



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

**A report on**

**Llangewydd Junior School  
Llangewydd Road  
Bridgend  
CF31 4JT**

**Date of inspection: November 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:

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

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

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## Context

Llangewydd Junior School is about a mile from the town of Bridgend. There are currently 332 pupils on roll. Nearly all the pupils receive their early education at the nearby infant schools. Pupils transfer to the junior school in the September following their seventh birthday. There are 12 mainstream classes, and two learning resource base classes that cater for pupils with communication (autism) and moderate learning difficulties. These pupils come from outside the school's normal catchment area.

Around 25% of the pupils are eligible for free school meals. This is slightly above the average for Wales. Nearly all pupils come from homes where English is the main language. No pupils speak Welsh at home. Very few come from ethnic minority groups.

The school has identified that 32% of pupils have additional learning needs, which is higher than the national average. A few of the mainstream pupils including those in the learning resource base have a statement of special educational needs.

The headteacher was appointed in 1997. The school was last inspected in 2013.

The individual school budget per pupil for Llangewydd Junior School in 2015-2016 is £3,450. The maximum per pupil in primary schools in Bridgend is £4,681 and the minimum is £2,868. Llangewydd Junior School is 17th out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance are good because:

- Many pupils make at least good progress and build on their skills well as they move through the school
- Pupils of all abilities make good progress in learning and using Welsh as a second language
- Pupils' behaviour and their level of engagement are good
- Listening and responding to pupils' views are a strength
- There is a robust system for assessing and tracking pupils' progress regularly
- There are outstanding levels of care, support and guidance for all pupils, which also have a positive impact on parents
- The school is a vibrant community where staff recognise and celebrate the diversity of its pupils

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides highly effective leadership and direction for the school
- The governing body carries out its duties very well and contributes extensively to the strategic direction of the school
- The school's arrangements for self-evaluation, monitoring and planning for further improvements are well established and very effective
- The school has developed an excellent partnership with parents
- The school has an important and active role within the local community, where outstanding relationships are evident
- Leaders manage the deployment of staff and resources highly effectively
- The school uses its resources well to ensure that all groups of pupils achieve successfully

## Recommendations

- R1 Ensure regular and varied opportunities for pupils to use their numeracy skills across the curriculum
- R2 Improve the consistency of marking and assessment for learning by giving pupils opportunities to respond to teachers' comments
- R3 Share the highly effective practice of family and community engagement with other schools across Wales

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

Many pupils begin school working at an appropriate level expected for their age. Many pupils make at least good progress and build on their skills well as they move through the school.

Most pupils have good speaking and listening skills and are confident and articulate when discussing their ideas. Most contribute enthusiastically to discussions, speaking clearly and confidently in front of an audience. They listen carefully and attentively in lessons and express their ideas well when working with a partner.

Most pupils have a positive attitude to reading, know the types of books they enjoy and display good reading skills. Most read confidently, showing a good awareness of the audience when reading aloud. More able pupils show maturity when discussing and responding to the style of different authors. Many pupils are able to gather relevant information from different texts. The new reading intervention and language programme has enabled pupils to make pleasing progress within a short space of time. This is having a significant impact on improving standards across the curriculum.

The written work of more able pupils is of a very high standard. By the end of the key stage, they write independently and often at length for a variety of purposes and audiences. Many pupils use a range of imaginative and interesting vocabulary and write effectively in a variety of genres. For instance, pupils in Year 4 use their skills well to support their work on 'The Iron Man'. Many pupils make good progress in developing their handwriting, spelling and use of punctuation. Overall, many pupils produce extended writing of good quality to support their work across the curriculum. However, too much reliance on the use of 'writing frames' restricts the opportunities for pupils to structure their own writing and to develop their skills as independent learners.

Many pupils develop appropriate thinking skills and are confident in working independently by the end of the key stage.

Most pupils' basic mathematical skills in lessons and books are good. Many pupils have a suitably wide range of number skills. They use these appropriately in other subjects, for example to produce graphs and charts. In technology, pupils use their skills well to support work on the 'Formula one project'. Many pupils understand and use simple fractions, decimal and percentages well. However, pupils do not use and apply the numeracy skills they learn in mathematics lessons at an appropriate standard across the curriculum.

Many pupils develop good information and communication technology (ICT) skills by the end of the key stage.

Pupils with additional learning needs, and those in the learning resource base, achieve well in relation to their individual needs. They enjoy their learning and make good progress in accordance with their abilities, particularly in meeting their targets to develop communication and reading skills.

Many pupils make good progress in learning Welsh. Most apply their Welsh literacy skills effectively in different areas of the curriculum and initiate conversations with adults confidently. They make sound progress in writing and have a good understanding of sentence structures. They use a suitable range of appropriate vocabulary within a given context, for example when describing evacuees during the Second World War. Most pupils enjoy using Welsh, and older pupils read with fluency and show a good understanding of the text. Many pupils make consistent use of language patterns outside of the classroom during informal activities.

At the end of key stage 2, pupils' performance has varied over the last four years. However, over more recent years, pupils' performance at the expected level 4 tends to place the school in the higher 50% for English, mathematics and science when compared with similar schools. At the higher level, pupils' performance in English and mathematics over the last four years has tended to place the school in the higher 50% when compared with similar schools. However, in science, it has placed the school consistently in the top 25%.

Overall, girls achieve slightly better than boys in all subjects. At the end of the key stage, the gap in performance between pupils eligible for free schools meals and others is reducing. However, pupils eligible for free school meals do not generally achieve as well as others.

### **Wellbeing: Excellent**

Standards of pupils' wellbeing and inclusion are very high throughout the school. All of the pupils feel safe, and their knowledge and understanding of things that affect their wellbeing are excellent and a strong feature of school life.

All pupils participate positively and happily in lessons and show pride in their work, their school and their community. Pupils' behaviour and attitude towards their learning are very positive. All pupils are polite, courteous and considerate to each other, staff and visitors. They have a very good understanding of how well they are doing in school and how they can improve their work.

Pupils understand the importance of healthy eating and regular physical exercise. Many take part in the rich variety of extra-curricular and sporting clubs on offer. They enjoy these activities, which have a positive impact on their wellbeing and learning.

Pupils' contribution to the life of the school is outstanding. Many pupils play an important part in decision-making that affects the life and work of the school and they contribute positively by promoting and improving the ethos of the school. The work of the school council, the eco council, values committee and the ICT ambassadors is especially effective. Members take their responsibilities seriously and contribute effectively to raising and maintaining high standards of wellbeing across the school.

Pupils throughout the day take responsibility for their learning environment. This ranges from door monitors to radio station DJ's and from Peace Garden helpers to prefects. Older pupils take on a variety of extra responsibilities, such as head boy and head girl, and there is a trained senior management team of pupils.

Most pupils take an active part in community activities and events that enrich their learning substantially. For example, the eco committee works closely with local leaders, artists and parents to care for the local environment.

Overall attendance rates are high. They have placed the school in the top 25% when compared with similar schools over the past three years.

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

The school provides a broad, balanced and stimulating range of learning experiences that meet statutory requirements. Planning for the National Literacy and Numeracy Framework is comprehensive. Pupils have opportunities to apply their literacy, numeracy and thinking skills across year groups. Effective planning ensures that there are purposeful opportunities for pupils to develop their literacy skills. This enables many pupils to produce work of a high standard by the end of the key stage, particularly in writing. Provision for the development of pupils' basic number skills is good. However, opportunities for enhancing problem-solving and reasoning skills are at an early stage of development.

An extensive range of extra-curricular activities, that include sport, music and drama, enriches pupils' learning experiences and develops their skills successfully.

Provision for Welsh has made significant progress since the last inspection and is a strength of the school. Pupils' skills develop well through daily oral sessions and opportunities built into the timetable for reading of Welsh and writing for a variety of purposes. Provision for developing pupils' knowledge and understanding of the history and culture of Wales is appropriate. For example, pupils study Welsh artists such as Kyffin Williams.

Family learning intervention is highly effective and impacts positively on pupil skills in literacy and Welsh. There are worthwhile opportunities for parents and pupils to develop their literacy and Welsh skills together. This is a strength of the school.

The school promotes sustainable development and global citizenship highly effectively through a wide range of curricular and extra-curricular activities. Members of the eco committee promote recycling, healthy eating and energy conservation actively and with good results in terms of the development of pupils' knowledge and understanding of conservation. For example, they were instrumental in reducing usage of black bin bags. Pupils develop their understanding of global citizenship well through regular topic work and valuable links with a school in Gambia.



## **Teaching: Good**

Teaching is strong in almost all lessons. All teachers have good, up-to-date subject knowledge and plan activities for pupils effectively, building well on previous learning. They make skilful and imaginative use of resources, including ICT, to enhance pupils' learning.

In the few classes where teaching is very good, teachers plan and deliver engaging learning experiences. They use a range of teaching approaches that extend and challenge all pupils. In the few lessons in which teaching is less effective, tasks do not always challenge pupils to reach their full potential and over-reliance on worksheets limits pupils' ability to become independent learners.

Teachers have clear learning objectives for their lessons, which provide a clear purpose to the learning. In most lessons, teaching progresses at a good pace that sustains the interest of most pupils throughout the session.

All staff establish successful working relationships with pupils, which underpin effective behaviour management. Support staff work effectively alongside teachers and make a significant contribution to the quality of pupils' learning.

Teachers mark pupils' work regularly and provide positive comments to encourage them further. In the few classes where marking is very good, it provides clear ways for the pupils to improve their work and to respond appropriately. For example, in literacy, there are opportunities for pupils to assess their own and other pupils' work effectively. However, this is not consistent across all classes.

The school has a robust tracking system that enables staff to monitor the progress of each pupil effectively. Reports to parents are informative and meet statutory requirements. They indicate appropriate areas for improvement.

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

The school provides outstanding levels of care, support and guidance for pupils, which also impact positively on parents. There is a strong emphasis on developing pupil wellbeing across the school and, as a result, nearly all pupils are happy, enthusiastic and confident learners.

The school makes appropriate arrangements to promote healthy eating and drinking. For example, the healthy school tuck shop encourages pupils to choose healthy snack options successfully.

Pupils' social, moral, spiritual and cultural development is very effective. This is reflected in the very positive relationships between pupils throughout the school. Pupils have a good understanding of the school's values, for example through their regular reinforcement by staff in assemblies. The behaviour of nearly all pupils is exemplary. They co-operate and play well together and demonstrate good empathy, care and consideration for others.

The school has strong, supportive links with specialist services and external agencies, which ensure support of high quality for pupils and parents. The work of the family engagement officer is particularly effective and provides worthwhile support, advice and guidance for families. Positive relationships between school, staff and parents ensure that support for pupils is maximised at home and in school.

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

The school provides outstanding levels of support to all learners. A high standard of communication exists between parents and the school's additional needs support team. This is a reflection of the parents' invaluable work alongside the school to ensure that their children make progress. This results in a very positive approach to addressing the needs of both the family and the child. The provision for pupils in the learning resource base classes is particularly effective as it provides good opportunities for daily integration into mainstream education. This has a positive impact on pupil wellbeing, progress and achievement. Teachers identify pupil needs appropriately on individual education plans and include the opinions of pupils and parents in the process. The school has a wide range of intervention groups for pupils, which successfully meet their individual needs. As a result, nearly all pupils receiving support make good progress.

### **Learning environment: Good**

The school's ethos reflects a welcoming, happy and inclusive environment. The exemplary teamwork between all staff provides pupils with a supportive learning environment. As a result, this reflects the school's ethos positively. The school is a vibrant community where all staff recognise, respect and celebrate pupils' diversity. The school promotes equal opportunities and encourages pupils to reflect on their own beliefs and values as well as those of others. All pupils have equal access to a full range of learning experiences. This includes the extensive range of extra-curricular activities. For example, both parents and pupils are involved in a weekly cooking class.

The school offers a safe, warm and friendly environment for all learners. The accommodation is of good quality and is sufficient for the number of pupils. Attractive displays that celebrate pupils' work and achievements are evident throughout the school. The school makes imaginative use of the buildings. For example, the family learning block provides attractive, additional space for weekly family learning sessions. Parents feel comfortable in coming into school.

Nearly all pupils take great pride in their school and their community. For example, work that they undertake in the eco classroom and in other outdoor learning areas is both relevant and meaningful. The school makes purposeful use of the extensive grounds. For example, the courtyard is used regularly as an integral part of the learning resource base classes.

The learning resources are plentiful and of good quality, and they support teaching and learning effectively. For example, the recently developed research room ensures that all pupils have good access to a wide range of scientific resources. This has a positive impact on pupils' learning in science.

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

The headteacher provides highly effective leadership and direction for the school. She leads by example and has communicated a clear vision for the school's provision and future development to all stakeholders strongly by promoting the wellbeing and achievement of all pupils. The deputy headteacher's contribution to the school is positive along with his robust analysis of performance data.

The senior management team supports the headteacher competently. They play an integral part in planning and monitoring school improvement by using relevant information about the school's performance to identify strengths and areas for development.

A strong feature of the school is the highly effective approach to sharing leadership roles and responsibilities among staff at all levels. For example, teachers and support staff know the needs of each pupil well, contribute ideas regularly in joint discussion and planning, and take forward initiatives in a highly collaborative way in order to deliver better outcomes for pupils. This reflects a very strong, supportive team approach throughout the school, which also benefits from a clear, shared focus on raising standards through the use of performance data in literacy and numeracy.

All staff have defined roles and relevant job descriptions. Effective performance management arrangements challenge all staff to raise standards and to maintain the quality of provision set in the school improvement priorities.

The governing body carries out its duties effectively and contributes extensively to the strategic direction of the school. Governors have a strong awareness of the school's priorities. They understand the school's performance data and are able to hold leaders and managers to account on matters of standards. They have a robust interest in the day-to-day life of the school, for example by observing lessons and meeting with children to discuss their views about the curriculum.

The school implements its policies and initiatives, including responding to local and national priorities, effectively. Leaders have introduced rigorous strategies that are impacting positively on pupils' standards, particularly in reading. The school's commitment to the development of pupils' responsibilities and the way it listens to their views is outstanding, for example through the work of the pupil senior management team.

**Improving quality: Excellent**

The school's arrangements for self-evaluation, monitoring and planning for further improvements are well established and very effective. A detailed monitoring programme ensures that all aspects of pupils' learning and wellbeing are part of a strategic evaluation process. This concentrates on improving standards, the quality of teaching and the effectiveness of the curriculum.

The self-evaluation report is an honest document that describes the work of the school accurately. Consistent procedures for self-evaluation, including regular observations of staff, scrutiny of pupils' work, lesson observation and rigorous analysis of data, give everybody in school a very clear picture of the school's strengths and areas for development. The rigorous and highly robust systems to collect, analyse and evaluate information from a wide range of reliable sources are a strength of the school. As a result, the school has made very significant progress in a short period of time in improving standards, for example in reading.

The school provides opportunities to gather the views of governors, parents and pupils to give opinions about the life and work of the school. For example, learning walks involving the school council, governors, staff and the learning forum of pupils discuss critically the strengths and areas of improvement for the school. This effective use of pupils' opinions leads to a very active and enthusiastic involvement of pupils in their learning.

School leaders use this information purposefully to identify relevant targets for pupils and appropriate interventions. They monitor progress thoroughly. All staff reflect on their own practice by evaluating the school's impact on pupils' learning and wellbeing. Members of staff with lead responsibilities for curriculum areas work closely with teachers and learning support assistants from each year group to review progress and provision for pupils. This has resulted in a strong learning community where staff learn effectively from each other and share best practice with other schools within and outside the local cluster.

The school development plan is a clear, detailed document that links well to the outcomes of the self-evaluation. Subject and senior leaders produce purposeful action plans, which directly inform the plan. It contains realistic priorities and challenging and measurable targets.

The transformation of the additional school building as part of the school has proved to be successful. As a result, relocating the learning resource classes to the school site has benefited the whole school community.

### **Partnership working: Excellent**

The school has developed an excellent partnership with parents. They feel very welcome in school and the school values their views and opinions. The school offers parents advice with a wide variety of activities relating to the curriculum. The work carried out in the family learning sessions includes literacy and numeracy projects. These activities provide opportunities for both pupils and parents to work together alongside staff. They also promote close relationships and enable parents to support their children at home effectively. This has considerable impact on pupils' reading, writing, numeracy skills and wellbeing, and is an example of sector leading practice.

Links with local authority services are strong. For example, the additional learning needs team supports the school well in terms of joint planning to improve literacy and numeracy skills for specific pupils' needs in mainstream and learning resource classes. There is an innovative partnership with local businesses and the high school, where adults read with pupils each week. This provides pupils with good opportunities to practise their reading skills with them.

The school has an important and active role within the local community. There is outstanding partnership work and, as a result, the school provides pupils with many innovative and purposeful opportunities. For example, pupils run the Active Young Leaders, a programme of leadership training for young people. They act as radio station DJs within the school and they undertake their role as Peace Garden helpers very well.

The school makes superb use of a wide range of initiatives and organisations in order to challenge and develop pupils' skills. The school works closely with community groups, for example Bethesda Arts, to undertake a project for pupils to develop their creative skills.

There are strong arrangements to ensure the smooth transfer of pupils from the local infant schools. For example, pupils from the junior school visit them in the summer term to read stories. There are effective arrangements in place for supporting older pupils in transferring to the next stage of their education.

Cluster schools collaborate regularly and effectively on a range of current initiatives, including the sharing of good practice of leadership standards, reading, numeracy and the moderation and standardisation of pupils' work.

### **Resource management: Good**

Leaders manage the deployment of staff and resources highly effectively. Teachers and support staff have roles that make the best use of their expertise. There is worthwhile staff training and development, often through specific coaching and mentoring activities. These arrangements support the school in achieving its priorities. There are purposeful arrangements for teachers' planning, preparation and assessment time.

The school is a strong learning community and has initiated many effective networks of professional practice, which have had a positive effect on pupils' standards and learning experiences. For example, its recent work as a lead practitioner school with a partner school has improved outcomes in standards of literacy, numeracy and leadership. This has led to mutually beneficial improvements for both.

Resource management is a strong feature of the school. Governors and senior leaders manage school finances well and ensure that the school's priorities receive appropriate funding. For example, accommodation was renewed and updated recently to accommodate the learning resource classes and the increase in pupil numbers from the merger with Bryntirion Junior School.

The school makes good use of the pupil deprivation grant to improve the literacy, numeracy and wellbeing of targeted pupils, for example by developing a reading programme through family engagement and specific learning interventions.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides good value for money.

## Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

### 6722292 - LLANGEWYDD JUNIOR SCHOOL

Number of pupils on roll	331
Pupils eligible for free school meals (FSM) - 3 year average	26.9
FSM band	4 (24%<FSM<=32%)

#### Key stage 2

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	60	71	79	73
<b>Achieving the core subject indicator (CSI) (%)</b>	86.7	80.3	92.4	87.7
Benchmark quartile	2	3	1	2
<b>English</b>				
Number of pupils in cohort	60	71	79	73
Achieving level 4+ (%)	90.0	85.9	93.7	89.0
Benchmark quartile	2	3	1	2
Achieving level 5+ (%)	25.0	38.0	40.5	32.9
Benchmark quartile	3	2	1	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	60	71	79	73
Achieving level 4+ (%)	90.0	87.3	92.4	90.4
Benchmark quartile	2	3	1	2
Achieving level 5+ (%)	38.3	36.6	34.2	32.9
Benchmark quartile	2	2	2	3
<b>Science</b>				
Number of pupils in cohort	60	71	79	73
Achieving level 4+ (%)	88.3	91.5	93.7	93.2
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	46.7	53.5	45.6	45.2
Benchmark quartile	1	1	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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	80		77 96%	3 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	79		71 90%	8 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	80		77 96%	3 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	80		75 94%	5 6%	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.	79		76 96%	3 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	78		76 97%	2 3%	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.	80		80 100%	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.	79		77 97%	2 3%	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.	80		75 94%	5 6%	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.	80		75 94%	5 6%	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.	78		46 59%	32 41%	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	77		63 82%	14 18%	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 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.	30	16 53%	11 37%	1 3%	2 7%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	30	19 63%	8 27%	3 10%	0 0%	1	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.	31	18 58%	10 32%	1 3%	2 6%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	29	17 59%	11 38%	1 3%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	29	9 31%	18 62%	2 7%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	31	16 52%	12 39%	1 3%	2 6%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	15 48%	16 52%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	27	16 59%	10 37%	1 4%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	30	14 47%	9 30%	5 17%	2 7%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	15 58%	11 42%	0 0%	0 0%	5	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	29	15 52%	10 34%	4 14%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	15 58%	7 27%	1 4%	3 12%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	30	13 43%	10 33%	7 23%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	30	16 53%	10 33%	1 3%	3 10%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	26	11 42%	13 50%	1 4%	1 4%	4	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.	30	15 50%	11 37%	4 13%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	22	10 45%	8 36%	4 18%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	29	14 48%	15 52%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	30	17 57%	10 33%	0 0%	3 10%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mrs Meinir Howells	Reporting Inspector
Mrs Sarah Morgan	Team Inspector
Mrs Aileen Brindley	Team Inspector
Mrs Alison Huckle	Lay Inspector
Mrs Lindsey Watkins	Peer Inspector
Mrs S Davies	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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