



*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**

**Ysgol Gynradd Gymunedol y Wern  
Clare Road  
Ystalyfera  
Swansea  
SA9 2AJ**

**Date of inspection: June 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<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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**Publication date: 04/08/2015**

## Context

Ysgol Gynradd Gymunedol y Wern is situated in the village of Ystalyfera in the Swansea Valley. It is maintained by Neath Port Talbot local authority. There are 154 pupils aged between 3 and 11 years old on roll, including 28 full-time nursery-aged pupils. Pupils are divided between six classes, including two mixed-age classes. Welsh is the main medium of teaching at the school.

Approximately 18% of pupils come from Welsh-speaking homes. Approximately 30% are eligible for free school meals, which is higher than the average for Wales. The school has identified 19% of pupils as having additional learning needs. There are no pupils with a statement of special educational needs, and the school has no pupils from an ethnic minority background.

The headteacher has been in post since April 2001 and the school was last inspected in March 2010. The permanent headteacher has been on secondment since September 2014 and an acting headteacher has been appointed temporarily to lead the school in his absence.

The individual school budget per pupil for Ysgol Gynradd Gymraeg y Wern in 2014-2015 is £3,589. The maximum per pupil in primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. Ysgol Gynradd Gymraeg y Wern is in 31<sup>st</sup> place of the 66 primary schools in Neath Port Talbot in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is adequate because:

- Many pupils make sound progress in their learning
- Considering their linguistic background, pupils' oral skills in Welsh develop quickly after they start at the school
- Most pupils' listening skills are good throughout the school
- Pupils' thinking skills are developing successfully
- Most pupils work together effectively in lessons and nearly all pupils behave very well
- The school reinforces pupils' learning experiences effectively by arranging a good range of interesting practical activities

However:

- In general, more able and talented pupils do not achieve their full potential
- A minority of pupils' Welsh reading skills have not been developed adequately
- Teachers do not plan sufficiently to develop pupils' extended writing skills
- Most pupils' understanding of how to assess and improve their own work is limited

### Prospects for improvement

The school's prospects for improvement are adequate because:

- Leaders have a clear vision based on ensuring high standards
- The governing body challenges the school effectively in areas that need to be improved
- The self-evaluation process is based on gathering information from a comprehensive range of sources
- The school links the school's priorities and the staff's professional development with performance management targets effectively
- The school is responding successfully to a number of local and national priorities
- The school makes effective use of the Pupil Deprivation Grant

However:

- The school does not act effectively enough on information that arises from the self-evaluation process in order to raise standards
- The priorities in the school improvement plan are not always specific enough
- The school does not make effective use of success criteria in order to measure the effect of the school improvement plan

## **Recommendations**

- R1 Raise the standards of more able pupils
- R2 Improve standards of reading in Welsh
- R3 Provide more opportunities to write at length across the curriculum
- R4 Improve assessment arrangements to help pupils know how to improve their work
- R5 Ensure that the self-evaluation process identifies priorities for improvement better in order for them to be included in the school improvement plan
- R6 Make effective use of success criteria in order to measure the outcomes of the school improvement plan

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

On entry to the school, most pupils' basic skills are lower than expected. However, many pupils make sound progress in their learning during their time at the school. Most pupils contribute well in lessons and develop independent learning skills appropriately. However, more able pupils do not always achieve as well as they could.

In the Foundation Phase, most pupils develop their oral skills well and use an increasing range of vocabulary successfully in different situations. They are keen to discuss and hold conversations in Welsh soon after they start at the school. As they reach the end of the Foundation Phase, most pupils respond well to questions and contribute valuably to discussions within the classroom. In key stage 2, most pupils communicate orally in a sound manner in Welsh, and develop an appropriate range of subject vocabulary. Most pupils' English oral skills are developing robustly. They are able to discuss appropriately within small groups and express their opinions clearly.

Most pupils' reading skills in the Foundation Phase are developing soundly. Pupils recognise sounds and begin to build words from a very early age. They build successfully on these skills and use suitable strategies to read fairly fluently by the end of the Foundation Phase. In key stage 2, many pupils develop reading skills in Welsh and English appropriately. They develop more fluency and show an appropriate understanding of the text. They are able to discuss a range of reading material maturely and express an opinion on their favourite authors. However, a minority of pupils' Welsh reading skills have not developed sufficiently.

By the end of the Foundation Phase, many pupils are able to write a sequence of sentences with accuracy, using basic punctuation correctly. They write in a variety of forms and for different audiences successfully, and a few pupils begin to vary the beginning of sentences effectively, for example when writing a portrayal of their family. In key stage 2, many pupils develop their writing skills appropriately across the curriculum. They are able to write for different purposes and audiences, and by the end of the stage, most pupils' spelling and punctuation are robust. They use paragraphs successfully to arrange work, and draft and improve pieces appropriately. However, their ability to write at length is underdeveloped and, as a result, this has an effect on pupils' ability to attain the higher levels.

Most pupils' listening skills are good throughout the school. In the Foundation Phase, most pupils contribute valuably to discussions and use their thinking skills successfully. In key stage 2, many pupils contribute appropriately to class discussions and are confident when expressing an opinion in smaller groups. Many pupils' thinking skills are developing robustly.

In the Foundation Phase, most pupils develop their numeracy skills robustly. By the end of the phase, many pupils are able to apply their skills to solve addition, subtraction and multiplication problems correctly. They are able to solve money problems, use standard units to measure, and gather and record data in the form of a bar chart. In key stage 2, many pupils are able to use their number skills appropriately across other areas of the curriculum. They use a range of appropriate strategies to solve number problems successfully. They are able to record data robustly by using different graphs to record data across the curriculum, for example when comparing the temperature in Swansea and Madrid, and recording a friction experiment in science.

Most pupils with additional learning needs achieve well and make progress against their personal targets.

There is no significant difference between boys' and girls' achievement in the expected levels at the end of the Foundation Phase and key stage 2. However, there is a trend over time for girls to perform better than boys in key stage 2, particularly in Welsh and English.

In general, over the last four years, the gap between the performance of pupils who are eligible for free school meals and that of their peers has decreased.

At the end of the Foundation Phase, over a three-year period, the school's performance at the expected outcome (outcome 5) has varied, moving the school between the top 25% and the bottom 25% in comparison with similar schools in literacy and mathematical development. In 2014, the school's performance has placed in the top 25% in literacy and mathematical development.

In general, over the last three years, performance at the higher outcome (outcome 6) has shown improvement. In 2014, performance in literacy and mathematical development placed the school in the upper 50%.

In key stage 2, the school's performance at the expected level 4 has varied, moving it between the top 25% and the bottom 25% over the last four years, in comparison with similar schools in all core subjects. In 2014, performance placed the school in the bottom 25% in English, mathematics and science, and the lower 50% for Welsh.

In general, over the last four years, the school's performance at the higher level (level 5) has placed it between the upper 50% and bottom 25% in Welsh, English, mathematics and science. In 2014, the school's performance at the higher level placed the school in the bottom 25%.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and know who to approach if they have any concerns. They have a sound understanding of how to keep healthy, and they value particular opportunities to develop their fitness. Pupils' attendance and punctuality are good. The attendance rate is consistently high and has placed the school in the top 25% or upper 50% in comparison with similar schools over the last four years.

Most pupils enjoy coming to school and are very happy there. They are well motivated, polite and very courteous. Most pupils behave responsibly and work well with others. A majority of pupils in key stage 2 have an appropriate idea of their strengths and what they need to do to improve.

Pupils take advantage of regular opportunities to express their opinions and make decisions about their learning successfully. The school council fulfils its responsibilities effectively and plays an important role in the school's life; for example, it has played a prominent role in the consultation process regarding the new school. Most pupils participate fully in the life of the community. They take part in concerts and raise money for local charities. These activities strengthen their links to their area and make a valuable contribution to their personal development.

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

The school provides a wide range of stimulating experiences for pupils, which respond fully to the requirements of the National Curriculum and religious education. Teachers provide a variety of interesting experiences that engage most pupils' interest and curiosity. They ensure that learning experiences build successfully on previous experiences by encouraging pupils' independence and thinking skills.

The school has begun to embed elements of the Literacy and Numeracy Framework appropriately in the school's plans. Teachers plan purposefully to ensure opportunities for pupils to apply their literacy and numeracy skills across the curriculum. Entrepreneurial activities, including 'Dragon's Den' ('Ogof y Ddraig'), contribute significantly to developing pupils literacy and numeracy skills.

The school reinforces pupils' learning experiences beneficially by arranging educational visits and through a good range of interesting practical activities. For example, many of the eldest pupils take advantage of surfing lessons each summer term. This is a strong feature of the school and develops pupils' self-confidence and independence successfully.

The Welsh dimension has a central role at the school. A good variety of opportunities are provided to develop pupils' knowledge and understanding the celebrations, history and culture of Wales. Regular visits to a variety of residential centres throughout Wales reinforce this. Visits by local authors reinforce pupils' links to their local area successfully.

Education for sustainable development and global citizenship has been developed effectively in the school, and the school council and eco council promote their fellow pupils' awareness further. They ensure that the school operates sustainably. Pupils show clear concern towards others by raising money regularly towards charitable and humanitarian work. The school has valuable links with Iceland that promote pupils' understanding of life outside Wales.



## **Teaching: Adequate**

Teachers make effective use of a variety of teaching methods that ensure that most pupils achieve robustly and develop independent learning skills successfully. A good working relationship exists between adults and pupils. All staff model polished Welsh effectively and this contributes successfully towards strengthening pupils' oral language. They question skilfully to stretch pupils' understanding and thinking skills effectively.

Teachers have a sound understanding of the curriculum and they take advantage of opportunities to develop pupils' skills appropriately. They provide interesting tasks that stimulate most pupils' interest and enthusiasm. However, provision does not ensure that more able pupils are challenged consistently enough throughout the school, and overuse of ready-made worksheets limits pupils' writing skills.

Assessment for learning strategies have begun to embed appropriately and pupils' work is marked regularly. Teachers' comments offer pupils suitable feedback, identifying what they have done well and what they need to do in order to improve. However, pupils are not given enough opportunities to respond to comments in order to raise standards, or to assess their own work or that of their peers.

The school has useful procedures for assessing, monitoring and recording pupils' progress. Teachers make suitable use of progress-tracking data and national tests to provide for specific groups of pupils.

Parents receive valuable information about their children's progress, including comprehensive annual reports.

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

The school is a happy, familial community in which adults and pupils treat each other with care and respect. The school promotes pupils' spiritual, moral, social and cultural development successfully. The opportunity given to pupils to reflect quietly in assemblies enables them to consider other people's needs effectively.

The school has appropriate arrangements for promoting eating and drinking healthily. The cooking club is open to all pupils and promotes their awareness of how to keep healthy well.

The school makes successful use of specialist agencies which include language therapists, a local police officer and the health service, in order to ensure that pupils receive appropriate support and assistance.

Provision for pupils with additional learning needs is effective. Rigorous procedures enable staff to identify pupils' needs at an early stage. Purposeful intervention programmes respond to the needs of individuals and groups of pupils successfully. Individual education plans that are provided for all pupils with additional learning needs are detailed and contain clear targets. Parents and pupils are included well in regular reviews of these plans. As a result, provision has a positive effect on pupils' progress.

Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Good**

Ysgol y Wern is a happy, friendly and supportive school. It is an inclusive school that gives pupils every opportunity to have a wide range of different experiences both within the classroom and beyond. The school's ethos is based on implementing policies and procedures that respect individuals' rights, whatever their background or ability. It offers support and comfort to all who are part of its community. As a result, the school ensures that it offers pupils good opportunities to develop their skills and mature to become responsible citizens.

The school makes the most of its physical environment and the site is accessible to those with disabilities. There is an appropriate supply of resources for lessons and relevant activities. Parts of the outdoor area, such as the nature reserve, are used to support learning effectively. Attractive and colourful displays of pupils' successes and work can be seen throughout the school, and this material is used appropriately to stimulate learning. The school building and grounds are safe and are maintained effectively.

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

The acting headteacher has a clear vision of leading an inclusive school in which all pupils are important and achieve their full potential. He shares this vision effectively with staff and governors in order to improve pupils' attainment and wellbeing. He has high expectations of the staff. In a relatively short period of time, and a period of uncertainty in the staffing situation, he has succeeded in achieving a number of improvements in provision that have had a positive effect on standards. One example of this is the effective intervention programmes to raise vulnerable pupils' standards of reading in English.

All staff have job descriptions that identify appropriate responsibilities clearly. Teachers contribute effectively by playing an active part in procedures to monitor progress against priorities in the improvement plan. Staff meetings focus directly on the school improvement process and lead to clear actions for improvement. By analysing a range of performance data, teachers have a sound understanding of the school's strengths and areas for development.

The school links the school's priorities and staff's professional development with performance management targets effectively. The school is responding successfully to a number of local and national priorities. For example, the authority's Language Charter and the National Literacy and Numeracy Framework are given appropriate attention, and the school implements the Foundation Phase successfully.

The governing body is very supportive of the school and has operated effectively over the recent period of uncertainty. By considering data, discussions with the headteacher and visits to the school, they have a secure knowledge of the school's

strengths and priorities for improvement. This supports them in challenging the school confidently about aspects of provision and pupils' standards.

### **Improving quality: Adequate**

The self-evaluation process is based on gathering information from a comprehensive range of sources, including data analysis, monitoring lessons, scrutinising books and gathering the opinions of staff, governors, parents and pupils. In general, the current self-evaluation report gives a balanced picture of the school's life and work.

The acting headteacher and subject coordinators contribute effectively to the self-evaluation process. In general, monitoring reports are analytical and evaluative, and identify strengths and areas for development appropriately. However, areas for development are not always identified clearly enough in the priorities in the school improvement plan. As a result, the school does not act effectively enough on information that arises from the monitoring process in order to address underperformance, for example pupils' reading skills in Welsh.

The school improvement plan focuses clearly on improving provision and raising standards. It includes appropriate strategies for implementation, along with suitable success criteria and monitoring arrangements. However, priorities and success criteria are not always specific enough or quantitative enough in places. This limits the school's ability to evaluate progress thoroughly against success indicators.

### **Partnership working: Good**

The school has successful partnerships that have a positive effect on pupils' standards and learning experiences. The valuable relationship between the home and school ensures that parents play an active role in their children's education. Parents receive useful information about their children's progress and targets. This is a strong feature at the school.

The effective relationship between the school and specialist external agencies supports staff in order to provide a range of valuable programmes that support pupils well. The school works closely with the nursery group, which is on-site, in order to ensure that children settle quickly in the nursery class. Transition arrangements for older pupils to the secondary school prepare them well for the next stage in their education.

Teachers co-operate effectively with nearby schools and the secondary school. They benefit from these experiences and teachers develop their skills in assessing and moderating pupils' work.

A strong partnership between the school and the local community enriches pupils' learning experiences successfully. A good example of this is the local project which promotes mental resilience as pupils transfer to the next stage in their education.

### **Resource management: Adequate**

Leaders have firm financial plans that link clearly with the school's priorities. The school is staffed appropriately and they work together effectively, sharing their expertise and experience to develop provision and raise standards. Support staff are deployed effectively and have a positive effect on pupils' attainment. Provision for planning, preparation and assessment is arranged well, and teachers use this time effectively to plan jointly. The school gives due attention to the continuous professional development of all staff, and robust performance management processes and useful training support this successfully.

There is a good supply of resources for pupils in order to meet the requirements of all aspects of the curriculum, and purposeful use is made of the building. The school makes effective use of the Pupil Deprivation Grant to target and improve the standard of reading of specific groups of pupils. Support ensures that nearly all pupils make notable progress in their phonics and reading skills, and they perform as well as their peers at the expected level. Leaders make purposeful use of funding to conduct educational visits that enrich pupils' learning experiences and improve their attendance successfully.

The school is developing a professional learning community that enables staff to share their knowledge and expertise to support teaching. Appropriate networks of professional practice with schools in the cluster and other partners are beginning to have a positive effect on pupils' standards and attainment.

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

## Appendix 1: Commentary on performance data

6712213 - YG Y Wern

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	30.2
FSM band	4 (24%<FSM<=32%)

### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	16	15	11
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	56.3	73.3	100.0
Benchmark quartile	4	3	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	16	15	11
Achieving outcome 5+ (%)	68.8	73.3	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	6.3	40.0	27.3
Benchmark quartile	2	1	2
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	16	15	11
Achieving outcome 5+ (%)	68.8	73.3	100.0
Benchmark quartile	4	4	1
Achieving outcome 6+ (%)	6.3	13.3	27.3
Benchmark quartile	4	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	16	15	11
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	50.0	46.7	54.5
Benchmark quartile	1	2	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.

**6712213 - YG Y Wern**

Number of pupils on roll	150
Pupils eligible for free school meals (FSM) - 3 year average	30.2
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	24	21	25	16
<b>Achieving the core subject indicator (CSI) (%)</b>	75.0	90.5	96.0	68.8
Benchmark quartile	2	1	1	4
<b>English</b>				
Number of pupils in cohort	24	21	25	16
Achieving level 4+ (%)	75.0	90.5	100.0	75.0
Benchmark quartile	2	1	1	4
Achieving level 5+ (%)	8.3	14.3	16.0	0.0
Benchmark quartile	4	3	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	24	21	25	16
Achieving level 4+ (%)	75.0	85.7	100.0	75.0
Benchmark quartile	2	1	1	3
Achieving level 5+ (%)	0.0	4.8	20.0	0.0
Benchmark quartile	2	3	2	4
<b>Mathematics</b>				
Number of pupils in cohort	24	21	25	16
Achieving level 4+ (%)	83.3	95.2	96.0	81.3
Benchmark quartile	2	1	1	4
Achieving level 5+ (%)	12.5	0.0	24.0	0.0
Benchmark quartile	3	4	3	4
<b>Science</b>				
Number of pupils in cohort	24	21	25	16
Achieving level 4+ (%)	83.3	95.2	100.0	81.3
Benchmark quartile	2	1	1	4
Achieving level 5+ (%)	0.0	4.8	20.0	0.0
Benchmark quartile	4	4	3	4

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.	58	58 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	58	57 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	58	58 100%	0 0%	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	58	58 100%	0 0%	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.	58	58 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	58	58 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	58	58 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	58	57 98%	1 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.	58	52 90%	6 10%	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.	58	57 98%	1 2%	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.	58	56 97%	2 3%	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	57	56 98%	1 2%	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.	32	18 56%	11 34%	2 6%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	23 72%	9 28%	0 0%	0 0%	0	Mae fy mhlentyn 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.	32	22 69%	10 31%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	32	12 38%	14 44%	5 16%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	15 47%	13 41%	2 6%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	32	15 47%	13 41%	3 9%	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.	32	16 50%	16 50%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	10 32%	11 35%	4 13%	3 10%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	31	14 45%	14 45%	1 3%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	19 59%	12 38%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	18 56%	11 34%	2 6%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	32	12 38%	10 31%	2 6%	0 0%	8	Mae fy mhlentyn 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.	30	13 43%	9 30%	5 17%	3 10%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	32	19 59%	12 38%	0 0%	0 0%	1	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.	32	11 34%	12 38%	4 12%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	12 38%	16 50%	1 3%	0 0%	3	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.	31	8 26%	9 29%	4 13%	1 3%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	20 62%	9 28%	2 6%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	32	14 44%	13 41%	1 3%	1 3%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Kevin Davies	Reporting Inspector
Sioned Hywel Thomas	Team Inspector
Glenda Jones	Lay Inspector
Bethan Madoc-Jones	Peer Inspector
Kevin Davies (Acting Headteacher)	Nominee

## Copies of the report

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