



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

A report on

**Ysgol Gymraeg Y Fenni
St David's Road
Abergavenny
Monmouthshire
NP7 6HF**

Date of inspection: February 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gymraeg y Fenni is situated in the town of Abergavenny in Monmouthshire. The catchment area serves the town and the nearby villages.

There are 252 pupils between 3 and 11 years old on roll, which include 30 part-time nursery age children. They are divided into nine classes, including 3 mixed-age classes.

Eleven per cent (11%) of pupils are eligible for free school meals, and 18% of pupils have additional learning needs. Very few pupils come from Welsh-speaking homes or are from ethnic minority backgrounds.

The school was last inspected in May 2010. The headteacher has been in post since January 2013.

The individual school budget per pupil for Ysgol Gymraeg y Fenni in 2016-2017 is £3,456. The maximum per pupil in primary schools in Monmouthshire is £5,011 and the minimum is £2,837. Ysgol Gymraeg y Fenni is in 18th place of the 30 primary schools in Monmouthshire in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils develop sound literacy, numeracy and information and communication technology (ICT) skills, which give them full access to valuable activities and experiences that enrich their learning
- Provision for more able pupils is extremely effective and, as a result, by the end of key stage 2, many of these pupils achieve very good standards across the curriculum, and a few make excellent progress in mathematics
- Most pupils develop as confident communicators in Welsh from a low starting point
- Most pupils apply themselves fully to their work and concentrate enthusiastically when completing tasks to a high standard
- Pupils' attendance levels are excellent
- All staff work together very successfully in order to provide stimulating experiences and learning programmes that excite nearly all pupils
- It has exceptional plans to meet the requirements of the Literacy and Numeracy Framework and the Digital Competency Framework through detailed thematic schemes of work
- Teachers use excellent strategies to promote and develop pupils' oral skills
- It has a range of rigorous procedures for assessing and tracking pupils' progress, which are used effectively in order to plan and ensure progress

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher leads effectively, and plans and develops a robust strategic direction to improve the school
- The leaders' vision focuses clearly on meeting pupils' needs by providing them with an exciting curriculum and memorable experiences
- The senior management team is robust and works together effectively in order to respond positively to the school's priorities for improvement, challenge performance and raise standards
- Leaders have developed an effective self-evaluation programme that is based on first-hand evidence, open discussions and an ethos of continuous planning that ensure notable improvements in important places
- Governors know the school and its priorities for improvement well, are knowledgeable contributors to discussions in relation to attainment and performance, and are a key part of planning for improvement and monitoring the development plan
- The school shares information effectively with parents in order to cascade valuable information about how they can support their children's education

Recommendations

- R1 Ensure that teachers provide appropriate opportunities for pupils to develop their independent learning skills, to enable them to take more responsibility for their own learning
- R2 Ensure that teachers' feedback enables pupils to understand exactly what they need to do in order to improve their skills.
- R3 Address the safety concern that was raised during the inspection

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils' literacy, numeracy and information and communication technology (ICT) skills are developing soundly. They use them successfully in order to gain full access to valuable activities and experiences that enrich their learning. Their ability to communicate confidently in Welsh from a low starting point is one of the school's strengths. By the end of their time there, many have good thinking skills. A few more able pupils analyse and explain scientific investigations and historic events in a mature and practical way.

Most pupils in the Foundation Phase speak fervently about their work. They use rich vocabulary and phrases as they immerse themselves in a world of fantasy and creativity when describing the characteristics of imaginary pirates, for example.

The progress and the positive attitude towards the Welsh language continue throughout key stage 2. Most older pupils' literacy skills are very good and they make sound progress in a range of contexts in both languages. Most pupils convey their ideas and feelings clearly and coherently orally, and give detailed attention to what others have to say. One of the pupils' strengths is the way in which they question skilfully in order to receive ideas and contribute sensibly by considering the views of others; for example, they present interesting speeches about the high wages of footballers and arguments for and against editing people's pictures in the health and beauty industry.

Many pupils in the Foundation Phase use a variety of writing styles successfully across a good range of areas of learning. Older pupils in Year 2 write at length and convey and develop their ideas increasingly. They create connected sentences correctly, punctuate appropriately and use a wide range of rich vocabulary with consistent accuracy, for example when creating a profile of the local Olympian, Becky James.

Many pupils in key stage 2 use an appropriate range of extended writing styles in both languages. They structure their work effectively according to the needs and context of the audience, and use headings and subheadings intelligently when presenting factual work. They vary sentences appropriately in order to capture the reader's attention. They immerse themselves completely in their written work, for example when presenting work based on the life of a child during the Blitz, and a detailed biography of Mother Theresa. Many pupils' creative writing work is of a high standard. An excellent example of this is the poems that they wrote for the National Eisteddfod in Abergavenny to celebrate the life of Lady Llanover.

By the end of the Foundation Phase, nearly all pupils develop as confident readers and use their scanning and skimming skills effectively, for example when gathering information about Santa Lucia. Most show a sound understanding of the main events and ideas in stories and factual material, and a minority begin to discuss their

favourite characters in books. Most pupils' reading skills in key stage 2 are suitable for their age and ability in both languages. They read fiction fluently and eagerly to explain who their favourite characters are, in addition to which authors appeal to them. A few more able pupils express an opinion on a wide variety of texts and refer to plot, characters and some aspects of style. Many use a good range of higher order reading skills to discover facts from different sources quickly. A good example of this is the way in which they gather information from the internet about extreme poverty in Haiti.

Most pupils' numeracy skills are sound and they make beneficial progress in their ability to acquire their skills in cross-curricular work. Most pupils' number skills in the Foundation Phase develop well from an early age and they count, order and handle money confidently. Nearly all younger pupils add and subtract tens and units correctly. They have a sound understanding of place value, two-dimensional shapes, rudimentary lines of symmetry and basic measures. Older pupils use simple tables, diagrams and graphs correctly in order to gather and present information. Most use number facts confidently up to 100 when calculating, and a minority of more able pupils solve five-digit number problems with consistent confidence.

Most pupils' achievement in mathematics lessons at the end of key stage 2 is very good. Many gather, interpret and present relevant data in different subjects successfully. They respond very well to problem-solving activities, for example when calculating the costs and profit of commercial ventures, and by breaking the secret codes and messages of Bletchley Park. When undertaking practical numeracy tasks in the forest school, many discuss the possible results and predict what could happen in order to build firmly on previous understanding. Many check their predictions successfully during scientific investigations; for example, they compare the insulation of different materials when designing and creating suitable clothing for physical exercise.

Most pupils in the Foundation Phase store and recall electronic work successfully and independently. They discuss, create and present information and ideas skilfully in different forms, and use text, images, pictures and sound. Many pupils' ICT skills are developing increasingly well, particularly as they undertake simple research, data-handling and problem-solving tasks. Most pupils' ability to control and programme a movable toy is developing appropriately.

Most pupils in key stage 2 speak sensibly about the need to take care when sharing information online. Older pupils are very active in teaching younger pupils about e-safety. They make effective use of word processing programs when planning and accessing standard presentations. They research skilfully on the internet and a minority are aware of the need to consider copyright when attaching pictures and video clips to their work, for example when creating specific QR codes that guide users to enjoy comprehensive presentations on the world's religious leaders.

Over time, the gap between the performance of girls and boys has narrowed at the expected outcomes and levels and the higher levels. There is no consistent pattern of underachievement. Most pupils with additional learning needs make appropriate progress during their time at the school. By the end of key stage 2, many more able pupils achieve very good standards across the curriculum. A few pupils who are exceptionally able make excellent progress in their mathematics and written work.

Over the last three years, pupils' performance at the end of the Foundation Phase at the expected outcome 5 has varied across all areas of learning, in comparison with similar schools. Performance in language, literacy and communication in Welsh has placed the school consistently in the upper 50% of similar schools. Performance in mathematical development has varied, moving the school between the upper 50% and lower 50%. Pupils' performance at outcome 6 in language, literacy and communication, and mathematical development has varied, moving the school between the upper 50% and top 25% of similar schools.

At the end of key stage 2, the school's performance at the expected level in Welsh and English has varied, moving the school between the upper 50% and the top 25%, in comparison with similar schools over four years. Performance in mathematics and science has moved the school between the upper 50% and lower 50%. Pupils' performance at the higher than expected level over the same period has varied, moving the school between the lower 50% and top 25% of similar schools in all subjects.

Wellbeing: Good

Most pupils apply themselves fully to their work. They concentrate enthusiastically when completing tasks, set high expectations for themselves and are keen to complete work of a high standard. The standard of nearly all pupils' behaviour in lessons and around the school is very good. As a result, pupils make a valuable contribution to the familial and lively ethos that promotes every individual's learning and wellbeing.

Members of the school council and eco committee contribute effectively to the school's principles and vision. They are very active and make important decisions that have a positive influence on school life. They shoulder responsibility and encourage other pupils to act as responsible citizens who support sustainability. Committee members provide comprehensive reports in order to advise governors on issues relating to online safety, bullying and eating healthily. They also play a key part in the process of interviewing applicants for jobs at the school, for example when appointing a new deputy headteacher. Many of the school's older pupils play a prominent part in promoting the Welsh language charter, recycling and developing the outdoor areas. This has a positive effect on pupils' standards and wellbeing.

Most pupils take advantage successfully of the regular opportunities that they are given to express an opinion about what they learn, to develop ideas and discuss classroom activities. However, a few pupils' ability to work independently is not developing soundly enough.

Pupils are keen to raise money for charities within their community and internationally, and they have an appropriate awareness of the situations of people who are less fortunate than themselves and in need.

Nearly all pupils feel safe at school and know whom to approach if they have concerns. They appreciate the fact the adults listen to their views and take them seriously. Most understand the importance of keeping healthy by taking part in the rich variety of extra-curricular clubs and sports that are available to them. The

school's older pupils arrange physical activities for the younger children regularly during lunch time. In addition, they promote eating healthily by running the fruit shop each day. 'ICT Heroes' ensure that their peers are given beneficial advice in order to stay safe when using the internet. These comprehensive activities contribute well to raising the standards of many pupils' health and wellbeing.

Attendance levels are excellent and have placed the school in the top 25% consistently in comparison with similar schools over the last four years. Nearly all pupils arrive at school punctually.

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

All of the school's staff work together very successfully in order to provide stimulating experiences and interesting learning programmes that excite nearly all pupils. Teachers provide a broad and balanced curriculum and adapt plans skilfully in order to meet the needs of nearly all pupils very creatively. As a result, they are given an exceptional range of high quality learning experiences.

The principles of the Foundation Phase are embedded firmly and provision in the outdoor areas and indoors enrich the curriculum very successfully. This aspect has been strengthened further recently as pupils visited the forest school, which is situated near the school. Teachers use this resource very effectively in order to provide exceptionally effective practical activities that appeal to reluctant and vulnerable learners. This has led to very good progress in many pupils' standards of literacy and numeracy, in addition to their personal and social skills.

The school has developed exceptional procedures to meet the requirements of the Literacy and Numeracy Framework and the Digital Competency Framework by planning detailed thematic work to deliver the curriculum. Continuity and progression in planning and teaching to develop pupils' skills, knowledge and understanding are very effective. This has a very positive effect on pupils' progress and achievement. The excellent strategies that are in place to promote and develop pupils' oral skills are very effective and raise nearly all pupils' standards from a low baseline. All members of staff use gestures to remind pupils to use relevant and powerful phrases when expressing an opinion verbally.

The school's provision for developing more able and talented pupils is extremely effective. Arrangements are made for more able pupils to receive literacy and numeracy lessons at the local secondary school. The school also responds very well to the needs of a few more able pupils in the Foundation Phase. Schemes of work and flexible timetables ensure interesting provision in mathematics that challenges them skilfully to work with the school's older pupils. This is a particularly good arrangement that leads to raising these pupils' standards in particular areas to levels that are above the national expectations.

Planning for developing pupils' spoken Welsh skills is excellent and one of the school's notable strengths. This provision, in addition to numerous opportunities to learn about local and Welsh culture and history, enriches the school's very strong

Welsh ethos. There are extensive opportunities for pupils to visit important attractions and sites that are linked to the area's culture. Recent visits by the Children's Poet Laureate for Wales have developed further the sense of pride among nearly all pupils towards their language and heritage.

Under the guidance of the eco committee, the school provides meaningful opportunities for pupils to develop their awareness of sustainability by recycling widely. The school provides an effective range of stimulating and interesting activities that develop pupils' understanding of life in other countries around the world. The school has given beneficial attention to the EU Convention on the Rights of the Child. As a result, pupils have written to commercial companies in order to raise concerns about their policy of employing children to harvest crops.

Extra-curricular activities, including visits to places of interest, workshops and presentations by visitors, enrich provision for pupils. Pupils benefit extremely well from activities such as after-school sports clubs.

Teaching: Good

The standard of teaching that is provided by nearly all teachers is robustly good across the school. All teachers have a very positive working relationship with pupils, and they plan work for support staff effectively in order to ensure that they meet the needs of individuals and specific groups. Teachers have thorough and up-to-date subject knowledge, and they use resources effectively to support learning and teaching. They share lesson objectives clearly with pupils and review them effectively at the end of each session. Presentations are lively throughout, and many teachers question purposefully and use open-ended questions that develop pupils' oral and thinking skills effectively. However, in a few classes, teachers have a tendency to lead pupils excessively. This limits opportunities for a few pupils to develop their independent learning skills that will enable them to take more responsibility for their own learning.

Teachers across the school use assessment for learning strategies effectively and offer regular opportunities for pupils to assess their own work and that of their peers. Teachers use various strategies to create success criteria. They offer useful oral feedback during lessons and mark pupils' work consistently. Most identify strengths and offer constructive comments to support pupils to know how to improve the content of their work. However, teachers' comments are not always incisive enough to ensure that pupils know exactly what they need to do to develop their skills increasingly from one piece of work to the next.

The school has a range of rigorous procedures for assessing and tracking pupils' progress. By implementing these consistently, they identify pupils' needs at an early stage and plan appropriately to meet the needs of individuals and specific groups of pupils, and ensure that they make good progress. The school has extremely effective arrangements for assessing, monitoring and tracking pupils' oral work specifically.

Parents receive good information about their children's progress, and annual reports meet statutory requirements.

Care, support and guidance: Good

The school is an orderly and caring community in which all pupils feel safe. Robust arrangements ensure that staff value and celebrate pupils' successes and contributions appropriately. When rewarding pupils, teachers ensure that parents also receive a text message in order to inform them of the praise that is due to their child. This is a very effective arrangement, which has an excellent effect on pupils' motivation to succeed.

The school promotes pupils' spiritual, moral, cultural and social development appropriately through the medium of purposeful themes and regular opportunities for collective worship; for example, outdoor activities at the forest school promote good values in terms of trust, responsibility, honesty, respect and teamwork effectively. This helps pupils to develop important life skills, such as co-operation and knowing the difference between right and wrong.

The school's arrangements for using specialist services, such as the educational psychologist and speech and language therapist, are effective. This has a positive influence on teachers' teaching strategies and raises the standards and wellbeing of many pupils. The school also plans beneficial activities with external agencies, such as the police and the fire brigade, in order to raise pupils' awareness of drug and alcohol abuse, and fire safety.

The school provides comprehensive support of a high standard to pupils with additional learning needs. Teachers identify these pupils' learning needs at an early stage and plan various intervention programmes for them effectively. As a result, nearly all pupils make very good progress from their starting points as they move through the school.

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

Learning environment: Good

All members of staff know the pupils well and treat them fairly and with respect. The school offers all pupils equal access to the curriculum and extra-curricular activities. The school has comprehensive policies and procedures that are embedded in order to respond quickly and effectively to any complaints relating to prejudice or instances of bullying, should they arise.

Classes are organised effectively in order to ensure that pupils' needs are met and that the school meets statutory curriculum requirements. Foundation Phase staff make effective use of the sheltered outdoor areas that are linked to each class, and provide convenient and easy access to equipment and activities. The green outdoor areas are vast and provide valuable opportunities for pupils to learn outdoors. Standards of cleanliness are high, and the building and grounds are well maintained. However, during the inspection, a safety issue was brought to the attention of the chair of the governing body.

The school has invested extensively in order to ensure that pupils have a good supply of resources to deliver the curriculum, including a beneficial range of ICT and physical education resources. This includes a useful supply of tablet computers that are used purposefully during lessons.

The school displays pupils' work and celebrates their successes artistically in the classrooms and public areas, honouring their achievements. These add to the homely and welcoming ethos.

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

The headteacher leads the school effectively through detailed strategic planning that gives the school clear and robust direction to develop. This vision focuses clearly on meeting pupils' needs by providing them with an exciting curriculum and memorable experiences. She succeeds in developing a committed and conscientious workforce that shares the same ambitious principles. This ensures that all staff plan systematically to raise and maintain standards and develop confident, bilingual learners.

The headteacher is supported successfully by members of a robust senior management team. Over time, they have worked together effectively to respond positively to the school's priorities and to challenge performance and raise standards. Their specific responsibilities and duties are defined clearly and they have a suitable understanding of the school's strengths and areas for improvement. They shoulder their responsibilities skilfully in order to support the headteacher's work effectively. This provides them with valuable leadership experiences for the future as they take advantage of valuable opportunities to manage staff and lead whole-school initiatives skilfully. As a result, standards of spoken Welsh, ICT skills and the attainment of more able pupils have increased.

The school has a robust programme of performance management and training for staff. Arrangements respond well to the school's needs and include robust opportunities to enable teachers and assistants to challenge their performance and develop professionally.

The school gives detailed attention to national and local priorities; for example, it plans effectively to develop pupils' digital competency skills across the curriculum. In addition, leaders provide vast opportunities for more able pupils to develop their numeracy skills and to take part in extended writing workshops.

Governors know the school well. They value the work that is done by the staff and fulfil their statutory responsibilities effectively in order to act as critical and supportive friends. The chair visits the school frequently and volunteers regularly in order to contribute to pupils' educational experiences. Governors are knowledgeable about the school's priorities for improvement and they have a sound knowledge of pupils' performance in comparison with that in similar schools. Governors manage issues relating to the standards of teaching and learning effectively and challenge any notable patterns that arise, as they scrutinise school data or pursue another direct monitoring activity.

Improving quality: Good

The school has effective arrangements in order to identify its strengths and areas for development. Over a period of time, leaders have created an ethos of continuous planning that has led to notable improvements in important areas.

The school's self-evaluation procedures are based on open discussion that follow a powerful monitoring programme of observing lessons and scrutinising books. All staff analyse performance data in detail, and staff meetings focus clearly on identifying trends. This leads to establishing suitable action that address shortcomings effectively. Leaders also provide regular opportunities for parents, pupils, governors and staff to express their views on the school's life and work. This contributes well to their understanding of standards of provision and wellbeing. The school respects the views of stakeholders and acts quickly on findings.

The self-evaluation report provides an honest picture of the school's work. It comes to a clear judgement on pupils' standards of attainment, identifies areas in which improvement is needed and acts appropriately in order to address them. For example, the school has recently responded positively to the outcomes of a rigorous evaluation of pupils' standards of Welsh by developing excellent strategies to assess and develop oral skills across the curriculum.

There is a robust link between most outcomes in the self-evaluation report and improvement targets in the development plan. Detailed development sub-plans for each of the priorities have been costed carefully. They identify clearly who is responsible, and suitable time considerations are given for completing them. Associated activities include clear success indicators and appropriate measurable targets.

Governors use performance data effectively in order to judge the school's standards. They contribute appropriately to self-evaluation procedures by visiting the school regularly to observe lessons and scrutinise books. They contribute intelligently to discussions about the school's attainment and performance, and are a key part of planning for improvement and monitoring the development plan.

Partnership working: Good

The school has a good range of beneficial partnerships that enrich pupils' learning experiences successfully and have a positive effect on their standards. There is a successful relationship between parents and the school. They contribute regularly towards their children's education by volunteering to read with groups of pupils, lead language activities and contribute to specialist themes in the forest school. The school shares information effectively with parents in order to cascade valuable information about how they can support their children's education. A strong element of the school's work is the way in which teachers share daily feedback with them about their children's achievement, behaviour and effort through an interactive social program.

The school works effectively with schools across the regional consortium by leading on aspects of assessing pupils' oral work and standards of ICT. There are robust

procedures for standardising and moderating pupils' work across the primary schools and the secondary school. This practice has had a positive effect on provision across the school.

The school has a close relationship with the playgroup that meets in a building on the school's grounds. This helps children to familiarise themselves quickly with school life. As part of the transition arrangements, older pupils receive lessons at the secondary school and, as a result, they transfer confidently to Year 7.

The school's pupils are very visible in the locality and the local community. Teachers make suitable use of the local museum and castle to enrich provision and broaden pupils' experiences successfully. The school has developed a plot of land at a local care home in order to create a forest school, and pupils sing and give donations in order to thank them. As a result, the school promotes a robust sense of community responsibility among pupils. The school works very effectively with the health board in order to offer appropriate opportunities for pupils to use the Welsh language in the community by linking the language to professional roles in the hospital. The school has a constructive relationship with the local authority and the regional consortium, and it uses their specialist support purposefully to raise standards.

Resource management: Good

The school has an adequate supply of teachers and assistants who are qualified to provide pupils with a broad, balanced and up-to-date education. The headteacher manages staff well and invests in specialist training to enable them to fulfil their responsibilities effectively. This has a strong effect on pupils' standards and wellbeing. Assistants make a sound contribution to raising the standards of specific groups of pupils and support individual effectively; for example, they have received intensive training to target language and oracy needs.

The performance management procedures for all members of staff are sound and lead to extensive and relevant opportunities for continuous professional development. This links clearly with the school's priorities. Arrangements for planning, preparation and assessment are effective.

The school has a detailed plan for using the Pupil Deprivation Grant, which identifies purposeful support for disadvantaged pupils. An example of this is the provision to raise the literacy and numeracy skills of groups of pupils, in addition to providing emotional support and residential visits for individuals. The school monitors the effectiveness of provision on pupils' outcomes successfully.

Decisions on expenditure link closely with priorities for improvement. The headteacher, the senior management team and the governing body monitor expenditure carefully and thoroughly. Considering pupils' achievements, the school provides good value for money.

Appendix 1: Commentary on performance data

6792317 - Ysgol Gymraeg Y Fenni

Number of pupils on roll	213
Pupils eligible for free school meals (FSM) - 3 year average	9.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	24	28	25	36
Achieving the Foundation Phase indicator (FPI) (%)	91.7	92.9	92.0	94.4
Benchmark quartile	2	3	3	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	24	28	25	36
Achieving outcome 5+ (%)	91.7	96.4	96.0	94.4
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	20.8	42.9	44.0	58.3
Benchmark quartile	4	2	2	1
Mathematical development (MDT)				
Number of pupils in cohort	24	28	25	36
Achieving outcome 5+ (%)	91.7	96.4	92.0	94.4
Benchmark quartile	3	2	3	3
Achieving outcome 6+ (%)	16.7	39.3	48.0	50.0
Benchmark quartile	4	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	24	28	25	36
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	33.3	46.4	52.0	66.7
Benchmark quartile	4	4	4	3

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.

6792317 - Ysgol Gymraeg Y Fenni

Number of pupils on roll	213
Pupils eligible for free school meals (FSM) - 3 year average	9.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	15	24	22	26
Achieving the core subject indicator (CSI) (%)	86.7	95.8	95.5	92.3
Benchmark quartile	3	2	3	3
English				
Number of pupils in cohort	15	24	22	26
Achieving level 4+ (%)	86.7	95.8	95.5	92.3
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	40.0	50.0	54.5	57.7
Benchmark quartile	3	2	2	1
Welsh first language				
Number of pupils in cohort	15	24	22	26
Achieving level 4+ (%)	86.7	95.8	95.5	92.3
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	33.3	37.5	45.5	53.8
Benchmark quartile	3	3	2	1
Mathematics				
Number of pupils in cohort	15	24	22	26
Achieving level 4+ (%)	86.7	95.8	95.5	100.0
Benchmark quartile	4	2	3	1
Achieving level 5+ (%)	40.0	45.8	63.6	65.4
Benchmark quartile	3	3	1	1
Science				
Number of pupils in cohort	15	24	22	26
Achieving level 4+ (%)	86.7	95.8	95.5	100.0
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	40.0	45.8	63.6	61.5
Benchmark quartile	3	3	1	1

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	100	99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	91 91%	9 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	95 95%	5 5%	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	92 92%	8 8%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	100	84 84%	16 16%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	95 95%	5 5%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	100	100 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	100	98 98%	2 2%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	100	84 84%	16 16%	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.	100	95 95%	5 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	100	89 89%	11 11%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	100	85 85%	15 15%	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.	112	71 63%	40 36%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	112	78 70%	32 29%	2 2%	0 0%	0	Mae fy mhleintyn 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.	112	82 73%	29 26%	1 1%	0 0%	0	Cafodd fy mhleintyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	112	76 68%	32 29%	4 4%	0 0%	0	Mae fy mhleintyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	112	58 52%	54 48%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	112	67 60%	43 38%	2 2%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	112	72 64%	40 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhleintyn 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.	110	37 34%	57 52%	6 5%	2 2%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhleintyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	112	65 58%	41 37%	2 2%	2 2%	2	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.	111	68 61%	38 34%	3 3%	0 0%	2	Caiff fy mhleintyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	111	79 71%	31 28%	0 0%	0 0%	1	Mae fy mhleintyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	111	61 55%	36 32%	4 4%	0 0%	10	Mae fy mhleintyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	112	56 50%	49 44%	6 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhleintyn.
		49%	41%	9%	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.	112	66 59%	41 37%	4 4%	1 1%	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.	112	44 39%	48 43%	8 7%	0 0%	12	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.	112	57 51%	51 46%	2 2%	0 0%	2	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.	107	42 39%	36 34%	0 0%	1 1%	28	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.	111	62 56%	48 43%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	111	73 66%	36 32%	1 1%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Dyfrig Ellis	Reporting Inspector
Vanessa Bowen	Team Inspector
Jeff Davies	Lay Inspector
Dylan Roberts	Peer Inspector
April Wiggins	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.