensure that pupils settle well as they transfer from the nursery setting to full-time education at the school. A robust transition scheme has been established in order to develop close links with the secondary school. This includes robust arrangements to standardise and moderate pupils' work. Effective and expedient transition arrangements promote pupils' wellbeing as they transfer from the primary sector to the secondary sector.

### **Resource management: Adequate**

Leaders discuss and monitor the school's annual budget appropriately. The school has enough teachers and they have appropriate qualifications. Teachers are supported well by the classroom assistants, who provide robust support for individuals and groups of pupils in lessons and in separate sessions.

Robust performance management procedures and evaluation meetings are in place to ensure that the school meets the needs of nearly all members of staff. Staff are given appropriate opportunities for professional development and training, which link effectively with a majority of the school's priorities. A range of professional learning networks with other schools enrich the staff's learning experiences purposefully and help to improve outcomes for pupils.

The school makes good use of the Pupil Deprivation Grant to support specific groups of pupils. There is a beneficial range of resources at the school, which are used effectively to help all pupils gain full access to the curriculum. The school's decisions on expenditure link appropriately with priorities to raise pupils' standards and wellbeing, and are monitored effectively.

Considering the standards that are achieved by pupils, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6692135 - YSGOL GYMRAEG FFWRNES

Number of pupils on roll	348
Pupils eligible for free school meals (FSM) - 3 year average	15.9
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	33	26	45	42
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	87.9	80.8	86.7	92.9
Benchmark quartile	2	4	3	2
<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	33	26	45	42
Achieving outcome 5+ (%)	87.9	80.8	88.9	92.9
Benchmark quartile	3	4	3	3
Achieving outcome 6+ (%)	30.3	15.4	28.9	40.5
Benchmark quartile	2	4	3	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	33	26	45	42
Achieving outcome 5+ (%)	87.9	80.8	86.7	92.9
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	9.1	30.8	22.2	47.6
Benchmark quartile	4	3	4	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	33	26	45	42
Achieving outcome 5+ (%)	97.0	92.3	95.6	97.6
Benchmark quartile	3	4	4	3
Achieving outcome 6+ (%)	21.2	57.7	60.0	69.0
Benchmark quartile	4	2	3	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.

**6692135 - YSGOL GYMRAEG FFWRNES**

Number of pupils on roll	348
Pupils eligible for free school meals (FSM) - 3 year average	15.9
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	24	27	25	27
<b>Achieving the core subject indicator (CSI) (%)</b>	83.3	85.2	92.0	92.6
Benchmark quartile	3	4	3	3
<b>English</b>				
Number of pupils in cohort	24	27	25	27
Achieving level 4+ (%)	75.0	88.9	92.0	96.3
Benchmark quartile	4	3	3	2
Achieving level 5+ (%)	25.0	40.7	44.0	37.0
Benchmark quartile	4	3	3	3
<b>Welsh first language</b>				
Number of pupils in cohort	24	27	25	27
Achieving level 4+ (%)	87.5	88.9	88.0	88.9
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	25.0	37.0	36.0	33.3
Benchmark quartile	3	2	3	3
<b>Mathematics</b>				
Number of pupils in cohort	24	27	25	27
Achieving level 4+ (%)	95.8	88.9	96.0	92.6
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	25.0	25.9	36.0	37.0
Benchmark quartile	4	4	4	3
<b>Science</b>				
Number of pupils in cohort	24	27	25	27
Achieving level 4+ (%)	95.8	88.9	96.0	92.6
Benchmark quartile	2	4	3	4
Achieving level 5+ (%)	16.7	33.3	24.0	37.0
Benchmark quartile	4	3	4	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	98 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	96	81 84%	15 16%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	95 96%	4 4%	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	93 93%	7 7%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	97	93 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	87 94%	6 6%	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.	99	94 95%	5 5%	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.	100	95 95%	5 5%	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.	96	83 86%	13 14%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	99	91 92%	8 8%	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.	92	63 68%	29 32%	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	91	66 73%	25 27%	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.	15	7 47%	4 27%	2 13%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	15	10 67%	5 33%	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.	15	12 80%	2 13%	0 0%	0 0%	1	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.	15	7 47%	4 27%	3 20%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	15	4 27%	9 60%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	15	5 33%	6 40%	2 13%	0 0%	2	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	15	5 33%	8 53%	1 7%	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.	15	5 33%	5 33%	2 13%	2 13%	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	15	5 33%	4 27%	5 33%	1 7%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	15	6 40%	8 53%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	15	8 53%	6 40%	0 0%	1 7%	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'.	15	4 27%	3 20%	1 7%	1 7%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	15	5 33%	3 20%	6 40%	1 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	15	5 33%	6 40%	3 20%	1 7%	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.	15	5 33%	4 27%	2 13%	1 7%	3	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.	15	4 27%	6 40%	1 7%	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.	15	4 27%	4 27%	2 13%	1 7%	4	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.	15	7 47%	8 53%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	15	6 40%	5 33%	1 7%	2 13%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Dyfrig Wyn Ellis	Reporting Inspector
David Kenneth Davies	Team Inspector
Carys Pritchard	Team Inspector
Michaela Leyshon	Lay Inspector
Gwennol Anghard Ellis	Peer Inspector
Catherine Lloyd-Jenkins	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.