



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

A report on

**Bryn Bach County Primary School
Merthyr Road
Tredegar
Blaenau Gwent
NP22 3RX
United Kingdom**

Date of inspection: January 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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Publication date: 31/03/2015

Context

Bryn Bach Primary School is in Tredegar in the Blaenau Gwent local authority. The school has 199 pupils, including 27 pupils who attend the nursery on a part-time basis. There are seven single-age classes.

Around 33% of pupils are eligible for free school meals, which is above the national average. The school identifies around 11% of pupils as having additional learning needs, which is below the national average. A very few pupils have statements of special education needs. No pupils speak Welsh as their first language at home. A very few pupils are looked after by the local authority and a very few speak English as an additional language.

The headteacher took up his post in September 2003. The school's last inspection was in 2010.

The individual school budget per pupil for Bryn Bach Primary School in 2014-2015 means that the budget is £3,676 per pupil. The maximum per pupil in the primary schools in Blaenau Gwent is £6,278 and the minimum is £3,643. Bryn Bach Primary School is 23rd out of the 24 primary schools in Blaenau Gwent in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Most pupils make good progress in relation to their starting points
- Most pupils are very well behaved and strongly motivated to learn
- Most pupils have a good awareness of how to stay healthy
- The quality of care, support and guidance is good
- Most teaching is effective
- Pupils' attendance levels are very good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong leadership
- There is effective teamwork in the school
- The governing body supports and challenges the school effectively
- The school's self-evaluation processes are thorough and clearly identify areas for development
- The school makes effective use of the Pupil Deprivation Grant to raise standards of groups of pupils likely to underachieve
- There are good links established with partner schools

Recommendations

- R1 Improve the performance of more able boys
- R2 Improve standards in Welsh
- R3 Provide more opportunities throughout the school for pupils to develop their independent learning skills
- R4 Ensure that teachers match tasks well to pupils' different abilities
- R5 Improve the learning experiences offered through the provision of the school council and the eco committee

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

A majority of pupils enter the school with skill levels that are below those normally expected for pupils of their age. However, most achieve well by the time they leave the school and make good progress from their starting points.

In the Foundation Phase, most pupils listen attentively and talk to each other sensibly when discussing their work. By the end of the phase, many are able to express opinions clearly using interesting vocabulary. Many key stage 2 pupils use their speaking and listening skills well when working in pairs and small groups.

Across the school, pupils' reading develops appropriately for their age and ability and they are able to use their reading skills to support their learning in lessons. Most Foundation Phase pupils learn effective ways to tackle unfamiliar words and the more able read with suitable expression. By the end of key stage 2, most reach expected standards and a minority show more highly developed skills. For example, they comment sensitively on the characters' behaviour in the books they read.

In the Foundation Phase, pupils make good progress in early writing skills as they learn to form letters and build words. By Year 2, many write successfully for different purposes. They develop their use of sentences well and experiment with more interesting vocabulary to write extended pieces of writing of good quality. Many pupils in key stage 2 continue to develop their writing in a range of thoughtful and appropriate styles for different topics. They apply their writing effectively in different areas of the curriculum, such as to record scientific experiments or make comparisons of past and present times in history. A minority of older pupils in key stage 2 have poorly developed handwriting skills and this limits their overall development as writers.

Most pupils develop their numeracy skills well as they move through the school. By the end of the Foundation Phase, many pupils count confidently to a hundred forwards and backwards and in multiples of ten or twenty. They add and subtract correctly using tens and units and recognise odd and even numbers. They use coins accurately to make up different sums within a pound and recognise times to quarter past, half past and quarter to the hour. Across the school, pupils use graphs appropriately in their topic work. By the end of key stage 2, most pupils apply suitable calculation strategies to solve problems. They use their measuring skills and tables and diagrams effectively when recording results of investigations or experiments in history or science.

Many pupils who receive targeted support to improve their literacy and numeracy skills catch up well in intervention groups. Most pupils who have support for additional learning needs make good progress in relation to their individual targets.

By the end of the Foundation Phase, most pupils understand a range of Welsh words and phrases and use basic sentence patterns correctly. In Year 2, pupils read familiar, simple books in Welsh enthusiastically, often using correct pronunciation. In key stage 2, many pupils read well with good understanding and develop their writing skills appropriately in Welsh lessons. However, although progress made in reading and understanding texts is good, most pupils do not speak the language often enough across other activities throughout the school and their development of oracy skills in Welsh is limited.

Over the past three years, pupils' performance in the Foundation Phase has placed the school in the higher 50% or top 25% of similar schools for literacy and numeracy at the expected level. Performance at the higher outcome 6 is more variable and the school ranges between the bottom 25% and the lower 50% of similar schools in literacy. In mathematical development, the school ranges between the lower 50% and the top 25%.

In key stage 2, the performance at the expected level 4 in 2014 is good and places the school in the top 25% for English, mathematics and science. In comparison with similar schools, the school has moved inconsistently between the higher and lower 50% for performance in English and mathematics and science over a four year period. Generally, there is an improving trend in English and mathematics in the last three years.

The performance at the higher-than-expected level in key stage 2 varies over a four year period. In English, the school is placed in the top 25% in 2014 and in the lower 50% in 2013. It has ranged between the bottom 25% and the upper 50% in previous years. In mathematics, the school is placed in the upper 50% in 2014 and has ranged between the lower 50% and bottom 25% in previous years. In science, the school is placed in the upper 50% in 2014 and in the previous years it has been placed in the lower 50%.

In the Foundation Phase, girls tend to outperform boys at both the expected and higher-than-expected levels. In key stage 2, the performance of boys when compared with girls varies at the expected level, but boys do not generally perform as well at the higher level.

In the Foundation Phase in 2013 and the previous year, pupils who receive free school meals outperformed their peers. This also occurred in key stage 2 prior to 2014. In key stage 2 in 2014, there was no difference as all pupils attained the expected level. However, pupils who are eligible for free school meals do not attain as well as other pupils at the higher levels.

Wellbeing: Good

The behaviour of pupils is very good. Nearly all show high levels of respect and concern for others. A major strength throughout the school is the positive attitude and enthusiasm that pupils have for learning. In lessons, nearly all pupils are very attentive to their teachers and keen to do well.

Pupils' attendance is very good. For the past five years, pupils' attendance has placed the school in the top 25% when compared with similar schools. Rates of pupils' attendance have remained constant for four out of the past five years with a rise to around 96% last year. Most pupils are punctual.

Nearly all pupils have a good understanding of the importance of eating healthily and taking exercise. Most pupils feel safe in school and are confident that adults will listen to their concerns and deal fairly and thoroughly with any problems that they have. They value the school 'buddy' system that encourages pupils to look out for each other.

Many pupils work effectively in pairs and groups. However, independent learning skills are less well developed and a minority of pupils are too reliant on direction from adults.

Pupils readily accept roles such as being a 'digital leader' responsible for equipment, or a playground helper assisting at break times. Foundation Phase pupils contribute to the formation of school rules in their personal and social education lessons. As a result, they have improved their understanding of how to behave and to help each other. Key stage 2 pupils participate appropriately in decision-making, for example by suggesting charity fund raising activities and projects to improve the school grounds. They respond enthusiastically to projects involving local people that require them to organise and communicate.

The School Council includes elected key stage 2 pupils, meets regularly and makes a useful contribution to school life. However, it is not effective enough in promoting pupils' independent decision-making.

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

Teachers provide a wide range of suitably engaging experiences that meet the requirements of the National Curriculum and religious education. Teachers use visitors to school and trips to places of interest to enhance the curriculum effectively. Teachers' planning in the Foundation Phase and key stage 2 is thorough and consistent and enables pupils to build well on previous learning. However, not enough consideration is given to enabling pupils to develop independence and to understand and contribute to how they learn.

The school has maintained a strong focus on developing the Literacy and Numeracy Framework and has located key features within existing schemes of work. As a result, sessions planned for targeted groups are effective in developing numeracy and literacy skills and successfully assist pupils to meet expected standards.

Problem solving and thinking skills are developed well overall and pupils have good opportunities to apply these skills in varied activities. There are sufficient opportunities and access to equipment for pupils to develop their use of information and communication technology (ICT). For example, appropriate use is made of tablet computers for recording and presenting findings of class investigations. However, the school does not provide enough opportunities to develop pupils' ICT skills throughout the curriculum.

Since the last inspection, the school has improved provision for developing pupils' Welsh language skills. It has increased the amount of lesson time devoted to teaching the language. However, staff do not make sufficient use of Welsh to promote oral responses by pupils across a range of curricular and other activities. Pupils have appropriate opportunities to learn about the culture, history and geography of Wales.

Pupils develop their understanding of global citizenship through their lessons and in projects related to children in challenging circumstances overseas. A majority of pupils demonstrate awareness of the need to recycle and save resources. Opportunities for the eco committee to direct and promote environmentally aware activities are too limited.

Teaching: Good

The quality of teaching is generally good throughout the school. Most teachers successfully maintain pupils' interest by varying the activities and stimuli used in lessons and by using a wide range of resources. Most have a good knowledge of the subjects they teach. By working in teams, teachers share strengths and expertise effectively. Members of the support staff are clear about their roles and receive appropriate guidance for working with groups and individuals.

In the very few instances where teaching is less effective, teachers do not match work to the differing needs of pupils well enough. The school has thorough procedures to assess pupils' work. Nearly all teachers assess the groups they teach effectively and participate appropriately in moderating activities to ensure the accuracy of judgements. The school operates comprehensive systems to track the progress of individual pupils and uses this information well to target special support or interventions for those who might underachieve.

Teachers mark pupils' work regularly. Most use agreed systems well to involve pupils in marking and discuss with them about what they can do to improve. Many teachers involve pupils in setting the success criteria for their work, although this practice is inconsistent across the school.

Reports to parents are informative and build up a clear picture of how their child is participating in school life as well as their progress and the next steps they need to take in their learning.

Care, support and guidance: Good

The school provides a high level of care and support that contributes significantly to pupils' wellbeing and is reflected in the high rates of attendance that most achieve.

Arrangements to promote pupils' personal and social skills are effective and the school ensures regular opportunities for pupils to participate in a good variety of sporting and extra-curricular activities. There are beneficial arrangements to promote healthy eating and drinking, such as healthy snacks and salad bar options at lunchtimes. The school strongly promotes an understanding of safe food preparation and the pleasure of sharing food together in cookery sessions for all classes.

Members of staff provide valuable experiences in the school curriculum that successfully promote pupils' spiritual, moral and cultural development. These are reinforced in daily acts of collective worship. The school's personal and social education programme offers well-structured opportunities for pupils to reflect on their feelings and behaviour towards each other.

The school makes good use of a wide range of external agencies and support services. For example, local police officers attend school to promote community safety and proper drug awareness. The school nurse and local authority additional learning needs specialists provide useful advice and support that benefits pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school has effective systems to identify pupils who have additional learning needs at an early stage. The support provided in targeted groups is reinforced appropriately in the classroom by close working between teachers and support staff, who know their pupils well. The school makes effective use of good quality, child friendly individual education plans. These contain useful targets, which teachers review regularly. Parents are involved successfully in this process and there are good opportunities for pupils to contribute towards their targets.

Learning environment: Good

The school has an inclusive ethos where every child is valued. Pupils have equal access to all aspects of the school's life and work. Teachers encourage caring attitudes and an appreciation of diversity through charitable and other community activities. The school's merit system strongly promotes positive behaviour and relationships.

School buildings are welcoming, secure and appropriately maintained. Space is constrained in the school buildings, but classrooms are well ordered and allocated appropriately to meet the needs of different year groups. There is a useful general resources room, which includes a well-used cookery area. All pupils have access to the large, appropriately equipped ICT suite.

There is a suitable supply of books and resources of good quality, including classroom based ICT equipment to support teachers in delivering the curriculum effectively. Displays in classrooms support learning well.

The outdoor areas for both the Foundation Phase and key stage 2 are spacious and include playgrounds as well as grassed and wooded areas and a pond. These spaces have been suitably developed to promote beneficial learning opportunities and are used well.

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

The headteacher has a clear vision for the strategic direction of the school, based on promoting high standards of learning and wellbeing. He challenges underperformance and communicates high expectations to the senior leadership team, who provide good and effective support to improve outcomes for pupils.

Teachers and other staff understand their roles well. Staff meet regularly and agreed actions from meetings are recorded, implemented and monitored. Senior leaders make effective use of performance data to monitor and evaluate the effectiveness of strategies for improvement. As a result, the school makes good progress towards addressing its priorities, such as improving numeracy across the curriculum.

The school responds positively to local and national priorities. For example, the school is effectively developing its approaches towards using the National Literacy and Numeracy Framework. This is having a positive effect on pupils' standards.

The school has a well-informed governing body. The members carefully consider data and other information to identify how well the school is performing in relation to similar schools. As a result, the governing body is developing a clear understanding of areas for improvement and the performance of pupils. Governors challenge the school appropriately and contribute usefully to the school's self-evaluation. They visit the school to evaluate the effectiveness of new initiatives and resources on pupil outcomes.

Improving quality: Good

The school is aware of its strengths and areas for improvement and leaders have established a clear process of self-evaluation. The school gathers the views of staff, pupils, parents, teachers and governors and takes account of these views. The senior leadership team conducts a programme of classroom monitoring. Processes include analysis of pupils' work and the performance of different groups of pupils, such as those who receive additional support for numeracy and reading.

The school's self-evaluation document is detailed and identifies a range of relevant improvement targets that focus on standards and address local and national priorities. The report makes effective use of first-hand evidence such as lesson observations, scrutiny of pupils' work and input from external services.

The school's improvement plan is clearly focused on improving standards and links to issues identified in school self-evaluation. Priorities identified for improvement contain measurable targets, and show persons responsible for developmental actions, funding and monitoring of delivery.

All staff contribute to the development plan and to training activities to support their delivery of school improvements.

The school's focus on improving pupils' literacy and numeracy skills has resulted in improved results in national tests. These initiatives have effectively targeted pupils eligible for free school meals to ensure that they meet expected levels of attainment.

In aspects where practice has been good, such as the promotion of high attendance, the school continues its focus to raise standards further. The school has made good progress in addressing most of the recommendations from the previous inspection, although standards and provision in Welsh remain an area for improvement.

Partnership working: Good

The school has established various beneficial partnerships, and shares learning targets with parents each term. These focus on the skills identified as the next step for pupils to take in their learning. Regular school 'Families and Children Together' (FACT) sessions are organised for parents to help them to understand the teaching methods in use. These help the school to engage with parents effectively.

The school has established good links with a local chapel where pupils performed a Welsh evening for the community to raise money for an orphanage in Uganda. A valuable project linked the school with a Cardiff theatre group, served the whole community and was funded in collaboration with the town council. This provided many opportunities for pupils to enhance their thinking and communication skills.

The school has established good arrangements for pupils transferring to the secondary school in order to prepare them well for the next stage in their education. There are good arrangements with various pre-school nurseries in the locality that help younger pupils to settle quickly when joining the school.

Teachers work well with other schools to moderate and standardise pupils' work and to share joint training and planning. This has enabled local primary schools and the local secondary school to develop a greater shared awareness of teaching methods. This enables teachers to prepare pupils better for a change of school.

Resource management: Good

The school has sufficient staff to meet its requirements. The headteacher deploys teachers and learning assistants and other support staff effectively. There are suitable opportunities for staff to take part in training relating to school and national priorities. Teaching assistants receive appropriate support to enable them to contribute effectively to pupils' learning. The school uses a suitable range of resources well to engage and to interest pupils in their learning.

Appropriate systems linked to pupils' outcomes are in place to manage the performance of teachers. The work of teachers and support staff is linked to whole school pupil performance targets. With assistance from senior staff, teachers effectively monitor the support staff with whom they are linked. Teachers and support staff collaborate well to share information from training or visits to other schools.

The headteacher and governing body manage the school budget well and ensure that spending is linked to the priorities of the school improvement plan. The school uses the Pupil Deprivation Grant well for pupils who are eligible for free school meals to receive additional support in order to raise their achievement to the expected levels.

In view of the effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6772067 - Bryn Bach Primary School

Number of pupils on roll	236
Pupils eligible for free school meals (FSM) - 3 year average	28.8
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	26	25	26
Achieving the Foundation Phase indicator (FPI) (%)	88.5	88.0	88.5
Benchmark quartile	1	2	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	26	25	26
Achieving outcome 5+ (%)	92.3	88.0	92.3
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	19.2	16.0	19.2
Benchmark quartile	3	4	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	26	25	26
Achieving outcome 5+ (%)	92.3	92.0	88.5
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	19.2	36.0	30.8
Benchmark quartile	3	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	26	25	26
Achieving outcome 5+ (%)	88.5	96.0	92.3
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	38.5	24.0	53.8
Benchmark quartile	2	4	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.

6772067 - Bryn Bach Primary School

Number of pupils on roll	236
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Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	28	29	26	29
Achieving the core subject indicator (CSI) (%)	78.6	75.9	84.6	100.0
Benchmark quartile	1	4	2	1
English				
Number of pupils in cohort	28	29	26	29
Achieving level 4+ (%)	78.6	79.3	84.6	100.0
Benchmark quartile	2	3	3	1
Achieving level 5+ (%)	10.7	34.5	26.9	41.4
Benchmark quartile	4	2	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	29	26	29
Achieving level 4+ (%)	82.1	82.8	84.6	100.0
Benchmark quartile	2	3	3	1
Achieving level 5+ (%)	10.7	20.7	23.1	37.9
Benchmark quartile	4	4	3	2
Science				
Number of pupils in cohort	28	29	26	29
Achieving level 4+ (%)	85.7	86.2	84.6	100.0
Benchmark quartile	2	3	3	1
Achieving level 5+ (%)	17.9	24.1	23.1	34.5
Benchmark quartile	3	3	3	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.

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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

Primary questionnaire (overall)

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.	108	106 98% 98%	2 2% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	108	100 93% 92%	8 7% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	108	106 98% 97%	2 2% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	108	107 99% 97%	1 1% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	107	105 98% 96%	2 2% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	108	103 95% 96%	5 5% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	108	108 100% 99%	0 0% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	105	105 100% 98%	0 0% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	108	106 98% 91%	2 2% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	108	104 96% 95%	4 4% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	107	96 90% 77%	11 10% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	106	90 85% 84%	16 15% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses 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.	62	47 76%	13 21%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	62	49 79%	11 18%	1 2%	1 2%	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.	62	50 81%	11 18%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	61	46 75%	13 21%	1 2%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	62	44 71%	12 19%	2 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	62	46 74%	14 23%	1 2%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	62	47 76%	15 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	62	42 68%	16 26%	2 3%	1 2%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	62	43 69%	14 23%	3 5%	2 3%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	45 73%	11 18%	1 2%	2 3%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	62	48 77%	12 19%	2 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	61	42 69%	15 25%	2 3%	1 2%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	62	43 69%	17 27%	2 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	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.	62	45 73%	13 21%	1 2%	3 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	62	39 63%	16 26%	2 3%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	62	46 74%	11 18%	3 5%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	60	42 70%	12 20%	3 5%	1 2%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	62	47 76%	14 23%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	61	46 75%	12 20%	1 2%	2 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mr Gregory John Owens	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Matthew Evans	Lay Inspector
Sarah Morgan	Peer Inspector
Martin Price	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.