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 Cwmnedd
New Street
Glynneath
Neath
Neath Port Talbot
SA11 5AA**

Date of inspection: October 2016

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.

Publication date: 20/12/2016

Context

Ysgol Gynradd Gymraeg Cwmnedd is situated in the centre of the town of Glynneath. The school is maintained by Neath Port Talbot local authority. It serves the northern parts of Glynneath and the surrounding valleys.

There are 154 pupils on roll, including 11 part-time nursery children. There are six classes, most of which are mixed-age.

Approximately 8% of pupils are eligible for free school meals, which is significantly below the national average. The school identifies that 18% of pupils have additional learning needs, which is below the national average. A very few pupils have a statement of special educational needs.

A minority of pupils speak Welsh as their first language at home, and approximately 2% of pupils come from ethnic minority backgrounds.

The school was last inspected in April 2009. The headteacher was appointed in September 2003.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Cwmnedd in 2016-2017 is £3,379. The maximum per pupil in primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. Ysgol Gynradd Gymraeg Cwmnedd is in 35th place of the 57 primary schools in Neath Port Talbot in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils develop their reading and writing skills well
- Most pupils make very effective use of their information and communication technology (ICT) skills to support their work across the curriculum
- Most pupils concentrate well in lessons and persevere when they face difficulties
- ICT provision across the school is a strength
- Teaching is consistently robust
- The school's assessment processes are comprehensive
- The school is a safe and caring community that gives a high priority to pupils' wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides robust leadership
- Members of the senior management team support the headteacher and teachers effectively as subject leaders
- All staff work as a team
- Leaders address national and local priorities effectively
- There are robust self-evaluation procedures
- The school works effectively in a good range of beneficial partnerships that extend pupils' learning experiences successfully

Recommendations

R1 Improve attendance

R2 Provide a science scheme of work that ensures progress across the school

R3 Ensure enough of a challenge in lessons for more able pupils

R4 Respond to the health and safety concerns that were raised during the inspection

R5 Develop the role of the senior management team as strategic leaders

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils start at the school with skills that are lower than expected for their age. However, most make good progress in developing their personal, literacy and numeracy skills as they move through the school.

Across the school, nearly all pupils listen attentively to adults and each other. By the end of the Foundation Phase, many express their opinion confidently and use a good range of vocabulary. By the end of key stage 2, most pupils discuss their work maturely and use subject-specific vocabulary correctly.

Most pupils develop their reading skills well in relation to their starting points. By the end of the Foundation Phase, most read fluently, form characters well and discuss their favourite books enthusiastically. They understand the relationship between letters and sounds well. By the end of key stage 2, most pupils read confidently and fluently, and with appropriate expression. Most pupils across key stage 2 read a variety of fictional and factual books skilfully and apply their skimming and scanning skills successfully to texts in order to find relevant information. Older pupils express their preference for different authors and talk about the specific features of different types of books confidently.

In the Foundation Phase, most pupils develop their writing skills well. By the end of Year 2, many show a good understanding of spelling and syntax. More able pupils write familiar stories and information texts, such as letters and poems, skilfully, and many use basic punctuation and spell common words correctly. In key stage 2, most pupils make good progress in their ability to write in different genres. By the end of the key stage, most write clearly and develop a good handwriting style and punctuate their work successfully. In most classes, pupils apply their literacy skills robustly in other areas of the curriculum. However, only a minority of re-drafting work and extended writing can be seen in their books.

In the Foundation Phase, many pupils respond effectively to a variety of mathematical tasks, including using number, measuring, data-handling and shape, when working on termly themes. They develop their numeracy skills well and apply them confidently in other areas of learning; for example, when using the 'Alun yr Arth' app, pupils create a profile to collect information about rugby players' height and weight.

Most pupils in key stage 2 use mathematical language correctly in a range of contexts. Their mathematical skills are developing well. Many pupils have a good understanding of multiplying and dividing decimals, rounding up, calculating fractions, measuring area and solving the area of compound shapes. A majority undertake mental calculations confidently. Many pupils use suitable methods to undertake measuring and shape tasks, for example when comparing the climates in Wales and Patagonia. They interpret different graphs and ask appropriate questions about data successfully. By the end of the stage, pupils have a good understanding of co-ordinates when creating a picture of the Mimosa.

Across the school, most pupils use their ICT skills very effectively to support their work across the curriculum. Most pupils in the Foundation Phase use ICT equipment and programs very confidently while developing their literacy and numeracy skills. From an early age, they develop good independent skills and use tablets skilfully, for example when inputting information and enquiring about bears for a database. By the end of key stage 2, most pupils' ICT skills are of a high standard; for example, they develop a valuable understanding of how to use spreadsheets to investigate patterns and links by calculating the costs of different food databases. They use a wide range of up-to-date resources in a very creative way. An example of this is the way in which older pupils use a program to create films to celebrate the life of Roald Dahl. Most pupils have an appropriate knowledge of e-safety.

Many pupils with additional learning needs make good progress towards their individual targets. In general, pupils who are eligible for free school meals make purposeful progress in line with their ability.

At the end of the Foundation Phase, pupils' performance in mathematical development at the expected outcome has been usually above the average in comparison with that of similar schools over the last four years. However, performance in literacy at the expected outcome has varied. At the higher outcome, performance has varied, moving the school between the bottom 25% and the top 25% of similar schools.

At the end of key stage 2, the school's performance at the expected level in all core subjects has varied, moving the school between the top 25% and the bottom 25% of similar schools. In general, there is an upward trend in mathematics. The school's performance at the higher level in Welsh, English and mathematics has also varied, moving it between the bottom 25% and the upper 50%, and performance in science has placed the school in the lower 50% and bottom 25% consistently over the last four years.

Over a period of four years, the performance of boys and girls at the end of the Foundation Phase has varied at the expected outcomes and higher outcomes in all areas of learning. The gap has closed between the performance of boys and girls at the end of key stage 2 at the expected levels, but has varied at the higher levels in the core subjects.

Wellbeing: Adequate

Nearly all pupils feel safe at school and know whom to approach if they have any concerns. Most pupils are well-behaved in lessons and around the school, and they are polite towards adults and each other. Most pupils work well with staff and each other and take part in tasks enthusiastically, and show positive attitudes towards learning. Most concentrate well in lessons and persevere when they face difficulties.

Most pupils have a sound understanding of what they need to do to stay healthy. They understand the importance of exercising regularly and eating healthily.

Most pupils have good social skills and life skills. Members of the school council and the eco committee are enthusiastic about their roles and ensure that other pupils

have a voice at the school; for example, they encourage use of the Welsh language around the school. The older pupils succeeded in writing and publishing a book on well-known Welsh people, and made a profit for the school's funds. They contribute extensively to the school's charitable work by fundraising and taking part in social events in the community. Many pupils are aware of their targets and refer to them when working.

Most pupils arrive at school punctually. However, pupils' attendance rates over the last four years have placed the school consistently below the average in comparison with those of similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Learning experiences in the Foundation Phase and key stage 2 offer good opportunities for most pupils. Purposeful planning ensures that provision meets the requirements of the Foundation Phase, the National Curriculum, the Literacy and Numeracy Framework and religious education. The school offers valuable opportunities for many pupils to expand their cross-curricular skills, for example visits to Snowdon and Beddgelert. The curriculum offers purposeful personal programmes for many pupils with specific needs. ICT provision across the school is a strength. However, the science scheme does not ensure progress year-on-year.

Provision for literacy, numeracy and ICT is planned well and embedded firmly in the experiences of most pupils. There are good opportunities for pupils to apply these skills, including the excellent work of the digital leaders, for example their effective work on the Olympic Games. There is good provision for valuable extra-curricular activities, including a technology club, sports and regular residential visits.

The Welsh language is promoted successfully. The school encourages pupils to use the Welsh language extensively, for example to read stories with pupils in the Foundation Phase. Teachers offer valuable and varied experiences that promote the Cwricwlwm Cymreig. A good example of this is the pupils' visit to Plas Tan y Bwlch to learn more about Welsh history.

By promoting the eco school and healthy schools successfully, the school develops pupils' awareness of education for sustainable development and global citizenship effectively. Its campaign to raise money for a number of charities, such as Children in Need, strengthens pupils' awareness of poverty and deprivation. The school acts sustainably by encouraging pupils' commitment to growing vegetables and flowers, recycling and saving rainwater on the school grounds.

Teaching: Good

The quality of teaching is consistently robust and ensures that most pupils make good progress as they move through the school. There is a very strong working relationship between teachers and pupils, and they respect each other. There is a very positive ethos is nearly all lessons.

Teachers have a detailed knowledge of the areas of learning and subjects that they teach, and they plan lessons in detail. Most lessons are interesting and lively, and teachers use a good range of resources and strategies to stimulate pupils' interest. They share lesson objectives effectively with pupils and question them purposefully to expand their understanding and raise standards. Teachers and assistants work successfully with each other to enable a majority of pupils to achieve good results. Staff model language correctly and this enriches the quality of pupils' spoken language successfully. However, although a majority of pupils ensure robust provision and support for individuals and specific groups of learners, they do not always differentiate activities carefully enough to challenge more able pupils.

The school's assessment processes are comprehensive. The school has a sound knowledge of pupils' attainments. Most teachers use beneficial individual targets in order to improve pupils' literacy and numeracy skills. Teachers give pupils regular and constructive feedback on their work, and pupils are given suitable opportunities to respond to their comments. Most pupils use self-assessment and peer assessment confidently. As a result, pupils have a strong understanding of what they need to do in order to succeed in tasks. Teachers' assessments are thorough and relevant to promote improvement.

All parents are given regular information about their child's progress, and annual reports meet statutory requirements.

Care, support and guidance: Good

The school is a safe and caring community that gives a high priority to pupils' wellbeing. The school makes appropriate arrangements to promote eating and drinking healthily. Through various effective experiences, physical activities during lunchtime and after-school clubs, pupils are given a variety of opportunities to increase their health and fitness levels. There are robust, consistent procedures to promote good attendance.

Provision to promote pupils' moral, spiritual, cultural and social understanding is developing well through cross-curricular themes and extra-curricular activities; for example, pupils provide entertainment for homes for the elderly, and this offers valuable community experiences for pupils.

Collective worships periods support pupils' spiritual and moral development successfully. This has a positive effect on pupils' behaviour, their spiritual development and the school's ethos.

The school has effective links with a number of external agencies, such as an education psychologist and specialist teachers. This ensures guidance for pupils with specific special needs.

The school has appropriate arrangements for pupils with additional learning needs. Many individual education plans identify clear targets and outline specific activities to ensure pupils' progress. Many pupils discuss their personal targets with teachers, and parents have regular input to review progress.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Adequate

The school has a welcoming, inclusive and familial ethos. Pupils have equal access to all areas of learning and provision. Staff encourage pupils to work well together and be caring of each other, and place a strong emphasis on equality, diversity and respect. The school's policies and strategies support the positive ethos well. There are appropriate opportunities for all pupils to take advantage of a beneficial range of activities and other interesting visits.

The school has a wide range of good resources that support teaching and learning successfully, including an extensive supply of information and communication technology resources, which develop learners' digital skills effectively. The school uses the outdoor area successfully to implement the principles of the Foundation Phase.

Displays in the classrooms and around the school support teaching strategies and add to the school's homely ethos.

The school has a high standard of cleanliness, and the buildings are in a suitable condition. Ancillary staff maintain the buildings well. Despite the effort to do so, the governing body's attention was drawn to two health and safety issues.

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

Leadership: Good

The headteacher provides robust leadership and has high expectations. Through the effective contribution of the senior management team to the school's monitoring structures, supporting the headteacher and teachers as subject leaders, the school is developing as a successful learning community. However, the senior team's role as strategic leaders has not been developed fully across the school.

Teaching staff and support staff are enthusiastic and work together very closely as a team. Their roles and responsibilities are developing appropriately and their commitment has a positive effect on provision and pupils' standards. Senior management team meetings and staff meetings focus purposefully on provision, the quality of teaching and pupils' outcomes. The school has effective performance management arrangements for all members of staff, which identify and support specific aspects for their professional development successfully.

Governors are very supportive of the school. They have a clear understanding of their responsibilities, the school's priorities and its standards and performance. Members visit the school regularly and are given presentations on aspects of the curriculum by teachers, and presentations by the school council. They are developing their role well in challenging the school on its performance in comparison with that of similar schools.

Leaders address national and local priorities effectively, including the Literacy and Numeracy Framework and the Welsh Language Charter. The school has begun to respond to the Digital Framework successfully.

Improving quality: Good

Leaders have developed robust self-evaluation arrangements that use a wide range of direct evidence. These include analysing performance data, observing lessons, scrutinising books and seeking the views of pupils, parents and governors regularly.

All members of staff and governors understand their roles and responsibilities in the self-evaluation process and offer valuable input to the process. Outcomes provide an accurate assessment of the school's strengths and areas for development and, as a result, leaders know the school well.

The school uses the information that is collected through the self-evaluation process effectively to set key priorities and focus areas to improve the school. The current self-evaluation report is a comprehensive document and offers an accurate picture of the school. However, sometimes, it is too descriptive and not evaluative enough.

A thorough and concise development plan identifies relevant and specific targets and success criteria that focus well on pupils' outcomes. It gives a clear outline of staff responsibilities, financial requirements and progress-monitoring methods. The senior management team's effective arrangements ensure that they monitor the development plan's main priorities continuously. A rigorous review of progress in relation to the previous plan's aims is a good example of this; for example, in standards of mathematics, actions are already having a positive effect on improving pupils' standards of work.

Partnership working: Good

The school works very effectively in a good range of beneficial partnerships that extend pupils' learning experiences successfully. Parents appreciate the regular information from the school and the opportunities that they are given to see their children's work. The school's friends association supports the school well by raising money to purchase ICT resources that have had a beneficial effect on raising pupils' standards.

There is a robust partnership between the school and the local community, which enriches pupils' learning experiences successfully. For example, grandmothers listen to readers and a member of the community leads a clog dancing club.

There is a successful partnership with specialist agencies and the local authority, which has a positive effect on pupils' wellbeing and attainment. Pupils also benefit from visits by the police and the school nurse, which raise their awareness of how to stay safe.

The school co-operates appropriately with playgroups in the area. There are arrangements for children to visit the school before they start, and for teachers to visit the settings. This enables pupils to settle happily on entry to the Foundation Phase.

There are comprehensive arrangements for transferring to the secondary school. Visits begin in Year 5. A number of joint activities with older pupils in the cluster ensure that pupils in Year 6 are ready for the next stage in their education.

Teachers work successfully with schools in the catchment area and the secondary school. This enables staff to co-operate effectively to standardise and moderate pupils' work, ensure the accuracy of their assessments and prepare valuable learning resources for literacy and numeracy.

Resource management: Good

The school has a suitable complement of teachers and classroom assistants to cover all aspects of the curriculum.

Performance management processes lead to setting appropriate targets that are linked to the school's priorities for improvement and promote relevant aspects for staff's professional development successfully. Teachers use their planning, preparation and assessment time effectively to raise standards, for example in order to create reasoning assessments in numeracy for pupils.

The school works suitably within learning networks, which contribute appropriately to enriching the school's provision; for example, teachers contribute beneficially to a network of primary and secondary schools to develop pupils' reading skills.

This has a positive effect on provision and pupils' standards of literacy.

The headteacher and the governors' finance committee work effectively with the authority's finance officer to manage funds in order to eliminate the significant overspend. They have also worked hard to raise money by conducting different activities in order to improve the financial situation. In general, the school's decisions about expenditure link suitably to the priorities for improvement.

The school makes appropriate use of the Pupil Deprivation Grant to develop pupils' wellbeing by employing assistants to support individuals and specific groups of pupils. Expenditure is monitored carefully by leaders. As a result, these pupils make good progress against their targets.

Considering pupils' standards of achievement and progress, the school provides good value for money.

Appendix 1: Commentary on performance data

6712205 - YGG Cwmnedd

Number of pupils on roll	175
Pupils eligible for free school meals (FSM) - 3 year average	8.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	25	38	16	22
Achieving the Foundation Phase indicator (FPI) (%)	84.0	86.8	87.5	90.9
Benchmark quartile	3	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	25	38	16	22
Achieving outcome 5+ (%)	84.0	86.8	93.8	90.9
Benchmark quartile	3	3	2	3
Achieving outcome 6+ (%)	12.0	13.2	37.5	31.8
Benchmark quartile	4	4	2	3
Mathematical development (MDT)				
Number of pupils in cohort	25	38	16	22
Achieving outcome 5+ (%)	88.0	92.1	87.5	95.5
Benchmark quartile	3	3	4	3
Achieving outcome 6+ (%)	20.0	36.8	50.0	54.5
Benchmark quartile	3	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	25	38	16	22
Achieving outcome 5+ (%)	100.0	92.1	100.0	100.0
Benchmark quartile	1	4	1	1
Achieving outcome 6+ (%)	32.0	52.6	68.8	81.8
Benchmark quartile	4	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.

6712205 - YGG Cwmnedd

Number of pupils on roll	175
Pupils eligible for free school meals (FSM) - 3 year average	8.0
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	18	18	18	25
Achieving the core subject indicator (CSI) (%)	88.9	94.4	100.0	92.0
Benchmark quartile	3	2	1	3
English				
Number of pupils in cohort	18	18	18	25
Achieving level 4+ (%)	88.9	88.9	100.0	96.0
Benchmark quartile	3	3	1	3
Achieving level 5+ (%)	11.1	16.7	44.4	40.0
Benchmark quartile	4	4	2	4
Welsh first language				
Number of pupils in cohort	18	18	18	25
Achieving level 4+ (%)	88.9	88.9	94.4	96.0
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	11.1	22.2	38.9	36.0
Benchmark quartile	4	4	2	3
Mathematics				
Number of pupils in cohort	18	18	18	25
Achieving level 4+ (%)	88.9	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	16.7	44.4	50.0	52.0
Benchmark quartile	4	2	2	3
Science				
Number of pupils in cohort	18	18	18	25
Achieving level 4+ (%)	88.9	100.0	100.0	92.0
Benchmark quartile	4	1	1	4
Achieving level 5+ (%)	16.7	16.7	38.9	20.0
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.	84	84 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	85	84 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.	85	85 100%	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	85	85 100%	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.	85	85 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	85	83 98%	2 2%		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.	85	85 100%	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.	85	85 100%	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.	85	81 95%	4 5%		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.	85	85 100%	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.	85	71 84%	14 16%		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	81	78 96%	3 4%		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.	30	10 / 33%	11 / 37%	8 / 27%	1 / 3%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%			
My child likes this school.	31	16 / 52%	11 / 35%	2 / 6%	2 / 6%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	31	16 / 52%	13 / 42%	2 / 6%	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.	31	9 / 29%	17 / 55%	4 / 13%	1 / 3%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%			
Pupils behave well in school.	30	5 / 17%	17 / 57%	5 / 17%	3 / 10%	1		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	31	8 / 26%	19 / 61%	4 / 13%	0 / 0%	0		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	30	14 / 47%	12 / 40%	3 / 10%	1 / 3%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	27	9 / 33%	12 / 44%	6 / 22%	0 / 0%	4		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%	6%	2%			
Staff treat all children fairly and with respect.	30	10 / 33%	11 / 37%	6 / 20%	3 / 10%	1		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.	27	10 / 37%	14 / 52%	3 / 11%	0 / 0%	4		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%			
My child is safe at school.	31	14 / 45%	12 / 39%	3 / 10%	2 / 6%	0		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'.	23	8 / 35%	8 / 35%	5 / 22%	2 / 9%	8		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%			
I am kept well informed about my child's progress.	31	7 / 23%	17 / 55%	6 / 19%	1 / 3%	0		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	31	14 45%	7 23%	5 16%	5 16%	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.	29	12 41%	10 34%	5 17%	2 7%	2	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.	30	13 43%	13 43%	2 7%	2 7%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	24	10 42%	9 38%	3 12%	2 8%	7	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.	29	10 34%	11 38%	6 21%	2 7%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	30	9 30%	10 33%	6 20%	5 17%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Meinir Howells	Reporting Inspector
Buddug Bates	Team Inspector
Deris Williams	Lay Inspector
Rayanne Rogers	Peer Inspector
Rhodri Siôn	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.