



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Gynradd Brynaman
Brynceunant
Brynamman
Ammanford
Carmarthenshire
SA18 1AH**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Brynaman is situated in the village of Brynaman and is maintained by Carmarthenshire local authority. It serves the village mainly, but also admits a minority of pupils from further afield.

There is a total of 289 pupils on roll, including 48 full-time nursery children. The school admits pupils in the term following their third birthday. It has 14 classes, three of which include pupils of more than one age group.

About 56% of pupils speak Welsh at home. Very few pupils are from an ethnic minority or mixed background. A very few pupils are learning English as an additional language.

About 22% of pupils are eligible for free school meals and 52% of pupils are on the school's additional learning needs register. Nine pupils have a statement of special educational needs.

The headteacher has been in post since September 1997 and the school was last inspected in April 2009.

The individual school budget per pupil for Ysgol Brynaman in 2014-2015 is £3,528. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Brynaman is in 71st position of the 95 primary schools in Carmarthenshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because

- Most pupils make very good progress from their starting point and recall previous learning and acquire new information, understanding and skills successfully
- Most pupils' speaking and listening skills are excellent
- Almost all pupils show pride in their written work and, almost without exception, present their work neatly, with mature handwriting and polished presentation
- Most pupils write for a range of purposes very effectively and write in various forms across the curriculum successfully
- Almost all pupils with additional learning needs make good progress in relation to their targets in their individual education plan, and many of them make progress above that which is expected
- Most pupils of higher ability attain very high standards in their literacy and numeracy skills
- Nearly all pupils apply themselves fully to their tasks by showing exceptional enthusiasm, and co-operate harmoniously and very maturely and keep diligently to the task over extended periods
- There are excellent standards of behaviour and self-discipline in lessons and around the school, which makes a considerable contribution to creating a desirable ethos that promotes effective learning.
- Teachers and assistants co-operate successfully in order to plan flexible, responsive and innovative learning programmes that ensure that pupils receive an especially good range of high quality learning experiences
- The quality of learning is consistently high across the school

Prospects for improvement

The school's prospects for improvement are excellent because

- The school's leadership is innovative and ensures very effective provision and a consistent culture of raising standards
- There is strong leadership, which focuses robustly on ensuring teaching of a high standard, which has an obvious and positive effect on pupils' outcomes
- Leaders, staff and governors have very high expectations of themselves, each other and of pupils' standards of achievement
- There is very effective co-operation among staff, and they work positively to develop an ethos of sharing and taking joint responsibility
- Leaders use individual members of staff's strengths and competencies to ensure the greatest effect
- The school's self-evaluation processes are very effective, which enables the

school to identify, monitor and evaluate its performance extremely successfully, and, as a result, the school knows itself thoroughly

- Leaders identify priorities for improvement that are wholly suitable for the school's needs, and pay the utmost attention to pupils' outcomes
- The capacity and ability of leaders and staff to make improvements and implement plans are especially good
- Leaders make very effective use of money from other sources to improve provision

Recommendations

R1 Ensure consistency in teachers' written feedback in order to show pupils clearly how to improve their work

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 written case studies, describing the excellent practice that has been seen during the inspection.

Main findings

Key Question 1: How good are the outcomes?

Excellent

Standards: Excellent

The basic skills of the majority of pupils on entry to the school are lower than expected. However, work in pupils' books and in lessons show that most pupils make very good progress from their starting point. They recall previous learning well and acquire new information, understanding and skills successfully.

Across the school, most pupils' speaking and listening skills are excellent. Pupils' standards of oracy in Welsh and English show very sound progress during their time at the school. In the Foundation Phase, most pupils discuss their work skilfully and extend their responses to questions in a lively manner. Across key stage 2, nearly all pupils listen to each other respectfully, and contribute at length in pair and group conversations. By the end of the key stage, most pupils express ideas clearly, and use specialist vocabulary and sensible examples to support their comments very skilfully.

Nearly all pupils show pride in their written work. Almost without exception, pupils present their work neatly, with mature handwriting and polished presentation. By the end of the Foundation Phase, nearly all pupils are able to write sensible sentences for various purposes, and show a firm grasp of basic punctuation. The most able pupils write in a rich way and use a wider range of punctuation and extensive vocabulary. In key stage 2, their knowledge of the characteristics and rules of language is comprehensive in both languages and almost all punctuate their work consistently effectively, which often strengthens and enlivens their work. Most pupils are able to write for a range of purposes very effectively, for example to inform, explain and persuade. They write in various forms across the curriculum successfully, for example through letters expressing an opinion on closing a local cinema, and creative stories associated with their work on the Second World War. At the top end of the school, pupils plan, draft and edit their work, including using ICT effectively. As a result, many pupils improve their work skilfully and create very imaginative extended pieces.

Across the school, most pupils read accurately. By the end of the Foundation Phase, most pupils use a good range of strategies to read and understand texts. They read increasingly accurately and confidently. In key stage 2, most are enthusiastic readers and, when reading aloud, they characterise effectively, using a range of purposeful reading strategies successfully. They make use of their reading skills to glean information from books and various texts and from websites effectively. The skim-reading skills of many of the older pupils at the school are consistently good.

By Year 2, most pupils understand and use a variety of methods in order to solve number problems. They collect, record and interpret data from an increasing range of sources effectively, for example when creating a bar chart about how many millimetres of rain the rain gauge measured per day. They identify, order and use coins confidently, and find totals and give change correctly. As they move through

the school, most pupils build effectively on previous skills, knowledge and understanding. In key stage 2, most pupils explain the results of their calculation work clearly, using correct mathematical language. They apply their numeracy skills effectively in investigative work, and use them successfully to support their work in activities cross the curriculum, such as history and science. Most of them measure accurately and use the relevant units to record, for example when creating models and designs in design and technology work.

Almost all pupils with additional learning needs make good progress in relation to their targets in their individual education plan, and many of them make progress above that which is expected. Pupils who are eligible for free school meals make sound progress in line with their ability. Most pupils of higher ability attain very high standards in their literacy and numeracy skills.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome 5 in literacy skills and mathematical development has varied, moving the school between the lower 50% and the top 25% in comparison with similar schools. The school's performance at the higher outcome (outcome 6) in literacy and mathematical development has placed the school in the top 25% consistently over the last three years.

In key stage 2, the school's performance in the four core subjects has varied over the last four years. In English, Welsh, mathematics and science, performance tends to place the school in the upper 50% or the top 25% in comparison with similar schools. In Welsh, performance has varied, moving the school between the top 25% and the upper 50%. During the same period, pupils' performance at the higher level has placed the school almost consistently in the top 25% or the upper 50% in the four core subjects.

There is no significant pattern of difference over time in the achievement of boys compared with girls or between pupils who are eligible for free school meals in comparison with their peers.

Wellbeing: Excellent

In all lessons, nearly all pupils apply themselves fully to their tasks and show exceptional enthusiasm. They co-operate harmoniously and solve problems effectively. They are very mature and keep diligently on task for extended periods. Their standards of behaviour and self-discipline in lessons and around the school are excellent. This makes a significant contribution to creating a desirable ethos that promotes effective learning.

The way in which pupils make choices about how they learn is very successful. For example, key stage 2 pupils discuss texts maturely and sensibly in order to help plan their work and activities, and think carefully about the best way to go about it.

Nearly all pupils enjoy the school's life and work and feel safe there. Most of them have a thorough knowledge of the importance of eating and drinking healthily and of keeping fit.

The school council and the eco committee are active and meet regularly to discuss the viewpoints of their fellow pupils and their ideas. They plan activities to collect money for charities and arrange other activities at school and in the community, prioritising profit carefully for important issues, for example when managing the film club. A minority of pupils across the school take advantage of the suggestion box and take pride in what they have achieved to improve their school and their environment. Most pupils in Year 6 are ready for the next stage in their education. The programme to help more able and talented pupils to make the transition to the secondary school is effective. As a result, pupils develop their personal, social and emotional skills very effectively and cope very well with the transition.

Most pupils arrive at school punctually, and over the last four years, pupils' attendance is good. In comparison with similar schools over this period, pupils' attendance places the school among the upper 50% up to 2013 and attendance is in the top 25% in 2014.

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

Teachers and assistants co-operate successfully in order to plan flexible, responsive and innovative learning programmes. They provide a wide and balanced curriculum and adapt plans skilfully in order to meet pupils' needs very creatively. As a result, pupils receive an especially good range of high quality learning experiences. This leads to significant progress in pupils' standards and skills.

The school as a whole provides lively lessons that are based on detailed plans that unite the Literacy and Numeracy Framework with the National Curriculum, religious education and the Foundation Phase imaginatively. There is an agreed structure to the presentation of teaching, with an effective emphasis on developing active and independent pupils. Progression and continuity in planning and teaching for developing pupils' skills, knowledge and understanding are very effective. This has a very positive effect on pupils' progress and achievement, for example in their writing skills.

The school has a strong Welsh atmosphere. Provision for developing the Welsh language is robust, and staff are successful linguistic models. Classrooms promote the language with clear and colourful displays that stimulate pupils to develop vocabulary and sentence patterns very successfully. Welsh resources are of a high standard, and include a wide number of attractive reading books. There are extensive opportunities for pupils to visit attractions and important sites that are linked to the culture and history of the area. An art project between a resident artist and pupils has produced a family tree and an attractive mural of the stories of the Mabinogion, which increases pupils' interest in traditional legends effectively.

Provision for sustainable development is good and is prominent in the activities of the eco committee. For example, following their work, teachers and pupils promote sustainability, such as recycling and fostering an understanding of planting and growing vegetables. Recent developments in the outdoor area make a valuable contribution to promoting all pupils' understanding and experiences of environmental

issues. Provision for developing pupils' understanding of global citizenship is comprehensive, and there are purposeful opportunities to learn about different cultures and expand their knowledge of other parts of the world, through projects with schools in foreign countries, and through raising money for good causes around the world.

Teaching: Excellent

Across the school, teaching is consistently good and many lessons show excellent practice. Teachers have agreed teaching strategies, which have a significant effect on pupils' standards and achievement from their starting points. There is an enthusiastic learning atmosphere in all classrooms and an especially good relationship between staff and pupils. Teachers and assistants work extremely effectively as a team. They have high expectations of pupils and they use a rich range of methods to develop pupils' skills, including those who have additional learning needs and pupils of higher ability.

The pace of lessons is a strong feature of teaching. This ensures that almost all pupils apply themselves fully to tasks with motivation, and concentrate for very extended periods. Teachers encourage pupils by referring to previous learning and by intelligent questioning. As a result, pupils are confident in venturing and to undertake tasks enthusiastically and very independently.

Assessment for learning strategies have been established firmly throughout the school. Very innovative and effective strategies are consistent in every classroom and almost all pupils discuss their learning and steps for improvement knowledgeably as a natural part of their education from day to day. As a result, many pupils identify the learning method, and understand how to learn successfully. By the end of key stage 2, most pupils discuss their own learning very intelligently.

Teachers give regular oral feedback to pupils, which encourages them skilfully to improve and refine their work. All pieces of work are marked very thoroughly by teachers, who praise pupils in detail for the extent to which they have met the task. However, a very few of the comments that are made on pupils' written work do not always give enough guidance on what they need to do to improve.

There are thorough arrangements for tracking pupils' progress. The information is analysed and used effectively to monitor progress and provide additional support to pupils according to need. Annual reports for parents are comprehensive and provide a valuable picture of their children's standards and attainment.

Care, support and guidance: Excellent

The school is very lively and has excellent organisation and high expectations of behaviour and effort from everyone. There is an exceptional emphasis at the school on developing all individuals, staff and pupils, to the utmost of their ability.

Comprehensive provision, of the highest standard, supports pupils with additional learning needs and complies fully with statutory requirements. Teachers identify pupils' additional learning needs at an early stage and tailor very effective

intervention programmes. As a result, all pupils make very good progress from their starting points as they move through the school.

Under the guidance of the special needs co-ordinator, assistants work effectively to refine the intervention programmes further in line with pupils' needs, for example, through the activities of the 'positive play' scheme. These programmes include challenging targets and very purposeful support and have a very positive effect, with pupils achieving far above what is expected following intervention.

Each individual plan is reviewed in a timely fashion and parents receive valuable information about their child's development. Close co-operation with parents has an exceptional influence on the wellbeing and standard of work of vulnerable pupils.

The school provides excellent opportunities in order to develop pupils' social and moral skills very successfully. For example, teachers use methods to promote behaviour and create a sense of agreed responsibility, which help pupils to differentiate between right and wrong. The school has good provision in order to develop pupils' spiritual and cultural attitudes, for example through daily assemblies and a range of stimulating educational experiences. The school has good arrangements for promoting healthy eating and drinking. The variety of after-school activities and games reinforce pupils' understanding of how to keep fit.

The school's arrangements to co-operate with specialist services such as the speech and language therapist are effective and this has had a very positive effect on pupils' standards and wellbeing. The school has effective support from external agencies, such as the police, which improve pupils' wellbeing beneficially.

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

Learning environment: Excellent

The school's ethos reflects a welcoming, happy and inclusive atmosphere. This is based on implementing policies that respect the rights of all individuals within the school community, and treats everyone equally. The ethos contributes extensively to attendance levels and standards of behaviour across the school.

The learning environment is of high quality. The school is very imaginative in making full use of the building, for example by extending the learning space considerably to meet pupils' needs effectively. Extending the teaching and learning areas in this way has been very successful in providing a stimulating learning environment.

There are extensive grounds around the school and purposeful areas are used in a very effective way. The range of resources outside the building, and the purposeful learning areas within the building, contribute significantly to the sound progress that most pupils make from their starting point. For example, the woodland area, the environmental garden, the vegetable garden and the Foundation Phase's 'little village' area all contribute to creating a high quality outdoor learning environment that stimulates pupils to achieve in an interesting and attractive atmosphere.

There is a wide range of good quality resources to respond to pupils' learning needs, such as ICT equipment, a wide range of reading books and purposeful learning resources. The school building and grounds are safe and are well-maintained.

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

The school's leadership is innovative and ensures very effective provision and a strong and consistent culture of raising standards.

The headteacher has a clear vision, which is based on the motto "Live for the present and look to the future." His basic philosophy is that strong leadership, which focuses robustly on ensuring teaching of a high standard, has a clear and positive effect on pupils' outcomes throughout the school. He has shared this vision very comprehensively with the senior management team, all the school's staff, governors and parents. As a result, the school fulfils this philosophy very successfully.

The school's staffing structure enables all teachers and support staff to have ownership of the school's policies and operational methods. They work positively to develop an ethos of sharing and taking joint responsibility, using individual strengths and competencies to ensure the greatest effect. The 'staff charter' sets a useful guideline and robust structure in order to ensure that systems place a definite focus on improving pupils' wellbeing and standards, by managing staff time very efficiently. As a result, leaders, staff and governors have very high expectations of themselves, each other and of pupils' standards of achievement. One of the obvious effects of this process is the consistency of the good and excellent teaching across the school, which has led clearly to raising pupils' standards.

Governors have a sound knowledge and a thorough understanding of the school's performance and systems. They update their knowledge regularly by attending relevant training. They are very supportive of the school's work and co-operate closely and effectively with leaders to ensure a clear strategic direction. Through regular meetings, and regular visits to the school, they challenge the school successfully to maintain standards and ensure high quality provision.

The school responds positively to local and national priorities. The Literacy and Numeracy Framework has been established very firmly in plans, and the school has acted robustly to reduce the effect of poverty and deprivation on vulnerable pupils.

Improving quality: Excellent

A culture of continuous self-evaluation, which focuses firmly on pupils' outcomes, is rooted deeply in the school's everyday life. It is a very real and effective process that enables the school to identify, monitor and evaluate its performance extremely successfully. There are very robust systems to review progress, identify areas for improvement and take effective steps to rectify them. As a result, the school knows itself thoroughly and addresses improvements very quickly and successfully.

As staff and departmental meetings pay consistent attention to curricular and educational issues, teachers and all staff take an active part in the process of monitoring, evaluating and planning improvement. Issues that need attention are identified at an early stage, and leaders act quickly to solve them.

The self-evaluation process collects and uses robust evidence from a wide range of sensible sources. These include the school's relative performance, outcomes of internal assessment arrangements, scrutinising books and schemes of work, and observing very creative lessons. Governors' contribution to the process of scrutinising books and schemes of work enables them to challenge the school effectively. Leaders consider the outcomes of visits from local authority and local consortium officers carefully, providing them with a valuable wider perspective.

Parents and pupils contribute meaningfully to self-evaluation by responding to questionnaires, and the school asks for the views of the community and other partners comprehensively. For example, following co-operation with a local company on a design and technology project to create masks, there was a discussion between the school and the company about the effectiveness of the project and a discussion about possible improvements.

Under the leadership of the headteacher and the senior management team, the school identifies priorities for improvement that are wholly suitable for the school's needs, and pay the utmost attention to pupils' outcomes. The school's development plan arises directly from the self-evaluation process and details the main priorities logically. It is a concise and clear document with a realistic number of priorities to act upon. The plans and actions allocate responsibilities, including responsibility for monitoring and evaluating effectiveness, clearly. All plans are funded wisely and set within a practical timeframe.

There is a very strong emphasis at the school on the effect that leadership has on improving standards and provision and it permeates through the self-evaluation work skilfully. The school's ability to plan and ensure improvement is excellent. The capacity and ability of leaders and staff to make improvements and implement plans are especially good. There is a very successful history of managing change, by addressing the recommendations from previous inspections and ensuring continuous improvement against challenging priorities that were set in previous development plans.

Partnership working: Excellent

The school shares its good practice in leadership and teaching in primary and secondary schools and in catchment areas across Wales. It contributes effectively to conferences, workshops and planning at a national level, including the Welsh Government's education department and the Welsh Joint Education Committee. This strengthens the staff's capacity very effectively in order to ensure continuous improvements in Ysgol Brynaman and contributes to creating an ethos of research and providing innovative teaching and learning among staff.

The school has a good relationship with parents. Effective communication ensures that relevant information is available to parents continuously. The headteacher

contacts the parents of prospective pupils directly before their children start school, and there is a reception pack, which ensures that useful information is conveyed. The school is very successful in supporting the parents of vulnerable children to ensure the best possible achievement for their children, for example by giving clear support and purposeful resources to parents and pupils in order to improve literacy and numeracy skills, and through the staff's strong knowledge of the needs of pupils and families by creating a valuable 'one page profile.'

As a result of the original guidance by staff at the school, very effective co-operation and planning have developed between the school and the secondary school. Joint planning ensures that pupils receive purposeful guidance and make clear progress in the next stage of their education. Arrangements for curricular transition and wellbeing promote very effective transfer to the secondary school. For example, the 'Awyr Las' (Blue Sky) project by the cluster of primary schools in the Amman Valley ensures continuous success for more able and talented pupils, especially through the regular use of an agreed electronic tracking system, which means that it possible to transfer data and monitor pupils' progress effectively. As a result of this co-operation, pupils develop their personal, social and emotional skills effectively and manage very well with the transition.

Teachers co-operate effectively and take a leading part in standardisation and moderation meetings with primary and secondary schools. Useful portfolios from these meetings exemplify attainment levels accurately.

There is a very good relationship between the school and the local nursery group. There are valuable visits between both organisations, and children in the nursery group visit the nursery classes at the school regularly every term. This prepares prospective pupils well for beginning at the school full time.

There are numerous links with the local community, including some effective links with local businesses. These enrich provision at the school, and expand pupils' experiences successfully. For example, co-operation with an animation company has expanded pupils' art and design and technology experiences over a number of years. Similarly, local sports clubs have enriched pupils' experiences of sports and physical education effectively.

The school has a constructive relationship with the local authority and they take full advantage of the agreements that are available to them, for example, support for managing money, information technology and additional learning needs.

Resource management: Excellent

The school is an extremely effective learning community. There is a healthy culture of effective co-operation between all the staff, which is fostered and maintained successfully across the school. This is seen especially in the consistency of the teaching methods in all classes, which has a positive effect on the quality of provision and on pupils' achievement.

The school's staffing level is high, considering the number of pupils. There are enough teachers to meet the requirements of the curriculum and covers all aspects of the school's work. Leaders are especially effective in identifying individual teachers' competence, strengths and interest and, as a result, allocate responsibilities very effectively.

The school has robust performance management processes and useful training supports this successfully. All staff's continuous professional development links clearly to the philosophy that drives the school's vision. An especially good feature is the way in which staff observe each other teach, including making video clips, in order to create meaningful opportunities to discuss teaching and learning with the intention of improving their practice. This makes a valuable contribution towards consistency in the good and excellent practices in teaching and learning across the school.

Teachers make effective use of their planning, preparation and assessment time and arrangements are managed effectively. Assistants support teachers very effectively and make a valuable contribution to pupils' outcomes across the school.

The headteacher, governors and the administration officer manage the school budget closely. They make efficient funding decisions to meet the school's needs. Financial planning on the basis of the annual budget is detailed and effective, and the cash flow is monitored very carefully. A budget for implementing the school's priorities for improvement has been earmarked clearly and it is used effectively to respond to specific needs. This ensures a good supply of resources that meet the pupils' needs.

Leaders make very effective use of money from other sources to improve provision at the school, for example grants to implement projects to expand the learning space and to develop the outdoor area to be a valuable learning environment. The school has targeted funds from the Pupil Deprivation Grant sensibly for pupils who are eligible for free school meals, including pupils of higher ability. The grant mainly funds learning assistants to support pupils' basic skills and wellbeing in the classroom, or in groups to respond to specific needs, for example to increase pupils' self-confidence.

Considering pupils' high standards of achievement and the excellent quality of teaching and provision overall, the school provides excellent value for money.

Appendix 1: Commentary on performance data

6692169 - Ysgol Gynradd Brynaman

Number of pupils on roll	278
Pupils eligible for free school meals (FSM) - 3 year average	22.4
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	26	35	34
Achieving the Foundation Phase indicator (FPI) (%)	84.6	91.4	88.2
Benchmark quartile	2	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	26	35	34
Achieving outcome 5+ (%)	84.6	97.1	88.2
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	38.5	57.1	47.1
Benchmark quartile	1	1	1
Mathematical development (MDT)			
Number of pupils in cohort	26	35	34
Achieving outcome 5+ (%)	84.6	94.3	94.1
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	38.5	40.0	44.1
Benchmark quartile	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	26	35	34
Achieving outcome 5+ (%)	92.3	100.0	97.1
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	38.5	74.3	79.4
Benchmark quartile	2	1	1

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

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

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

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

6692169 - Ysgol Gynradd Brynaman

Number of pupils on roll	278
Pupils eligible for free school meals (FSM) - 3 year average	22.4
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	27	35	26	32
Achieving the core subject indicator (CSI) (%)	88.9	82.9	100.0	93.8
Benchmark quartile	1	3	1	1
English				
Number of pupils in cohort	27	35	26	32
Achieving level 4+ (%)	88.9	85.7	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving level 5+ (%)	48.1	31.4	42.3	40.6
Benchmark quartile	1	2	1	2
Welsh first language				
Number of pupils in cohort	27	35	26	32
Achieving level 4+ (%)	77.8	65.7	92.3	81.3
Benchmark quartile	3	4	2	3
Achieving level 5+ (%)	25.9	20.0	34.6	37.5
Benchmark quartile	2	2	2	2
Mathematics				
Number of pupils in cohort	27	35	26	32
Achieving level 4+ (%)	92.6	82.9	100.0	93.8
Benchmark quartile	2	4	1	2
Achieving level 5+ (%)	48.1	28.6	42.3	40.6
Benchmark quartile	1	3	1	2
Science				
Number of pupils in cohort	27	35	26	32
Achieving level 4+ (%)	92.6	82.9	100.0	100.0
Benchmark quartile	2	4	1	1
Achieving level 5+ (%)	48.1	31.4	46.2	40.6
Benchmark quartile	1	2	1	2

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Denotes the benchmark – this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	123		123 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	123		123 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	123		122 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	123		122 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	123		122 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	123		123 100%	0 0%	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.	123		123 100%	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.	123		123 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	123		122 99%	1 1%	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.	123		123 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	123		123 100%	0 0%	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	123		123 100%	0 0%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	74	65 88%	9 12%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	74	67 91%	7 9%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	74	64 86%	10 14%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	74	63 85%	11 15%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	71	54 76%	17 24%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	74	59 80%	15 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	62 84%	12 16%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	73	50 68%	23 32%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	73	58 79%	15 21%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	70	54 77%	15 21%	1 1%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	74	63 85%	11 15%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	64	52 81%	12 19%	0 0%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	74	52 70%	20 27%	2 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	74	63 85%	11 15%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	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 understand the school's procedure for dealing with complaints.	72	50 69%	18 25%	4 6%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	68	48 71%	20 29%	0 0%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	53	43 81%	10 19%	0 0%	0 0%	12	Mae fy mhlentyn wedi'i barato'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	74	55 74%	18 24%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	74	62 84%	12 16%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Tony Bate	Reporting Inspector
Terwyn Tomos	Team Inspector
Michaela Leyshon	Lay Inspector
Nia Daly	Peer Inspector
Nick Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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