



*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 Gymraeg Tirdeunaw  
Heol Ddu  
Treboeth  
Swansea  
SA5 7HP**

**Date of inspection: March 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: 22/05/2015**

## Context

Ysgol Tirdeunaw is a designated Welsh language primary school, which is situated in Treboeth on the outskirts of the city of Swansea. The school is maintained by City and County of Swansea local authority. There are 460 pupils between the ages of 3 and 11 years old on roll, and they are taught in 16 classes. Approximately 27% of pupils are eligible for free school meals.

Approximately 16% of pupils are on the additional learning needs register, and eight pupils have a statement of special educational needs. Approximately 7% of pupils come from Welsh-speaking homes. Very few pupils are looked after by the local authority. Approximately 2% of pupils comes from an ethnic minority background. Very few pupils speak English as an additional language.

The current headteacher took up her position in September 2013, and an assistant headteacher has been appointed while the deputy headteacher is on secondment. The school was last inspected in January 2011.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Tirdeunaw in 2014-2015 is £2,976. The maximum per pupil in primary schools in Swansea is £7,839 and the minimum is £2,665. Ysgol Gynradd Gymraeg Tirdeunaw is in 73<sup>rd</sup> place of the 80 primary schools in Swansea in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's performance is good because:

- Many pupils make good progress during their time at the school
- Pupils' standards in the Foundation Phase are consistently good in terms of reaching the expected outcome in language skills and mathematical development
- Pupils' standards at the end of key stage 2 are also consistently good in terms of reaching the expected level in all subjects that are assessed
- Many pupils use their thinking skills and solve problems effectively
- Pupils' literacy and numeracy skills are developing well
- Members of the 'Rainbow' ('Enfys') group are effective models by ensuring that fellow pupils feel happy within the school environment and are able to approach peers and staff for support, as necessary
- Pupils are polite and well behaved, and they show enthusiasm and enjoyment towards learning
- Teaching is good throughout the school and ensures that pupils from disadvantaged backgrounds are motivated effectively in order to make progress

### Prospects for improvement

The school's prospects for improvement are good because:

- The school's leaders have a clear vision and focus on raising standards
- Leaders ensure stimulating provision for pupils from disadvantaged backgrounds
- Leaders have established a very effective programme of support for vulnerable pupils and their families
- Good use is made of the expertise of different members of staff
- Staff work closely as a team and fulfil their roles and responsibilities effectively
- Appropriate attention is given to national and local priorities
- The school's self-evaluation identifies the school's strengths well
- A wide range of useful partnerships contribute effectively to enriching provision and care

## Recommendations

- R1 Raise the standards of more able pupils
- R2 Provide tasks that challenge more able pupils more consistently
- R3 Provide more opportunities to write at length in English across the curriculum
- R4 Strengthen the governing body's ability to challenge the school
- R5 Ensure that self-evaluation reports are more incisive and identify areas that need to be strengthened better in order to include them fully in the improvement plan

### **What happens next?**

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

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

## Main findings

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

**Good**

### **Standards: Good**

On entry to the school, many pupils' skills are low. However, by the end of their time at the school, and in lessons, many pupils make good progress. Many pupils use their thinking skills purposefully, for example by solving mathematical skills relating to the term's theme of travel. However, more able pupils do not always achieve as well as they could.

Many pupils across the school listen well and respond meaningfully. In the Foundation Phase, many develop their oral skills effectively in Welsh in order to convey simple information. By the end of key stage 2, many pupils are confident when expressing an opinion in both languages. They adapt conversation appropriately and show that they understand the differences between an informal conversation between friends and a more extensive and formal conversation.

Pupils recognise sounds and begin to build words from a very early age. They build successfully on these skills and read unfamiliar words and show enthusiasm for the text at the end of the Foundation Phase. By the time they reach the top of the school, many pupils read in Welsh and English according to their age, and change the intonation in their voices well. They discuss a range of reading material maturely and express an opinion about their favourite authors.

Many pupils' writing skills are developing well across the school. Many pupils' handwriting is neat and they are developing confidently when writing independently. By the end of the Foundation Phase, pupils write interestingly when creating stories and fact sheets of a good standard. They develop spelling skills successfully and, in general, use punctuation correctly. In key stage 2, many show a sound awareness of different forms of writing, and use these features confidently across a range of subjects; for example, when writing reports in Welsh about life during the First World War. Many of the older pupils in key stage 2 make good progress in their extended writing in Welsh. However, their ability to write at length in English is underdeveloped and, as a result, this has an effect on pupils' ability to attain the higher levels.

In the Foundation Phase, most pupils develop their numeracy skills effectively in various activities across the areas of learning. They are able to work successfully with a partner to solve addition, subtraction and multiplication problems. By the end of the Foundation Phase, most pupils use standard units to measure, for example when they estimate and measure people's height.

In key stage 2, most pupils have a firm grasp of an appropriate range of numeracy skills. They use a wide range of appropriate strategies to solve number problems successfully. Pupils use numeracy skills effectively across the curriculum, for example when doing theme work on travel, and comparing the temperature in Wales with that of a foreign country. By the end of key stage 2, most pupils use

mathematical vocabulary that is appropriate for the task, and many check results to consider whether they are reasonable. The most able pupils use formulae to measure the area of triangles and rectangles successfully.

Pupils' standards in the Foundation Phase are consistently good in terms of attaining the expected outcome 5 in language skills and mathematical development. Over the last three years, performance in these areas has placed the school in the upper 50% or better in comparison with similar schools. However, pupils' performance at outcome 6 is not as strong, and is consistently in the lowest quartiles.

Pupils' standards at the end of key stage 2 are also consistently good in terms of attaining the expected level 4 in all subjects that are assessed. Over a period of four years, performance in these subjects has placed the school in the upper 50% or better in comparison with similar schools. However, pupils' performance at level 5 is not as strong, and places the school in the lowest quartiles consistently.

In general, pupils who are eligible for free school meals perform comparably to their peers in terms of attaining the expected outcome 5 or level 4. However, pupils' performance at the higher outcome 6 or level 5 is much lower than that of their peers consistently.

Girls in the Foundation Phase perform better than boys consistently in terms of attaining outcome 5 and the higher outcome 6 in Welsh and mathematics. There is a very similar picture at the end of key stage 2, and girls perform better consistently in terms of attaining level 4 in the four subjects that are assessed. In general, at the higher level 5, girls perform better than boys in terms of language, but boys perform better in science.

Nearly all pupils with additional learning needs achieve well and make good progress against their personal targets.

### **Wellbeing: Good**

Nearly all pupils feel safe, and most understand the importance of exercise and a healthy lifestyle. Many pupils have a very good understanding of the dangers that are associated with internet use and know what to do to stay safe online. Pupils have a strong sense of respect, care and concern towards others. Members of the 'Rainbow' ('Enfys') group are effective behaviour models for other pupils at the school. They ensure that fellow pupils feel happy at school and are able to approach peers and staff for support, as necessary. This care is one of the school's strengths.

Nearly all pupils behave well in lessons and around the school, Pupils enjoy opportunities to work in the outdoor areas, and do so safely. They show enthusiasm and enjoyment towards learning consistently, and work independently. Many pupils concentrate well for extended periods and know what they need to do in order to improve their work.

The pupil's voice is one of the school's clear strengths and has an effective influence on the ethos and the resources that are available. The school council's decisions have a positive influence on the school's life and work, for example by planning the

new library and ordering books. Most pupils show a good range of social skills and life skills, and older pupils are keen to shoulder additional responsibilities; for example, they act as buddies to support younger pupils.

Pupils' attendance at school is very inconsistent, and the school has ranged from the bottom 25% to the top 25% of similar schools over a period of four years.

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

The school provides a range of rich and varied learning experiences that promote pupils' interest and motivation. The schools also reinforces pupils' learning experiences effectively by arranging stimulating visitors. For example, Dewi Pws was invited to open the new library, and pupils were inspired to make frequent use of provision. They provide purposeful and effective opportunities to promote pupils' independence and thinking skills.

The school plans an interesting curriculum that meets statutory requirements. Teachers plan successfully to develop pupils' skills as they move through the school. Most teachers plan imaginative activities that give pupils an opportunity to apply their literacy skills across the curriculum. These teachers also provide purposeful and practical opportunities to develop pupils' numeracy skills across the curriculum, with a particular emphasis on real-life problems. Through theme work and visits to places of interest, such as the red kite centre, pupils show enthusiasm towards their work, and are inspired appropriately to engage their interest for the theme.

The Cwricwlwm Cymreig is an important aspect of the school's planning. As a result, pupils take pride in their Welshness and feel that they are a valuable part of their community. Pupils are immersed in Welsh culture, and provision for Welsh is effective. Elements of the Cwricwlwm Cymreig are evident throughout pupils' books, on information and communication technology (ICT) devices, in displays, outside in the play areas, in the library and in the recording studio.

Sustainable development and global citizenship are promoted successfully through the curriculum and the work of the school council and eco committee. The school has developed stimulating outdoor areas in co-operation with the site manager. By doing so, pupils are given good opportunities to develop gardening skills. Teachers' high expectations ensure that the eco committee is diligent and takes its responsibilities seriously by recycling, saving energy and collecting waste. There are appropriate opportunities to promote understanding through international projects, and frequent fair trade activities ensure that pupils understand the importance of fair conditions for workers in foreign countries.

### **Teaching: Good**

Nearly all teachers co-operate effectively with support staff to ensure that many pupils make good progress in lessons. Teaching throughout the school ensures that pupils from disadvantaged backgrounds are motivated effectively in order to make successful progress. The supportive working relationship between staff and pupils



ensures that many pupils feel confident when trying new things and to ask for support, when necessary. Teaching in the Foundation Phase ensures that pupils experience a breadth and wealth of relevant experiences through a cycle of beneficial activities both inside and outside the classroom. Many teachers plan stimulating activities and use ICT resources very effectively to engage pupils' enthusiasm. Almost without exception, teaching maintains pupils' interest and ensures that they stay on task. However, provision does not ensure that more able pupils are challenged consistently enough across the school.

Many teachers use open-ended questions effectively to develop pupils' thinking skills. Teachers use positive strategies successfully to manage pupils' behaviour and encourage them to be independent learners. However, pupils are not given enough opportunities to write at length in English across the curriculum.

Teachers mark pupils' work thoroughly, and give them constructive comments on how to improve their efforts that are linked with the success criteria. However, pupils are not given enough opportunities to respond to comments in order to raise standards. Pupils assess each other's work consistently, and this has a positive effect on their understanding of teachers' expectations.

The school analyses pupils' performance effectively and tracks progress in detail. Relatively new assessment procedures are beginning to have a positive effect on the performance of boys and girls, and that of more able and talented pupils.

Written reports to parents are comprehensive and report appropriately on their children's progress.

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

The school develops pupils' awareness of the importance of health and wellbeing purposefully. They develop pupils' fitness successfully by offering a range of activities in lessons and after school. The school also makes beneficial arrangements to promote eating and drinking healthily and ensures that there is a supply of water available to everyone, along with a daily offer to buy fruit. All school policies and procedures are reviewed frequently and implemented effectively to ensure pupils' personal, spiritual, moral and cultural development.

The school is an effective haven and a caring community in which pupils feel very safe. Staff identify pupils' wellbeing needs particularly well, and the school has a very effective programme of support for vulnerable pupils and their families. This includes visiting parents outside the school.

The support that is offered by the school in the 'Rainbow' ('Enfys') room, and in partnership with pupils and external agencies, to resolve pupils' behavioural and emotional problems, is very effective. Pupils talk enthusiastically and maturely about the benefits they have received by attending sessions there. This is supported by parents who also benefit from the provision. This has a positive effect on pupils' self-respect, their attitude towards work and the relationship between the home and the school. As a result, the standards of vulnerable pupils and those who are eligible

for free school meals are good. This is certainly one of the school's obvious strengths.

The school's additional learning needs provision is good. Pupils' needs are identified at an early stage, and are catered for successfully. Individual education plans are detailed and pupils' progress is recorded rigorously. The school has produced a self-evaluation of provision and, as a result, there is a clear direction for each pupil's individual plans. However, the provision has not yet had enough of an effect to raise the standards of more able pupils.

Sound procedures are in place to ensure that pupils are aware of how to stay safe when using the internet. The school has sound policies and procedures in terms of dealing with discrimination, harassment and bullying. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Good**

The school has a very caring and inclusive ethos, along with a welcoming community that realises the school's vision effectively. The school has ensured successfully that the pupil's voice underpins all of the school's activities. As a result, pupils develop a mature and responsible attitude that encourages them to support and help each other. Policies, plans and procedures are in place that ensure equal opportunities for all pupils and promote equality and social diversity, and these are known to the school's parents.

The school building and grounds are stimulating, colourful and attractive, and include various displays of a high standard. Staff and pupils make full use of the extensive resources that are available to them. The site is safe and has been developed well, following the recommendations of the school council and Rainbow Council (Cyngor Enfys). There are distinct areas for learning, play and relaxation, and all are used purposefully to provide extensive provision for pupils. As a result, pupils are well behaved. Toilets are clean and suitable, and the whole site is well maintained. However, the governing body's attention was drawn to a wellbeing issue that requires attention.

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

The school's leaders have a clear vision based on 'Encouraging Independence, Capturing Enthusiasm and Enriching Opportunities' ('Annog Annibyniaeth, Bachu Brwdfrydedd a Chyfoethogi Cyfleoedd'). They succeed in conveying this vision effectively to staff, pupils, parents and governors. As a result, there is a clear focus on raising standards and ensuring that pupils from disadvantaged backgrounds are motivated effectively and make progress. The school is a caring community and it has definite structures and appropriate policies to ensure that the vision permeates through all aspects of school life successfully.

Staff work closely as a team and fulfil their roles and responsibilities effectively. The school responds positively to a number of local and national priorities. Sound

processes are in place to implement the requirements of the Literacy and Numeracy Framework purposefully. The principles of the Foundation Phase are implemented skilfully. In the main, the school is very successful in providing for disadvantaged pupils.

The governing body is very supportive and is committed to the school's vision. Governors visit the school frequently on an informal basis, and receive reports on pupils' performance and attainment. They have an appropriate understanding of the school's priorities and are very supportive of the school's strategies for supporting vulnerable pupils. However, the body is overly dependent on the information it receives from leaders, and does not challenge the school effectively enough.

### **Improving quality: Adequate**

The school's leaders have established a suitable programme for monitoring and evaluating a wide range of aspects of the school's life over a period of time. These self-evaluation processes make consistent use of direct evidence, such as lesson observations, scrutinising books, discussing work with pupils and seeking parents' views. The school also analyses data competently, on the whole, and this is beginning to strengthen staff's understanding of the performance of various groups of pupils.

On the whole, the school's self-evaluation report encompasses a suitable range of evidence that includes the staff's contribution, and the views of pupils and parents. It identifies the school's strengths well. However, it does not identify all aspects that need to be improved in enough detail, especially in relation to the achievements of groups of pupils. The report does not include the effect of the activity that is noted as evidence on standards or provision.

There is a satisfactory link between the self-evaluation report and the school improvement plan. The current improvement plan gives due attention to funds and staff responsibilities, in addition to appropriate timescales, success criteria and quantitative targets. However, targets are not always challenging enough to ensure that the school's performance compares well with that of similar schools.

The school has made progress against many of the previous inspection's recommendations, apart from ensuring further progress in the proportion of pupils who reach the higher levels, and strengthening the role of the governing body as a critical friend.

### **Partnership working: Good**

The school works very successfully with a suitable range of partners in order to realise the school's vision. There is a very effective relationship between the school and the parents of vulnerable pupils. This partnership ensures that these pupils feel safe at school and make good progress. A few parents are reading volunteers and attend the school frequently to promote pupils' reading skills. Currently, there are very few social and educational activities to ensure parents' commitment to the school's work.

There is a good partnership between the school and the community. The school benefits from a close partnership with the local library while establishing the school's new library. The school choir performs there regularly, and in a local old people's home. Pupils also contribute to the success of the local eisteddfod, and keep the areas around the school tidy. This develops pupils' confidence and promotes their pride in their local area.

The range and quality of transfer arrangements for older pupils to the secondary school are good. They are prepared thoroughly for the next stage in their education. The school co-operates successfully with primary schools in the catchment area, and other primary schools, to share good practice in aspects of reducing the gap between pupils who receive free school meals and their peers. The school also works purposefully with other schools to standardise and moderate pupils' work at the end of key stage 2. Teachers' understanding of assessment is increasing through this.

The school has established a number of effective partnerships with external agencies, including Barnados, the team around the family and the local authority. This has a positive effect on pupils' wellbeing. One example of this is the support given to pupils and parents by the local authority's welfare officer in order to improve school attendance.

### **Resource management: Good**

The headteacher and governors monitor and manage expenditure carefully. Staff and financial resources are used effectively to support priorities for raising standards and expanding pupils' experiences. Teachers make purposeful use of their planning, preparation and assessment time, and arrangements for this are managed well. Assistants offer sound support to intervention groups, and they have a positive effect on pupils' development and attainment.

Staff expertise is used to share good practice effectively. For example, by visiting each other's classes, they have ensured consistency in assessment for learning almost without exception across the school. The school welcomes nearby schools to see good practice in terms of using e-technology to inspire pupils, and this increases pupils' confidence as they explain to adults what they are doing.

Performance management arrangements are effective and all staff benefit from training that is arranged according to individuals' needs and the school's priorities. This training is based on the outcomes of the performance management procedure in order to have a positive influence on raising standards, for example training to develop English literacy strategies. All staff work together successfully in order to create an inclusive and stimulating environment for pupils.

The school makes very effective use of deprivation grant funds by using assistants to support these pupils. Support ensures that pupils perform comparably to their peers in terms of the expected outcome or level. Very purposeful use is made of the money by funding provision in the 'Rainbow' ('Enfys') room in order to resolve pupils' behavioural and emotional problems.

Leaders have ensured that the school has a wide range of learning resources and that teachers make good and consistent use of them in order to raise standards. An example of this is the school's radio station, that contributes well to raising pupils' oral standards. Teachers are encouraged to prepare many of their own resources. These are of a good standard and promote and stimulate learning. The school's buildings and outdoor areas have been developed to a good standard.

Considering the good standards that are achieved, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6702231 - Y.G.G. TIRDEUNAW

Number of pupils on roll	460
Pupils eligible for free school meals (FSM) - 3 year average	28.7
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	56	53	55
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	91.1	92.5	90.9
Benchmark quartile	1	1	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	56	53	55
Achieving outcome 5+ (%)	94.6	94.3	92.7
Benchmark quartile	2	1	2
Achieving outcome 6+ (%)	23.2	30.2	10.9
Benchmark quartile	3	2	4
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	56	53	55
Achieving outcome 5+ (%)	92.9	94.3	90.9
Benchmark quartile	1	1	2
Achieving outcome 6+ (%)	25.0	37.7	10.9
Benchmark quartile	2	1	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	56	53	55
Achieving outcome 5+ (%)	92.9	94.3	92.7
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	30.4	64.2	9.1
Benchmark quartile	3	1	4

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.

**6702231 - Y.G.G. TIRDEUNAW**

Number of pupils on roll	460
Pupils eligible for free school meals (FSM) - 3 year average	28.7
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	49	37	39	50
<b>Achieving the core subject indicator (CSI) (%)</b>	93.9	91.9	89.7	90.0
Benchmark quartile	1	1	1	1
<b>English</b>				
Number of pupils in cohort	49	37	39	50
Achieving level 4+ (%)	93.9	91.9	89.7	90.0
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	30.6	21.6	20.5	24.0
Benchmark quartile	2	3	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	49	37	39	50
Achieving level 4+ (%)	93.9	91.9	87.2	90.0
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	24.5	13.5	20.5	14.0
Benchmark quartile	2	3	2	4
<b>Mathematics</b>				
Number of pupils in cohort	49	37	39	50
Achieving level 4+ (%)	93.9	94.6	89.7	96.0
Benchmark quartile	1	1	2	1
Achieving level 5+ (%)	38.8	21.6	23.1	22.0
Benchmark quartile	1	3	3	4
<b>Science</b>				
Number of pupils in cohort	49	37	39	50
Achieving level 4+ (%)	93.9	94.6	89.7	94.0
Benchmark quartile	1	1	2	1
Achieving level 5+ (%)	26.5	18.9	23.1	20.0
Benchmark quartile	2	3	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.	126	126 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	126	125 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	126	126 100%	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	126	126 100%	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.	126	126 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	126	125 99%	1 1%	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.	126	126 100%	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.	126	126 100%	0 0%	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.	126	126 100%	0 0%	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.	126	126 100%	0 0%	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.	125	124 99%	1 1%	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	125	121 97%	4 3%	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.

	responses Nifer o	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	disagree Anghytuno'n	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	81	64 79%	17 21%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	81	62 77%	19 23%	0 0%	0 0%	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.	80	62 78%	18 22%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	80	57 71%	23 29%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	80	53 66%	26 32%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	78	56 72%	22 28%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	80	62 78%	18 22%	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.	79	46 58%	31 39%	0 0%	1 1%	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.	81	52 64%	28 35%	0 0%	0 0%	1	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.	81	50 62%	27 33%	4 5%	0 0%	0	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.	80	51 64%	29 36%	0 0%	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'.	78	42 54%	32 41%	0 0%	0 0%	4	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.	81	47 58%	31 38%	3 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	79	46 58%	32 41%	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%		

	responses Nifer o	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno disagree	Anghytuno'n disagree	Don't know Ddim yn gwybod	
I understand the school's procedure for dealing with complaints.	80	46 57%	31 39%	1 1%	0 0%	2	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.	80	54 68%	25 31%	0 0%	0 0%	1	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.	75	46 61%	22 29%	0 0%	0 0%	7	Mae fy mhlentyn wedi'i barato'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.	80	51 64%	29 36%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	81	53 65%	28 35%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Mr Maldwyn Ellis Pryse	Reporting Inspector
Ms Gwenda Easton	Team Inspector
Dr Glenda Jones	Lay Inspector
Mr David Kenneth Davies	Peer Inspector
Mrs Gwenan Davies-Jones	Peer Inspector
Ms Jackie James (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.