



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

A report on

**Bryncoch C.I.W. School
Furzeland Drive
Bryncoch
Neath
SA10 7UG**

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Bryncoch Church in Wales Voluntary Aided Primary School is in Bryncoch, near Neath. There are 198 pupils on roll aged from 3 to 11 years, including 31 part-time nursery children. There are four single-aged and three mixed-age classes.

Nearly all pupils are white British and come from homes where English is the main language. Around 3.2% of pupils are eligible for free school meals, which is well below the national average (19%). The school identifies around 20% of pupils as having additional learning needs and this is below the national average (25%).

The current headteacher took up her post in September 2009. The school was last inspected in September 2009.

The individual school budget per pupil for Bryncoch Church in Wales Primary School in 2016-2017 means that the budget is £3,166 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £6,244 and the minimum is £2,851. Bryncoch Church in Wales Primary School is 45th out of the 57 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Most pupils make good progress in developing their language and mathematical skills
- Most pupils across the school speak confidently and listen well to each other and adults
- Most pupils make good progress in developing their reading and writing skills
- Nearly all pupils have positive attitudes to learning and behave well in class and around the school
- The quality of teaching is good
- Provision for pupils with additional learning needs is a particularly strong feature of the school
- There is a caring, inclusive ethos that helps pupils to make effective progress in their spiritual, moral, social and cultural development

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher leads the school sensitively and ensures that staff value and respect all pupils
- The headteacher's commitment to the welfare of all pupils has a positive effect on their attitudes to learning
- Leaders have made good progress in reducing the under-attainment of disadvantaged pupils
- The school's self-evaluation report gives an appropriate picture of the strengths and weaknesses of the school
- The school works well with a wide range of partners who contribute to supporting pupils' learning and wellbeing
- The school co-operates closely with other schools in the cluster to share good practice and to develop improvement strategies

However:

- The senior management team works well as a team, but some are new to their role and their contribution to strategic development is limited at this stage
- The governing body does not hold the school to account effectively enough
- There is regular monitoring of teaching and learning, but the outcomes often lack sufficient rigour
- The school development plan focuses appropriately on standards, but it does not identify clear areas for improvement in relation to provision, leadership and management

Recommendations

- R1 Raise standards in Welsh second language
- R2 Improve pupils' use of numeracy skills across the curriculum
- R3 Ensure that learning experiences reflect fully the requirements of the Foundation Phase
- R4 Raise the attendance levels

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, many pupils are working at the level expected for their age. As they move through the school, most pupils make good progress in developing their language and mathematical skills.

Most pupils across the school speak confidently and listen well to each other and adults. In the Foundation Phase, most pupils use a suitable range of vocabulary to describe their work. In key stage 2, most pupils engage regularly in purposeful discussions, for example when they create imaginary stories.

Most pupils make good progress in developing their reading skills. In the Foundation Phase, most read with enjoyment, increasing their fluency and understanding. They have a good knowledge of letter sounds and use a suitable range of strategies to work out unfamiliar words. By the end of key stage 2, most pupils read a wide range of fiction and non-fiction books regularly. They discuss books and their favourite authors and have a good understanding of characters, plots and storylines. Many pupils apply their reading skills well in different subjects and use reference books successfully.

Most pupils develop their writing skills well throughout the school. In the Foundation Phase, most make good progress with their early writing and mark-making. By the end of the Foundation Phase, most are able to describe events and to write stories and simple accounts effectively. In key stage 2, most pupils write confidently in a variety of forms, and their writing is often creative and imaginative. Most pupils organise their written work well and present it neatly. Standards in spelling are good for most pupils. Nearly all pupils apply their writing skills effectively when undertaking work across the curriculum; for example, they produce detailed projects on the Second World War and the impact of the blitz on the Swansea area.

In the Foundation Phase, most pupils learn to sort, count and measure correctly. By Year 2, nearly all use place value correctly to add and subtract two-digit numbers and they measure successfully in standard units. Most pupils develop effective data-handling skills well, gather information and record their findings in block graphs. For example, pupils in Year 2 construct a bar graph of their favourite chocolate bars using an appropriate computer programme. However, pupils do not apply their numeracy skills sufficiently in other areas of learning well enough.

In key stage 2, most pupils build well on the skills they have developed in the Foundation Phase. They have a good understanding of the four rules of number and apply these when solving problems involving money. They draw and interpret bar charts and line graphs competently. Most pupils have a good understanding of concepts, such as time, temperature, length and capacity. Many pupils plot co-ordinates in the four quadrants correctly. However, in key stage 2, most pupils do not apply their numeracy skills well across the curriculum.

Most pupils have positive attitudes to learning Welsh. In the Foundation Phase, most use a good range of vocabulary and basic sentence patterns to answer simple questions. In key stage 2, most pupils are very enthusiastic about learning Welsh, but the majority often lack the confidence to use Welsh outside of designated Welsh lessons. Most pupils read simple texts appropriately and produce a limited range of written work.

Most pupils use information and communication technology (ICT) skills well across the curriculum. In the Foundation Phase, most pupils use a range of programs with increasing competence to develop their literacy and numeracy skills. For example, they are able to programme a floor robot to move through a grid accurately. Older pupils cut and paste onomatopoeic words effectively on to a comic strip.

In key stage 2, most pupils develop their word-processing skills effectively. Most are able to use a graphics program successfully to draw block graphs and older pupils produce films and choose appropriate backgrounds. Many pupils use databases well to sort out different animals and modes of transport. Most pupils use data-handling packages effectively and the more able pupils apply formulae competently to extract specific pieces of information from a database. Pupils in both key stages have a good awareness of e-safety when using the internet.

Pupils' performance at the expected outcome at the end of the Foundation Phase has placed the school in the lower 50% or bottom 25% for literacy and mathematical development over the last four years when compared with similar schools. Performance at the higher level in both areas of learning has generally placed the school in the top 25% or higher 50% over the same period.

At the end of key stage 2, over the same period, pupils' performance at the expected level in English has varied greatly at the expected and higher level when compared with levels in similar schools. Pupils' performance in mathematics at the expected level has generally placed the school in the lower 50% or bottom 25% of similar schools and performance has varied greatly at the higher level. In science, pupils' performance has generally placed the school in the lower 50% or bottom 25% at the expected and higher levels.

Pupils who are eligible for free school meals currently perform at least as well as other pupils. Most pupils with additional learning needs make good progress from their individual starting points. More able pupils do not always reach their full potential.

Wellbeing: Adequate

Nearly all pupils have a good understanding of how to eat and drink healthily. They participate in a wide range of health-related activities, such as the 'Keep Fit Thursday Trail' during lunch time. Most pupils take regular exercise in school to maintain and improve their health and wellbeing.

Nearly all pupils feel happy and safe in school. Nearly all are polite and friendly, and they show care and concern towards each other and adults. Nearly all have positive attitudes to learning and behave well in class and around the school. They have a high regard for their school and want to do their best.

Many pupils take an active part in the life of the school. They take their roles seriously, for example as representatives on the school council, eco council, Bike It Crew and Digital Wizards.

Many pupils develop their social and life skills well. For example, pupils in Year 6 improve their entrepreneurial, decision-making and problem-solving skills successfully when they take part in their annual business week. Many pupils develop a sense of social responsibility through their work to support various charities.

Attendance rates over the past few years have placed the school consistently in the bottom 25% when compared with similar schools. Pupils generally arrive punctually at the start of the school day.

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

The school provides a suitable range of interesting learning experiences that meet the needs of pupils. The school has appropriate schemes of work to respond to the requirements of the Foundation Phase and the National Curriculum. However, learning experiences in the Foundation Phase are not always based closely enough on the plans and, as a result, there is not enough use of enhanced and continuous provision across the Foundation Phase.

The school's schemes of work ensure a range of activities that develop pupils' literacy skills well. Teachers plan effectively to develop pupils' number skills in mathematics lessons. However, they do not provide regular opportunities for pupils to apply their numeracy skills in a wide range of contexts outside of their mathematics lessons. The school plans well for the development of pupils' ICT skills across the curriculum.

The school uses a wide range of educational visits, for example to Cardiff castle and local museums, to enrich the curriculum successfully. Well-attended extra-curricular activities, which include fitness sessions, a sewing club and the Clwb Cymraeg, contribute well towards improving pupils' wellbeing and personal skills.

Provision for the development of the Welsh language is beginning to have a positive impact on standards. However, there are too few opportunities for pupils to develop their oracy skills outside of designated Welsh lessons. The school promotes pupils' knowledge and understanding of the history and culture of Wales successfully, for example by studying Mari Jones and her Bible and the work of Betsi Cadwaladr.

The school focuses well on raising pupils' awareness of sustainable development and global citizenship. The provision enables pupils to learn about sustainability through activities such as recycling and saving energy. The eco committee plays a very active role in monitoring energy use in school. The school helps to raise pupils' awareness of global citizenship through effective links with a school in Spain.

Teaching: Good

Teachers plan a wide range of learning experiences which gain the interest of pupils successfully. They use questioning techniques effectively to stimulate learning and to extend pupils' responses. Nearly all teachers have up-to-date subject knowledge

and develop pupils' knowledge and skills well. All staff have positive working relationships with pupils. Teachers use a wide variety of resources to enhance pupils' learning well. Teaching assistants make a valuable contribution towards supporting individuals and groups of pupils. On a few occasions, the slow pace of learning and the lack of challenge tend to limit pupils' progress and prevent them from reaching their full potential, especially the more able.

The school uses a wide range of assessments and an electronic tracking system to monitor pupils' progress effectively. Teachers use the assessment information well to identify pupils who are not making the required progress and who may need extra support. Teachers give pupils regular feedback on their work. In most classes, teachers' written feedback helps pupils to see how well they are doing and what they need to do to improve their work. Many teachers are beginning to provide pupils with opportunities to assess their own learning and that of other pupils effectively.

The school's annual reports provide parents with worthwhile information about their children's achievements and the progress they make.

Care, support and guidance: Good

The school provides a safe and secure environment for pupils. There is a strong sense of community and staff know the pupils well and support them effectively. The emphasis on good behaviour and respect for others is a strong feature of the school.

The school has appropriate arrangements to promote healthy eating and drinking. The school has a healthy day each week when there is a focus on pupils taking exercise on the yard and there are annual bike rides around Margam Park.

A caring, inclusive ethos helps pupils to make effective progress in their spiritual, moral, social and cultural development. Acts of collective worship provide valuable opportunities for pupils to reflect on their experiences and values. The school treats all pupils with respect and ensures that they all have equal access to a full range of learning experiences.

The school has adopted a suitable range of policies and systems to promote good attendance. For example, regular newsletters celebrate the class of the week. These have improved the overall rate of attendance, but it is still lower than that in similar schools.

The school makes suitable and regular use of the services of external agencies, such as the educational psychologist, the health service and the police, to provide effective support for pupils and to enrich their awareness of issues that affect their wellbeing. For example, the school works well with local authority officers to meet the needs of pupils with complex issues.

The school's arrangements for safeguarding meet requirements and give no cause for concern. Governors were informed of a wellbeing issue relating to a potential tripping hazard on a section of the school yard.

Provision for pupils with additional learning needs is a particularly strong feature of the school. Effective systems are in place to identify and to support those pupils with

additional learning needs from entry to the school. Individual learning plans are thorough and they set robust individual targets for improvement. The school reviews these plans regularly and includes parents in the process. Teaching assistants deliver specific programmes that help pupils to improve their literacy and numeracy skills well.

Learning environment: Good

The school is a welcoming and inclusive community with a positive emphasis on pupils' wellbeing. The caring ethos encourages pupils to develop tolerance and respect for adults and each other. The school recognises and celebrates difference and diversity well.

The school makes good use of its indoor space and resources. Classrooms are generally of sufficient size. There are purposeful, specialist areas, such as the library, small intervention areas and computer room. Attractive displays throughout the school celebrate pupils' learning and achievements well and help promote the school's ethos purposefully.

The outdoor facilities include a multi-sports pitch, nature reserve, various climbing equipment, picnic benches, an amphitheatre, a quiet area and a willow outdoor classroom. The outdoor provision is well developed for a few classes in the Foundation Phase, but it is more limited for the reception class. There is a range of suitable resources, including ICT equipment, which support teaching and learning well. The school site is safe, secure and well maintained.

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

The headteacher leads the school sensitively and ensures that all staff and pupils are valued and respected. The headteacher communicates a strong vision for the school to staff, parents and pupils. Staff in leadership roles support the school's ethos well and its strong commitment to the welfare of all pupils. Staff roles and responsibilities are clear and focus appropriately on improving the curriculum and raising standards. The headteacher has worked effectively to ensure that there is greater consistency in the quality of teaching across classes as pupils move through the school. As a result of purposeful leadership, the school has introduced a number of initiatives recently that are beginning to have a positive impact on standards and the quality of provision, for example in mathematics. Staff and senior management meetings focus appropriately on a range of issues and leaders and managers take forward initiatives well. However, the recording and dissemination of agreed decisions are not always clear.

The school takes appropriate account of national and local priorities. For example, leaders have made good progress in reducing the under-attainment of vulnerable pupils and pupils achieve well in relation to most aspects of the national literacy and numeracy framework. However, the sharp focus on achieving greater consistency in the quality of teaching and learning in classes has limited the focus on the full implementation of the Foundation Phase.

The governing body is supportive of the school and the headteacher's drive to improve standards and the quality of teaching and learning. It fulfils its statutory duties appropriately. Governors have an increasing understanding of the school's strengths and areas for development. They are beginning to develop their role in developing the school's strategic priorities and contributing to the self-evaluation of its strengths and weaknesses. They have a good grasp of the school's performance compared with that of other similar schools and have used the information to probe senior leaders about standards in the school. However, the governing body does not always challenge the school's leadership as effectively as it could.

Improving quality: Adequate

The headteacher has established appropriate processes for self-evaluation that include a range of suitable activities, such as data analysis, lesson observations and scrutiny of pupils' work. The school seeks the views of the governing body and pupils, but the contribution of parents to the self-evaluation process is limited.

There is regular monitoring of teaching and learning, but the outcomes often lack sufficient rigour. The senior management team works well as a team, but some are new to their role and their contribution to self-evaluation and strategic development is limited at this stage.

The self-evaluation report produced by the headteacher and staff gives an appropriate picture of the school. However, the report is not consistently evaluative and the links between the self-evaluation report and the school development plan are not strong enough. The school development plan provides suitable detail in relation to targets, success criteria and actions to bring about improvement. The plan focuses appropriately on standards, but it does not always identify clearly enough areas for improvement in relation to provision, leadership and management.

The school has shown the capacity to bring about improvements in recent times, for example in relation to raising the standard of pupils' writing and their ICT skills and in tackling the underachievement of vulnerable pupils. However, progress in developing pupils' Welsh language skills is more limited overall.

Partnership working: Good

The school works well with a wide range of partners, who contribute purposefully to supporting pupils' learning and wellbeing. These include partnerships with parents, other schools, specialist support services and the wider community.

The partnership with parents is effective. The parent-teacher association raises funds to provide additional resources for the school, for example to improve outdoor equipment for older pupils. The school organises many events, including hosting several television programmes, concerts and pantomimes, which are well attended by parents. Parents also run a successful after-school club. The quality of communication between school and home is good.

The partnership with the local cluster of schools is effective. For example, the school has been involved in a project to improve the provision for vulnerable pupils. Staff collaborate well on training activities and co-operate in moderating the accuracy of

teachers' assessments. Strong transfer arrangements with the receiving secondary school help pupils as they prepare to move to the next stage of their education. For example, pupils visit the secondary school regularly and participate in literacy, Welsh and art classes.

The school has extensive links with the local community. In particular, there is a close partnership with the playgroup, which meets on the school site, and this helps pupils to settle quickly into school and ensures early identification of their individual needs. Links with the parish church are strong and promote pupils' development well. For example, the local priest visits the school regularly and leads acts of collective worship.

Resource management: Good

The school has a sufficient number of well-qualified and committed staff to deliver the curriculum effectively. Staff manage resources well and ensure that all pupils have access to a wide range of suitable equipment.

The performance management system helps staff to identify their professional development needs and all staff benefit from training, which has a positive impact on teaching and learning. Staff make purposeful use of their planning, preparation and assessment time.

The headteacher and governors manage finances carefully. The governing body's finance sub-committee meets regularly and prepares suitable reports to enable governors to review the effectiveness of spending decisions. The school makes good use of the Pupil Deprivation Grant to support vulnerable pupils. The funding has enabled the school to provide pupils with specific interventions to develop their literacy and numeracy skills effectively.

In view of the standards that pupils achieve and the overall quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6713311 - Bryncoch CIW Primary School

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	3.2
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	20	29	29	17
Achieving the Foundation Phase indicator (FPI) (%)	90.0	89.7	86.2	88.2
Benchmark quartile	3	3	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	20	29	29	17
Achieving outcome 5+ (%)	90.0	89.7	86.2	88.2
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	75.0	44.8	62.1	41.2
Benchmark quartile	1	2	1	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	20	29	29	17
Achieving outcome 5+ (%)	90.0	93.1	89.7	88.2
Benchmark quartile	3	3	4	4
Achieving outcome 6+ (%)	70.0	44.8	62.1	47.1
Benchmark quartile	1	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	20	29	29	17
Achieving outcome 5+ (%)	100.0	100.0	100.0	94.1
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	80.0	58.6	82.8	76.5
Benchmark quartile	1	3	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.

6713311 - Bryncoch CIW Primary School

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	3.2
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	22	28	21	31
Achieving the core subject indicator (CSI) (%)	90.9	92.9	90.5	87.1
Benchmark quartile	3	3	4	4
English				
Number of pupils in cohort	22	28	21	31
Achieving level 4+ (%)	95.5	92.9	100.0	87.1
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	54.5	57.1	47.6	51.6
Benchmark quartile	2	1	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	22	28	21	31
Achieving level 4+ (%)	90.9	96.4	90.5	96.8
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	59.1	42.9	42.9	54.8
Benchmark quartile	1	3	3	2
Science				
Number of pupils in cohort	22	28	21	31
Achieving level 4+ (%)	95.5	96.4	100.0	96.8
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	54.5	39.3	42.9	29.0
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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104	94 90%	10 10%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	64 62%	40 38%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	104	95 91%	9 9%	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	104	85 82%	19 18%	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.	104	93 89%	11 11%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	94 90%	10 10%	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.	104	101 97%	3 3%	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.	104	98 94%	6 6%	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.	103	73 71%	30 29%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	104	82 79%	22 21%	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.	104	38 37%	66 63%	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	104	79 76%	25 24%	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.	50	4 8%	20 40%	13 26%	10 20%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	50	8 16%	35 70%	4 8%	2 4%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	50	20 40%	25 50%	4 8%	0 0%	1	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.	50	7 14%	21 42%	15 30%	0 0%	7	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	50	4 8%	19 38%	16 32%	6 12%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	50	2 4%	25 50%	11 22%	3 6%	9	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	50	9 18%	27 54%	5 10%	1 2%	8	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	50	3 6%	18 36%	14 28%	10 20%	5	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.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	50	3 6%	17 34%	18 36%	6 12%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	50	9 18%	27 54%	7 14%	5 10%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	49	12 24%	26 53%	3 6%	5 10%	3	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	50	3 6%	7 14%	17 34%	5 10%	18	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	50	1 2%	11 22%	26 52%	11 22%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	50	5 10%	16 32%	15 30%	14 28%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	49	5 10%	22 45%	10 20%	9 18%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	50	4 8%	27 54%	6 12%	4 8%	9	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	50	4 8%	13 26%	11 22%	1 2%	21	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	50	2 4%	10 20%	19 38%	19 38%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	50	2 4%	7 14%	10 20%	25 50%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr Gwilym Alun Huw Rees	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Ms Rhian Catrin Lundrigan	Peer Inspector
Mrs Kathryn Phillips (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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