



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

A report on

**Ysgol Gynradd Gymraeg Bryniago
Lower James Street
Pontarddulais
Swansea
SA4 8JA**

Date of inspection: May 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication date: 27/07/2016

Context

Ysgol Gynradd Gymraeg Bryniago is situated in the village of Pontarddulais and is maintained by Swansea local authority. There are 251 pupils aged between 3 and 11 years on roll, including 52 part-time nursery-age pupils. Pupils are divided into eight classes and Welsh is the main medium of the life and work of the school.

About 38% of pupils come from Welsh-speaking homes. About 3% are eligible for free school meals. The school has identified 20% of pupils as those who have additional learning needs, including a very few who have a statement of special educational needs. Very few pupils come from an ethnic minority or mixed background.

The headteacher was appointed to the post in September 2011 and the school was last inspected in November 2009.

The school is currently a 'curriculum pioneer school'. This means that it is working with the Welsh Government and other schools that are pioneering with the curriculum to develop and conduct a pilot for a new curriculum for Wales.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Bryniago in 2015-2016 is £3,124. The maximum per pupil in primary schools in Swansea is £5,006 and the minimum is £2,556. Ysgol Gynradd Gymraeg Bryniago is in 53rd place of the 79 primary schools in Swansea in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Many pupils make appropriate progress in their learning during their time there
- Many develop suitable independent learning skills and use their thinking skills appropriately to solve problems in lessons
- Many pupils' behaviour is good
- Many pupils' reading skills across the school are developing appropriately
- Most pupils use a range of numeracy strategies appropriately
- Most pupils have a sound awareness of the importance of eating and drinking healthily and staying healthy
- Provision for the Welsh language and the Welsh dimension is robust
- Most teachers plan appropriate learning experiences that meet many pupils' needs

However:

- A minority of pupils do not listen or concentrate appropriately in lessons, which hinders other pupils' learning
- Teachers do not track pupils' progress effectively enough
- Arrangements for supporting pupils who have additional learning needs are not effective enough to meet all pupils' needs

Prospects for improvement

The school's prospects for improvement are adequate because:

- The school's vision and objectives focus well on raising standards and ensuring pupils' wellbeing
- Governors are supportive and are developing their role of monitoring the school's work appropriately
- The school has suitable self-evaluation arrangements that include staff, governors, parents and pupils in the process
- The school improvement plan identifies the school's priorities appropriately
- Transition arrangements between the school and local nurseries and the secondary school are robust
- The school uses the local community to enrich pupils' learning experiences well
- Close co-operation exists with specialist agencies, which ensures appropriate help and support for pupils and families
- The school has appropriate financial arrangements and expenditure links well to the school's objectives, targets and improvement plans

However:

- Arrangements for communication do not ensure that everyone understands their role in ensuring improvement and informing the school's strategic direction
- Governors do not have a detailed enough understanding of the school's performance to challenge it effectively
- The school's self-evaluation report is too descriptive at times and does not focus sufficiently on measuring the effect of provision on pupils' standards and wellbeing

Recommendations

- R1 Improve pupils' standards of reading and writing, including handwriting
- R2 Improve pupils' attendance
- R3 Provide more opportunities for pupils to apply their numeracy and literacy skills appropriately across the curriculum
- R4 Share effective teaching practices to ensure that teachers meet the needs of all pupils
- R5 Improve processes for assessing and tracking pupils' progress
- R6 Strengthen the role of governors so that they act more strategically
- R7 Refine self-evaluation arrangements and plan for improvement in order to ensure that they are more evaluative

What happens next?

The school will produce an action plan that will show 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

On entry to the school, many pupils' basic skills are in line with that expected for their age. During their time at the school, many make appropriate progress in their learning. They develop suitable independent learning skills and use their thinking skills appropriately to solve problems in lessons. A minority of pupils who have additional learning needs make appropriate progress against their targets.

In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary successfully to express themselves in different situations. They are confident when conversing and discussing with their peers and adults, and use natural syntax. In key stage 2, many pupils respond appropriately in classroom discussions, and provide ideas and use appropriate language for the task.

Many pupils' reading skills across the school are developing appropriately. Pupils in the Foundation Phase identify letters and sounds at an early stage and are beginning to build words effectively. By the end of the phase, many are developing as skilful readers who read accurately and fluently. They show a good understanding of events and their favourite characters. In key stage 2, many pupils develop their skills robustly and enjoy reading. They read clearly and with fluency, and discuss the content and express an opinion intelligently. They vary voice intonation effectively in order to hold listeners' attention. However, a minority of pupils do not make sufficient progress in their reading in order to be able to have full access to the curriculum.

The early writing skills of most pupils in the Foundation Phase are developing effectively. By the end of the phase, many write sensible sentences for various purposes and spell and punctuate in line with their age and ability. For example, they write a recipe for pancakes logically and retell the story of St Dwynwen correctly. More able pupils use interesting adjectives to enrich their work and are beginning to improve their pieces by redrafting with help. In key stage 2, the majority of pupils develop their writing skills appropriately. They write for various purposes and for various audiences suitably. However, a minority of pupils do not make appropriate progress in their writing skills and they do not have a firm grasp of basic punctuation skills, spelling or writing extended pieces. More able pupils use good words to convey atmosphere and feeling and use paragraphs successfully on the whole to organise their work. However, across key stage 2, the handwriting of the majority of pupils is untidy and they do not show pride in the presentation of their work.

In the Foundation Phase, most pupils use and apply their numeracy skills well in a variety of situations. By the end of the phase, they solve number problems successfully, use money in an everyday situation, collect and record data in a bar graph and use appropriate units of measurement. In key stage 2, most pupils use a range of numeracy strategies appropriately. They analyse data and solve fractions and percentages, in addition to measuring angles, capacity and area appropriately. In a very few examples, pupils across the key stage are able to apply their numeracy

skills appropriately across other subjects. A good example of this is the use of numeracy skills in geography in order to measure the width, speed and depth of a river and presenting the information in the form of a graph effectively.

The number of pupils who are eligible for free school meals is very low, and therefore comparisons of their performance against the performance of other pupils are not reliable. There is no significant difference between the achievement of boys and girls at the expected level at the end of the Foundation Phase and key stage 2 over the last four years. However, girls have performed better than boys at the higher level in mathematics and science in key stage 2 over the last two years.

At the end of the Foundation Phase, the school's performance at the expected outcomes in literacy and mathematical development has varied in comparison with that of similar schools over a period of four years. In general, the school's performance at the higher outcome places it in the top 25% or the upper 50% of similar schools over the same period. The school's performance at the expected level and higher at the end of key stage 2 varies in every core subject over the same period in comparison with levels in similar schools.

Wellbeing: Adequate

Most pupils have a sound awareness of the importance of eating and drinking healthily and staying healthy. Many take advantage of the opportunity to attend sports clubs at the end of the day in order to keep fit. Most pupils feel safe at school and know to whom to turn to discuss any concerns that they have.

Attendance levels have placed the school in the lower 50% over the last three years in comparison with similar schools. Most pupils arrive at school punctually.

Many pupils' standard of behaviour across the school is good and they are courteous to each other and to adults. Many take mature responsibility for their work and concentrate for appropriate periods. They work independently and are developing an appropriate understanding of their strengths and the areas to be improved. However, a minority of pupils do not listen or concentrate appropriately in lessons, which hinders other pupils' learning. Their lack of commitment to their work prevents them from making good progress.

Members of the school council and the eco council contribute appropriately to school life. An example of this is the way in which the school council collects money in aid of various charities by selling cakes on special days. Most pupils take part in community activities that promote their involvement in the local area, for example by taking part in a 'cymanfa ganu' and harvest festivals in local chapels.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school plans appropriate learning experiences that gain the interest of many pupils across the school. These experiences meet the requirements of the National Curriculum, the Foundation Phase and the agreed syllabus for religious education.

However, planning does not always ensure learning experiences that meet pupils' needs successfully enough. In key stage 2, pupils have limited opportunities to develop their research and independent learning skills on scientific experiments.

The Literacy and Numeracy Framework has been embedded firmly in the school's plans. However, plans do not provide regular opportunities for pupils in key stage 2 to apply their numeracy and literacy skills in a range of contexts across the curriculum. Although the school provides a suitable variety of numeracy and literacy intervention programmes, they still do not have a positive effect on the skills of pupils who need additional support. Recently, provision for developing information and communication technology (ICT) skills has been developing appropriately.

The school provides good opportunities for pupils to develop an awareness of Welshness and to learn about the culture of their local area and of the whole of Wales successfully. Visits by artists and local authors enrich this well. They take part in a variety of activities and eisteddfodau which contribute successfully to developing pupils' social skills and wellbeing.

The school plans effective opportunities to develop pupils' knowledge of global citizenship issues through the curriculum and whole-school assemblies. A good example of this is the work on collecting money for local and world-wide charities. Pupils learn about acting in a sustainable manner appropriately, for example by recycling and collecting litter across the school.

Teaching: Adequate

Across the school, most teachers plan appropriate learning experiences that meet the needs of many pupils. They have a robust working relationship with pupils and nearly all members of staff model language clearly and correctly. This contributes well to pupils' accuracy of oracy. In many classrooms, in which teaching is most effective, teachers ensure valuable introductions and an appropriate pace to the lesson and expect a great deal from pupils. They use skilful questioning successfully to promote pupils' understanding and encourage them to contribute to the lesson. In the few less effective classes, classroom management is not firm enough to control pupils' behaviour effectively and activities have not been adapted sufficiently to meet the needs of specific groups of pupils.

Teachers make robust use of assessment for learning strategies across the school. They mark pupils' work purposefully and provide suitable feedback. Overall, teachers' comments help pupils to know what they are doing well and what they need to do to improve. Pupils assess their own work regularly, which is beginning to have a positive effect on their work.

Leaders analyse the results of national assessments and the findings of teachers' assessments at the end of the Foundation Phase and key stage 2 suitably. However, teachers do not track pupils' progress effectively enough across the school. As a result, they do not always plan for specific groups appropriately, or measure the effectiveness of intervention programmes and teaching on pupils' outcomes.

Annual reports to parents include valuable comments on their children's progress, as well as suitable targets in order to improve.

Care, support and guidance: Adequate

The school promotes pupils' spiritual, moral, social and cultural development appropriately. The caring ethos ensures that most pupils feel safe at school. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school has appropriate arrangements for promoting drinking and eating healthily, and for ensuring that pupils understand the importance of keeping fit. The variety of internal and extra-curricular activities also promotes this element well. For example, pupils enjoy taking part in valuable cookery activities.

The school works suitably with external agencies, which has a positive effect on pupils' wellbeing, for example the welfare service, the police and social services. The school provides valuable advice for pupils on how to remain safe on the internet.

Provision for pupils who have additional learning needs meets the needs of a minority of pupils. Teachers identify pupils' additional learning needs appropriately and ensure that they have suitable individual education plans in place. They co-operate suitably with parents and pupils to set targets and to review progress. However, targets for improvement are still not measurable enough to measure these pupils' progress effectively enough. The additional learning needs co-ordinator provides suitable intervention programmes for a minority of pupils who need intensive support. However, arrangements for supporting all pupils who need additional support are not consistent or effective enough; for example, pupils who need to improve their reading skills do not receive suitable intervention or support. As a result, the majority of pupils who have additional learning needs do not make appropriate progress against their targets.

Learning environment: Adequate

There is an appropriate emphasis on recognising, respecting and celebrating diversity. Tolerance and racial equality receive appropriate attention through the personal and social education programme, morning assemblies and theme work. Pupils receive valuable opportunities to participate in activities within and beyond school hours, for example going on residential visits as part of the secondary school transition programme and undertaking cookery lessons. However, the school does not plan in enough detail in order to ensure that every pupil has access to a curriculum that meets their needs fully.

There is an extensive supply of good quality resources to support teaching and learning. The school's buildings and grounds are safe and are well maintained. Attractive and colourful displays celebrate pupils' successes and work across the school effectively. The school has ensured that appropriate learning areas have been provided for the Foundation Phase, including outdoor areas that enrich learning successfully. For example, the playground and climbing equipment on the 'Bryniago Bach' site contribute well to the physical development of the school's youngest pupils.

Key Question 3: How good are leadership and management?
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Adequate

Leadership: Adequate

The school's vision and objectives focus well on raising standards and ensuring pupils' wellbeing. However, communication arrangements do not ensure that all the school's stakeholders understand their roles in ensuring improvement and informing the school's strategic direction.

Leaders have high expectations and the senior management team work diligently to fulfil their duties and to support the life and work of the school. Staff co-operate closely as a team and undertake their work very conscientiously. Staff meetings and senior management team meetings are efficient and produce suitable action points in order to raise standards and improve provision. However, leaders do not measure the effect of this regularly enough or purposefully enough in order to ensure increasing and continuous improvement.

The school responds appropriately to local and national priorities. For example, it plans suitably for the Literacy and Numeracy Framework and promotes pupils' fitness and wellbeing through a variety of activities. The school also co-operates with the Welsh Government and other schools who are pioneering with the curriculum to develop and conduct a pilot of a new curriculum for Wales.

Staff's job descriptions are up-to-date and reflect their roles and responsibilities clearly. Performance management arrangements are suitable for teachers and support staff. However, monitoring arrangements do not focus adequately on measuring the effect of the process on standards of teaching, learning and pupils' outcomes. Governors are very supportive. They are developing their role of monitoring the school's work suitably by discussing standards with subject leaders and observing lessons. However, they do not have a detailed enough understanding of the school's performance to challenge leaders and hold them to account for pupils' outcomes.

Improving quality: Adequate

The headteacher has developed an appropriate programme to monitor and evaluate a range of aspects of the life and work of the school over time. Leaders include staff, governors, parents and pupils in the process and make appropriate use of direct evidence such as observing lessons, scrutinising books, and seeking the views of pupils and parents. The school also analyses and uses data from teachers' end of key stage assessments appropriately in order to compare the school's performance with that of similar schools. However, reports that arise from this are not evaluative enough to provide a balanced picture of the school's strengths and weaknesses. As a result, the self-evaluation report is too descriptive at times and does not focus enough on measuring the effect of the school's work on pupils' outcomes and wellbeing.

In general, the school improvement plan identifies the school's priorities suitably, along with responsibilities, costs, action timetables and success indicators. Leaders review the previous development plan purposefully and this indicates the progress

made. However, the plan includes a large number of actions and, as a result, timescales are not always realistic in order to achieve all the objectives. The school has not addressed all the recommendations from the last inspection in full.

Partnership working: Adequate

The parent and teacher association organises successful activities that raise a considerable sum of money every year in order to enrich pupils' experiences successfully. However, the partnership between parents and the school does not work effectively enough for them to play a full part in their children's education. As a result, a minority of parents do not believe that their children make good progress during their time at the school.

Transition arrangements with local nurseries and the secondary school are robust and ensure that pupils settle easily as they move on to the next stage in their education.

The school uses the local community to enrich pupils' learning experiences well; for example, pupils hold occasional services in the chapels, attend the library and visit local businesses. These experiences reinforce pupils' sense of pride in their local area and ensure that they receive beneficial learning experiences.

The school co-operates with external specialist agencies suitably, including social services and the counselling service. These partnerships support the school's vulnerable pupils and families appropriately by providing beneficial strategies for improving behaviour.

The school co-operates closely with local schools, including sharing good practice and pooling finances. For example, the school shares training costs with other schools, which has raised standards in mathematics across the school. Training for the family of local Welsh-medium schools has also improved pupils' oral skills. The school standardises and moderates pupils' work with other schools regularly. This enables staff in the cluster to co-operate effectively to standardise pupils' work and ensure the accuracy of their assessments.

Resource management: Adequate

The school has a suitable staffing structure that shares responsibilities appropriately. There are enough teachers and teaching assistants to cover all aspects of the curriculum. There are suitable arrangements for planning, preparation and assessment periods for teachers. Teaching assistants support teachers robustly and co-operate well with pupils. However, leaders do not always deploy staff appropriately or make the best of their expertise to raise the standards of specific groups of pupils.

Processes for managing the performance of most staff lead to setting appropriate objectives that are linked to the school's priorities for improvement and their professional development needs. However, targets for improvement are not incisive enough to ensure improvement in teaching and learning.

A very few teachers work appropriately within learning networks, which contribute appropriately to enriching the provision, for example by creating resources for a national ICT programme. However, it is too early to measure the effect of this on pupils' standards and attainment.

The school has appropriate financial arrangements and expenditure links suitably to the school's objectives, targets and improvement plans. The headteacher, an administrative officer and governors monitor and manage finances carefully.

The Pupil Deprivation Grant is used suitably in order to improve the literacy skills and wellbeing of the very few pupils who are eligible for free school meals. Many of these pupils make good progress against their targets.

Considering pupils' standards of achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	229
Pupils eligible for free school meals (FSM) - 3 year average	3.3
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	25	28	19	35
Achieving the Foundation Phase indicator (FPI) (%)	76.0	92.9	100.0	94.3
Benchmark quartile	4	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	25	28	19	35
Achieving outcome 5+ (%)	84.0	92.9	100.0	94.3
Benchmark quartile	3	2	1	3
Achieving outcome 6+ (%)	68.0	53.6	42.1	42.9
Benchmark quartile	1	1	2	2
Mathematical development (MDT)				
Number of pupils in cohort	25	28	19	35
Achieving outcome 5+ (%)	80.0	96.4	100.0	94.3
Benchmark quartile	4	2	1	3
Achieving outcome 6+ (%)	48.0	57.1	57.9	42.9
Benchmark quartile	1	1	1	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	25	28	19	35
Achieving outcome 5+ (%)	92.0	100.0	100.0	100.0
Benchmark quartile	4	1	1	1
Achieving outcome 6+ (%)	52.0	85.7	89.5	74.3
Benchmark quartile	2	1	1	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.

6702189 - Y.G.G. BRYNIAGO

Number of pupils on roll	229
Pupils eligible for free school meals (FSM) - 3 year average	3.3
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	32	19	30	25
Achieving the core subject indicator (CSI) (%)	87.5	100.0	90.0	96.0
Benchmark quartile	3	1	3	2
English				
Number of pupils in cohort	32	19	30	25
Achieving level 4+ (%)	96.9	100.0	90.0	96.0
Benchmark quartile	2	1	4	3
Achieving level 5+ (%)	34.4	42.1	53.3	52.0
Benchmark quartile	3	3	2	2
Welsh first language				
Number of pupils in cohort	32	19	30	25
Achieving level 4+ (%)	100.0	100.0	90.0	96.0
Benchmark quartile	1	1	3	3
Achieving level 5+ (%)	25.0	42.1	53.3	44.0
Benchmark quartile	3	2	1	2
Mathematics				
Number of pupils in cohort	32	19	30	25
Achieving level 4+ (%)	87.5	100.0	93.3	100.0
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	43.8	57.9	50.0	48.0
Benchmark quartile	2	1	2	3
Science				
Number of pupils in cohort	32	19	30	25
Achieving level 4+ (%)	87.5	100.0	93.3	100.0
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	21.9	47.4	46.7	48.0
Benchmark quartile	4	2	3	3

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	94	89 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	94	77 82%	17 18%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	94	92 98%	2 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	94	90 96%	4 4%	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.	94	88 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	94	90 96%	4 4%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	94	91 97%	3 3%	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.	94	92 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	92	85 92%	7 8%	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.	94	85 90%	9 10%	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.	93	53 57%	40 43%	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	92	42 46%	50 54%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	47	20 43%	21 45%	4 9%	2 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	47	24 51%	17 36%	3 6%	3 6%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	46	28 61%	18 39%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	44	17 39%	16 36%	8 18%	3 7%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	44	12 27%	22 50%	8 18%	2 5%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	41	21 51%	16 39%	2 5%	2 5%	5	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	44	23 52%	17 39%	3 7%	1 2%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	39	14 36%	19 49%	3 8%	3 8%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	41	20 49%	11 27%	5 12%	5 12%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	21 48%	20 45%	2 5%	1 2%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	45	25 56%	15 33%	5 11%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	37	14 38%	14 38%	6 16%	3 8%	9	Mae fy mhlentyn 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.	45	15 33%	17 38%	11 24%	2 4%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	46	25 54%	12 26%	6 13%	3 7%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	41	21 51%	16 39%	3 7%	1 2%	6	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.	42	15 36%	20 48%	5 12%	2 5%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	30	13 43%	8 27%	5 17%	4 13%	16	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.	44	15 34%	22 50%	5 11%	2 5%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	44	15 34%	18 41%	9 20%	2 5%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
Rhian Jones	Team Inspector
Michaela Leyshon	Lay Inspector
Jane Peate	Peer Inspector
Nia Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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