A report on

**Ysgol Cynwyd Sant
Pen-Yr-Ysgol
Maesteg
Bridgend
CF34 9YE**

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 Cynwyd Sant is situated in Maesteg and is maintained by Bridgend local authority. There are 306 pupils between 3 and 11 years old on roll, including 40 nursery-aged pupils. Pupils are divided between 11 classes, included five mixed-age classes. Welsh is the main medium of the school's life and work.

Few pupils come from Welsh-speaking homes. Approximately 13% of pupils are eligible for free school meals, which is below the national average (19%). The school has identified that 16% of pupils have additional learning needs, including a very few who have a statement of special educational needs. This is significantly lower than the national average (25%). A very few pupils come from ethnic minority or mixed backgrounds. A very few pupils are in the care of the local authority.

The headteacher was appointed to the post in November 2000 and the school was last inspected in June 2011.

The school is currently a pioneer school and is working with the Welsh Government and other schools to proceed with developments relating to the curriculum and/or professional learning.

The individual school budget per pupil for Ysgol Cynwyd Sant in 2016-2017 is £3,189. The maximum per pupil in primary schools in Bridgend is £4,484 and the minimum is £2,872. Ysgol Cynwyd Sant is in 33rd place of the 48 primary schools in Bridgend in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning during their time there
- Most pupils develop their thinking skills and independent learning skills very successfully
- Most pupils develop their oral skills to a very high standard and are able to convey themselves in writing clearly and interestingly in a range of forms across the curriculum
- Pupils' information and communication technology (ICT) skills are developing robustly across the school
- Most pupils' contribution to the school's life and work is very effective
- There is a wide range of rich learning experiences that stimulate pupils' interest and develop them to become confident independent learners
- Provision for developing the Welsh language and the Welsh dimension is comprehensive, effective and central to all of the school's life and work
- The quality of teaching is effective and consistently robust across the school
- It has comprehensive procedures for ensuring care, support and guidance for pupils, which have a positive effect on their standards and wellbeing

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher's progressive and innovative leadership ensures that her vision and philosophy are shared very successfully with all stakeholders
- Leaders contribute excellently to ensuring a high quality provision and raising standards across the school
- The governing body plays a key part in ensuring that the school has a clear strategic direction, which enables it to challenge the school and hold it to account for its performance effectively
- It has a very successful culture of self-evaluation and quality assurance procedures that permeate nearly all aspects of school life; as a result, leaders and staff have a comprehensive understanding of the school's strengths and areas that need to be developed further
- Self-evaluation procedures include the views of stakeholders well, and the pupil voice is an excellent feature of the process; their voice has a strong influence on ensuring successful arrangements and curriculum for creative arts
- The school plans very effectively to realise priorities that derive from the self-evaluation report
- The school shares its good practice very successfully and co-operates exceptionally effectively with a large number of schools and other organisations

- locally and nationally; this strengthens the competence of the school's staff very effectively in order to ensure continuous improvements and raise standards
- There are very effective performance management processes, and purposeful training supports staff's needs very successfully; all staff's continuous professional development links clearly with the philosophy that drives the school's work very successfully
- The school is a very effective learning community, and there are successful networks between the school and a number of other schools and organisations that offer a wide range of opportunities for leaders, teachers and assistants to develop professionally and work together successfully to improve pupils' standards of work

Recommendations

R1 Continue to raise pupils' attendance rates

What happens next?

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

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, the basic skills of a majority of pupils are lower than expected and Welsh is a new language to most pupils. Most pupils make sound progress in their learning during their time at the school and develop their basic skills, thinking skills and their independent learning skills very successfully.

The oral skills of pupils from non-Welsh speaking homes develop soundly very quickly after they start at the school. In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary successfully in various situations. They listen well and converse and discuss with their peers and adults very confidently and skilfully. In key stage 2, most pupils develop oral skills of a very high standard. They show pride in the Welsh language and choose to use the language both inside and outside the classroom. They speak in polished language and use a range of vocabulary very skilfully. Most pupils are very confident in their ability to speak in front of their peers and contribute well to discussions, by expressing their opinion clearly and maturely. This is a strong feature across the school.

Most pupils' reading skills in the Foundation Phase are developing well. The youngest pupils identify letters and sounds and are beginning to build words effectively. By the end of the phase, most pupils develop to become confident readers, and read with accuracy and fluency. They discuss their favourite stories enthusiastically and are able to describe the features of books successfully. In key stage 2, most pupils develop their reading skills effectively. They read intelligently and with increasing accuracy, and discuss content and express an opinion about it skilfully. Most more able pupils use higher order reading skills effectively to find information to support their class work, for example when finding information about Owain Glyndŵr in order to write a blog and a wiki about the importance of his reign.

In the Foundation Phase, most pupils write an increasing range of simple sentences independently and spell the majority of common words correctly and with purposeful punctuation. By the end of the phase, most pupils make good progress in their proficiency to use the language to write a range of texts across the curriculum and for different audiences effectively and correctly, for example writing an article on saving Maesteg Park. They punctuate correctly and use various adjectives and idioms to enrich the language successfully.

In key stage 2, most pupils develop their writing skills effectively across the curriculum. They vary sentences successfully and arrange their work effectively using sensible and skilled paragraphs. By the end of key stage 2, most pupils write clearly, interestingly and imaginatively in a range of forms across the curriculum. They are able to adapt their writing style and structure for different topics very successfully, for example when writing rhetorical questions for an interview with well-known people from the world of business. Most pupils punctuate appropriately

and consistently, and use a wide range of vocabulary skilfully to enrich their work. They use various syntax in their work and vary the beginning of sentences effectively.

Across the school, most make good progress in their numeracy skills. In the Foundation Phase, they use their skills successfully across a range of different contexts. They count, measure and handle data successfully and use these skills in various areas. A good example of this is the use of measuring in their scientific research work on the best material to create a water suit. Most are able to gather information successfully and transfer the information to graph form, and recognise the time on an analogue and digital clock.

In key stage 2, most pupils have a sound understanding of number strategies. They solve problems confidently and use these skills effectively across other subjects. A very good example of this is the way in which pupils in Year 6 create a business plan and a profit and loss account for their business and enterprise project. Most pupils use their measuring skills effectively by recording the area, angles and perimeter of buildings such as Harlech Castle. They are able to arrange data successfully in order to record the results of scientific experiments, for example when creating a line graph for an experiment relating to heart rate.

Pupils' information and communication technology (ICT) skills are developing well across the school. Very soon after starting at the school, most pupils in the nursery class develop control of a computer mouse and keyboard skilfully. In the Foundation Phase, most pupils develop a range of skills successfully, including using a word processor and desktop publishing software to create pamphlets and posters to present information effectively. They convey information successfully in the form of a graph, for example to arrange data from a scientific experiment on the effect of the angle of a slope on a vehicle's speed. Many pupils create a sequence of instructions to control a programmable toy confidently.

In key stage 2, most pupils use their ICT skills very effectively to support their work in other subjects across the curriculum. Most pupils are able to use spreadsheets and simple formulae to arrange data effectively, for example to record the total orders for lip balm as part of a business and enterprise project. They are able to create a database confidently to record information about the class's favourite books. By the end of the stage, most are able to apply their skills very successfully to create film presentations on a range of themes; for example, writing a script then creating a film on the history of the Aberfan tragedy using filming equipment and editing very effectively. Across the school, most pupils have a broad and sound understanding of how to stay safe on the internet.

Most pupils' thinking skills have embedded very successfully. They discuss and solve problems confidently by using a range of strategies effectively.

In general, the performance of pupils who are eligible for free school meals at the end of the Foundation Phase has been lower than that of their peers over the last three years for the expected and higher outcome. In key stage 2, the performance of pupils who are eligible for free school meals is comparable to that of their peers at the expected level, but is lower at the higher level in all core subjects.

There is no significant pattern between the achievement of boys and girls at the end of the Foundation Phase over the last four years. In general, girls achieve better than boys at the higher level in mathematics in key stage 2. However, the gap has closed significantly over the same period.

Most pupils with additional learning needs make good progress against their personal targets.

At the end of the Foundation Phase, the school's performance at the expected and higher outcome in literacy and mathematical development has usually placed the school above the median in comparison with similar schools in three of the last four years.

The school's performance at the expected level at the end of key stage 2 in all core subjects has placed the school in the top 25% or the upper 50% in three of the last four years in comparison with similar schools. The same is true for the higher level in Welsh and English. However, the school's performance at the higher than expected levels in mathematics and science has been less consistent over the same period.

Wellbeing: Good

Most pupils' contribution to the school's life and work is very effective. The school council and the eco committee, fair trade committee and international committee are very active and take responsibility for decisions that have a positive effect on pupils' wellbeing and their awareness of other cultures. Members of these committees seek the views of other pupils and parents about important issues and act on their ideas regularly; for example, they have created a questionnaire in order to research into the views of pupils and parents on taking holidays during school time. This has contributed well to improving pupils' attendance rates across the school. Pupils also contribute well to the school's self-evaluation procedures by voicing their opinion on a variety of themes and by meeting with governors regularly.

Most pupils show consistent and robust levels of commitment and pride in all aspects of the school's life. They concentrate for extended periods of time and contribute very effectively to lessons, showing interest and enthusiasm. Most pupils' ability to work independently and make decisions for themselves are strong features. They work very effectively with their peers in lessons and have a sound understanding of their strengths and what they need to do to improve their work.

Nearly all pupils feel safe at school and know who to approach for support, when necessary. They are caring of each other and treat their peers and adults with respect. Across the school, nearly all pupils are very well-behaved, which contributes to creating an effective learning environment.

Nearly all pupils have a good understanding and a positive attitude towards how to live, eat and drink healthily and the importance of undertaking physical exercise. They show self-respect and are confident and courteous when speaking with peers, staff and visitors.

Most pupils develop a good awareness of their role in the local community. They take advantage of valuable opportunities for perform in a number of concerts and services both locally and nationally, for example by singing in the Cerdd Dant Festival concert in addition to the Proclamation Festival for the Urdd Eisteddfod in 2017. Many pupils also sing on various stages each year and take pride in the school's success throughout the years. These opportunities are strong features of the school's culture and ethos, and contribute well to ensuring that pupils develop as well-rounded and responsible members of their community.

Most pupils arrive at school punctually. Although pupils' attendance rates have increased annually, they have placed the school in the lower 50% in three of the last four years in comparison with similar schools.

Key Question 2: How good is provision?	Good

Learning experiences: Excellent

The school provides a wide range of rich learning experiences that stimulate pupils' interest and develop them to become confident independent learners. The wide range of cross-curricular themes and interesting and imaginative work programmes extend pupils' knowledge and understanding excellently and strengthen their commitment to their work very effectively. Staff provide a broad and balanced curriculum that meets the requirements of the Foundation Phase, the National Curriculum and religious education very effectively. A particular aspect of provision is the creative arts curriculum which provides experiences of a high standard and builds successfully on pupils' previous experiences. This encourages them to use their knowledge and skills creatively and skilfully across all curriculum subjects. This has an excellent effect on pupils' literacy skills across the school. The excellent range of extra-curricular activities, various visits and visitors enrich the curriculum and learning experiences for pupils very successfully.

The school has ensured that the Literacy and Numeracy Framework has been embedded very successfully in the school's plans. This is a strong feature that leads to innovative opportunities to develop pupils' language, numeracy and thinking skills across the curriculum. There are good examples of this in the work on famous Welsh authors, in which pupils have used their literacy skills effectively to write a script and create a film based on characters from a book.

Provision to develop pupils' ICT skills is of a high quality and ensures clear progression in the tasks and activities that they experience as they move through the school. Pupils in the Foundation Phase are given very valuable experiences from the very beginning when they start at the school. By the end of key stage 2, pupils use excellent opportunities to use all of their ICT skills to create multimedia presentations of a high standard. The lunchtime club contributes very effectively to developing these skills, including controlling toys and vehicles by using computer programs.

Provision to develop the Welsh language and Welsh dimension is comprehensive and effective, and is central to all of Ysgol Cynwyd Sant's life and work. The school succeeds very effectively in ensuring that plans include activities that support the Cwricwlwm Cymreig excellently. This ensures that pupils are given experiences of a

high standard which develop their awareness of their culture and heritage. A good example of this is the work on traditions and local folklore, such as the Maid of Cefn Ydfa and the Mari Lwyd. Pupils are given very good opportunities to perform and compete on stage locally and nationally in a variety of activities that promote their Welshness and self-confidence very successfully. This is a strong feature of the school's provision.

Schemes of work provide very valuable activities in order to develop pupils' understanding of the religions, traditions and art of the wider world. The school has established valuable partnerships with a number of schools around the world. As a result, it receives visitors from foreign countries regularly and teachers plan skilfully to ensure that pupils expand their knowledge and understanding of the wider world by speaking with them and asking them about their countries and traditions. A fair trade committee, international committee and eco committee promote pupils' awareness of issues relating to global citizenship and sustainability very successfully; for example, they conduct various activities, which include arranging a fair trade coffee morning, an eco-week and a recycling competition. As a result of this range of valuable experiences, pupils have a sound awareness of the importance of saving energy, recycling and reducing waste.

Teaching: Good

Nearly all teachers make effective use of a variety of rich teaching methods which ensure that most pupils achieve well and develop their independent learning skills successfully. They have a sound understanding of the requirements of the curriculum and they provide tasks and challenges that stimulate most pupils' interest and enthusiasm.

The quality of teaching is effective across the school. In the Foundation Phase, staff foster pupils' independence at a very early stage and develop their literacy and numeracy skills skilfully. Teachers in key stage 2 build on this firm foundation successfully by encouraging pupils to use their skills in a variety of challenging tasks. This is a strong feature of the teaching across the school. In most classes, the teachers' lively presentations motivate pupils and encourage them to contribute effectively to discussions, and to take responsibility for their own learning.

Most staff model polished language very successfully and there is an effective working relationship between them and pupils. They question skilfully to extend pupils' understanding and develop their thinking skills effectively.

Teachers make good use of a range of assessment for learning procedures that are consistent across the school. They offer valuable oral feedback in lessons and use comments effectively in their marking. This ensures that pupils have a sound understanding of what they have achieved well and what they need to do in order to improve. As a result, pupils foster good independent learning skills and are able to improve pieces of work effectively.

The school has very effective procedures for tracking the progress of individual pupils and specific groups of pupils. Teachers make successful use of these arrangements to assess, monitor and record pupils' progress correctly. They use the information

skilfully to plan beneficial learning experiences and set challenging targets for pupils and specific groups. As a result, teachers have a sound understanding of the next steps for improving pupils' skills successfully.

Pupils receive valuable information about their children's progress regularly in the form of comprehensive annual reports that include clear targets for improvement.

Care, support and guidance: Good

The school develops pupils' social and cultural skills very successfully. A very strong emphasis is placed on developing pupils' self-confidence by encouraging them to take responsibility for their own learning, work with others and use their thinking skills effectively to solve problems. The school has comprehensive procedures for ensuring care, support and guidance for pupils. This has a positive effect on their standards and wellbeing; for example, pupils receive valuable lessons on how to stay safe on the internet as a natural part of their ICT lessons. The school's provision for developing pupils' spiritual and cultural attitudes is very effective, for example through collective worship sessions. By welcoming visitors from foreign countries to the school, staff reinforce pupils' understanding of different cultures and beliefs successfully.

The school has effective arrangements to promote eating and drinking healthily. The variety of internal and extra-curricular activities promote this element well. For example, pupils run a fruit shop daily and help to monitor their peers' lunchboxes in order to help them understand what they need to eat healthily.

Procedures for maintaining and improving attendance and punctuality are effective. The school makes effective use of specialist services and external agencies, such as the educational psychologist, the school nurse and the speech and language service. In addition, the school's wellbeing leader supports vulnerable pupils and families effectively. These links ensure good quality support and guidance for pupils, staff and parents. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is effective. The school identifies pupils' needs at an early stage through successful transition procedures with pre-school organisations and by operating clear procedures within the school. As a result, they are able to adapt provision for individuals and specific groups of pupils, and ensure early intervention to meet their needs. Individual education plans include clear targets and are discussed regularly with parents and pupils. By working effectively with pupils and parents in this process, the school succeeds in ensuring that most pupils make good progress against their targets.

Learning environment: Good

Ysgol Cynwyd Sant has a welcoming, warm, inclusive and caring ethos, in which pupils have equal access to all learning areas and activities. The school encourages pupils to voice their opinion about the school's life and encourages them to represent their peers on various committees.

There is emphasis on the importance of treating everyone with respect and courtesy and to appreciate diversity in our society. A good example of this is the links with countries such as India and Brazil, which have a positive effect on pupils' understanding of their own culture, and the culture and backgrounds of people from different countries.

Despite the old building, the school makes the best of its physical environment. The outdoor environment includes purposeful areas that have been developed successfully to support the learning experiences of pupils in the Foundation Phase. There is a good supply of high quality resources, including ICT equipment and books that support pupils' learning successfully. The school makes good use of sports equipment, and exhibitions highlight the school's activities, culture and ethos very effectively.

The buildings are well-maintained and the school grounds are safe for pupils.

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

Leadership: Excellent

The headteacher's progressive and innovative leadership ensures that she shares her vision and philosophy very successfully with the leadership team, the remainder of the school's staff, governors, parents and pupils. This vision is based on ensuring a wide range of experiences and opportunities for pupils. The very effective partnership between the headteacher and the deputy ensures clear leadership and direction for all members of the school's community.

By allocating responsibilities very effectively and fostering the leadership team's leadership skills skilfully, the school's leaders make an excellent contribution to ensuring high quality provision and raising standards across the school. Leaders at all levels have very high expectations and make excellent use of their expertise in order to lead others successfully. They have a key role in leading the priorities in the school improvement plan and share good practice both inside and outside the school. As a result, the quality of learning experiences and the creative arts curriculum, in particular, are excellent elements of the school's work. This has a very positive effect on pupils' oracy and independent learning skills, in addition to developing the role of members of the leadership team very skilfully. As a school that is part of the curriculum pioneer networks, leaders succeed in supporting innovation and creativity when introducing procedures and a stimulating curriculum for pupils. They also respond very successfully to local and national priorities, such as developing the Literacy and Numeracy Framework, in addition to preparing to deliver the Digital Competence Framework.

All members of staff work together very effectively as a team and contribute skilfully to ensuring continuous improvement across the school. In the same way as members of the leadership team, they are aware of their roles and responsibilities. Staff meet regularly as a whole school, departments and learning teams to discuss issues and plan jointly. As a result, they have a very good understanding of the school's priorities.

The professional development of all staff is a strong feature of the school's procedures and is promoted successfully through effective performance management procedures. Targets link clearly with the school's priorities and encourage continuous improvement.

The governing body plays a key part in ensuring a clear strategic direction for the school. Members are very supportive of the school's work and undertake their responsibilities effectively. They visit the school regularly to undertake monitoring activities and to discuss provision and standards with leaders and staff. As a result, they have a secure knowledge of the school's strengths and priorities for improvement. This enables them to challenge the school and hold it to account for its performance effectively. A good example is the way in which members of the governing body challenge the school about standards of numeracy, and ensure that specific procedures are in place to respond to this. By mentoring new governors, they ensure that all members contribute effectively in meetings and to the self-evaluation programme.

Improving quality: Excellent

The school has a successful culture of self-evaluation and ensuring improvement that permeates nearly all aspects of school life. It is a rigorous and effective procedure that is central to the school's ability to plan and ensure improvement. Procedures ensure that the school identifies, monitors and evaluates its performance continuously and successfully. As a result, leaders and staff have a comprehensive understanding of the school's strengths and areas that need to be developed further.

The self-evaluation procedure includes the views of stakeholders and the pupil's voice is an excellent feature of this procedure. Pupils contribute meaningfully to this process by evaluating lessons, the curriculum and helping to produce policies. Their voice has a strong influence on ensuring successful arrangements and curriculum for creative arts. The role of all members of staff is also a key part of the school's self-evaluation procedures. Including them promotes ownership and ensures that everyone contributes effectively to activities such as analysing data and scrutinising books.

The procedure for observing lessons in triads is an excellent feature of the process. Clear guidance is given to staff on how to evaluate the effect of teaching on pupils' progress. Then, in turn, they observe each other teaching, in threes, and discuss the qualities and the areas that could be improved. Subsequently, leaders present very comprehensive, evaluative and useful reports to staff and governors on the lesson observation cycle. By doing so regularly, leaders place a clear focus on the areas that need to be improved and developed further continuously. This ensures effective planning in addition to creating a culture of self-evaluation and planning for continuous improvement among all stakeholders. The school has shared this method successfully with other schools both inside and outside the regional consortium.

The school plans effectively to realise priorities for improvement that derive from the self-evaluation report. The improvement plan is of a high standard and includes comprehensive details on all of the school's priorities. Priorities that are expressed in

terms of pupils' achievement and progress are challenging and respond successfully to the issues that need to be improved. Detailed targets are set for nearly all indicators, and responsibilities for monitoring and evaluating effectiveness are identified clearly. The plan has been costed carefully and has been set within a practical timescale.

Partnership working: Excellent

The school develops excellent co-operation practices with a large number of schools and other organisations locally and nationally. It is recognised as an effective professional learning hub which shares its good practice very successfully, particularly its expertise in the creative arts curriculum, leadership, teacher development and disseminating information and principles on experimenting with specific areas of the curriculum. Leaders and staff contribute regularly in conferences and training sessions at local, cluster, regional consortium and national levels. For example, the school provides training and professional development programmes for teachers in the regional consortium, in addition to ensuring opportunities for groups of trainee teachers to observe good practice. This strengthens the competence of the school's staff very effectively in order to ensure continuous improvement in addition to fostering leaders' skills for the future. This has also had an excellent effect on the standards of pupils' language across the school, particularly pupils' oral, written and ICT skills.

The school has a strong relationship with parents and members of the community. Parents are very supportive of the school and appreciate the experiences that pupils receive. Parents and other members of the community visit the school regularly to attend award services or special occasions. The open, inclusive and co-operative culture that is a central part of the school's ethos and principles succeeds in ensuring regular commitment and support from parents and members of the community. The school provides very beneficial support to vulnerable families through a range of family projects. This has a very positive effect on pupils' wellbeing and their ability to learn. The parents association supports the school well and helps to purchase resources and support visits by contributing financially.

The school has effective links with the local community and businesses which enrich provision and broaden pupils' experiences very successfully. The school makes good use of local facilities in order to promote pupils' health and wellbeing, in addition to their social and literacy skills, effectively. For example, pupils use the leisure centre and playing fields for lessons and sports competitions. There are beneficial links with local businesses which contribute well to fostering pupils' understanding of the world of business and work, for example by conducting a question and answer session with Year 6 pupils as part of their entrepreneurship project.

The effective partnership and various transition arrangements promote a successful transfer for pupils to the secondary school.

There is also a very good relationship with nurseries that feed into the school. A strong feature is the open days and evenings for the parents and children of these settings, which are conducted before they transfer to the nursery class. The school also provides effective transition days for pupils who are moving from the Foundation

Phase to key stage 2, in addition to valuable information for parents. All of this regular and continuous co-operation is valuable in ensuring that pupils settle well in their new learning environment.

An effective system of standardising and moderating pupils' work has been established across the school and with other schools, including the secondary school. These processes reinforce teachers' understanding and views of the expected standards at the end of the key stages.

Resource management: Good

The headteacher, governors and administrative staff manage the school's budget carefully. They make efficient decisions on expenditure when responding to the school's priorities. A budget for implementing the school's priorities for improvement has been earmarked clearly and is used effectively to respond to specific needs. This ensures a supply of purposeful resources that respond to pupils' needs.

The school has effective performance management procedures, and purposeful training supports this successfully. The continuous professional development of all staff links clearly with the philosophy that drives the school's work. A particular feature is the way in which staff observe each other in order to create efficient opportunities to discuss teaching and learning with the intention of improving their practice. This contributes very effectively towards consistency in specific elements of teaching and learning across the school. Teachers make effective use of their planning, preparation and assessment time, and arrangements are managed effectively. Assistants support teachers very effectively across the school and make a valuable contribution to pupils' outcomes.

The school is a very effective learning community. There are successful networks with a number of other schools and organisations which offer a wide range of opportunities for leaders, teachers and assistants to develop professionally and co-operate successfully to improve the standards of pupils' work. This is an excellent feature.

Leaders make effective use of funding from other sources to improve provision at the school and to implement projects, for example to develop the creative arts curriculum and develop further as a pioneer school. The school makes good use of the Pupil Deprivation Grant to develop the literacy and numeracy skills and wellbeing of a specific group of pupils.

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

Appendix 1: Commentary on performance data

6722259 - YGG Cynwyd Sant

Number of pupils on roll	311
Pupils eligible for free school meals (FSM) - 3 year average	12.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	35	37	37	41
Achieving the Foundation Phase indicator (FPI) (%)	88.6	75.7	94.6	95.1
Benchmark quartile	2	4	2	2
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	35	37	37	41
Achieving outcome 5+ (%)	91.4	86.5	94.6	95.1
Benchmark quartile	2	3	2	2
Achieving outcome 6+ (%)	31.4	18.9	48.6	43.9
Benchmark quartile	2	4	1	1
Mathematical development (MDT)				
Number of pupils in cohort	35	37	37	41
Achieving outcome 5+ (%)	91.4	81.1	97.3	97.6
Benchmark quartile	2	4	2	2
Achieving outcome 6+ (%)	31.4	13.5	51.4	63.4
Benchmark quartile	2	4	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	35	37	37	41
Achieving outcome 5+ (%)	97.1	89.2	97.3	100.0
Benchmark quartile	2	4	3	1
Achieving outcome 6+ (%)	45.7	37.8	70.3	73.2
Benchmark quartile	2	4	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.

6722259 - YGG Cynwyd Sant

Number of pupils on roll   311
Pupils eligible for free school meals (FSM) - 3 year average   12.8
FSM band   2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	25	26	35	28
Achieving the core subject indicator (CSI) (%)	92.0	100.0	97.1	92.9
Benchmark quartile	2	1	2	3
English				
Number of pupils in cohort	25	26	35	28
Achieving level 4+ (%)	92.0	100.0	97.1	92.9
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	40.0	42.3	48.6	25.0
Benchmark quartile	1	2	2	4
Welsh first language				
Number of pupils in cohort	25	26	35	28
Achieving level 4+ (%)	92.0	100.0	97.1	92.9
Benchmark quartile	2	1	2	2
Achieving level 5+ (%)	40.0	42.3	51.4	25.0
Benchmark quartile	1	2	1	3
Mathematics				
Number of pupils in cohort	25	26	35	28
Achieving level 4+ (%)	96.0	100.0	97.1	92.9
Benchmark quartile	1	1	2	3
Achieving level 5+ (%)	40.0	69.2	45.7	35.7
Benchmark quartile	2	1	3	4
Science				
Number of pupils in cohort	25	26	35	28
Achieving level 4+ (%)	96.0	100.0	97.1	92.9
Benchmark quartile	2	1	2	3
Achieving level 5+ (%)	24.0	46.2	40.0	32.1
Benchmark quartile	4	2	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.	98		95	3		Rwy'n teimlo'n ddiogel yn fy ysgol.
			97%	3%		
			98%	2%		
The school deals well with any bullying.	98		91	7		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			93%	7%		
			92%	8%		
I know who to talk to if I am worried or upset.	97		93	4		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
			96%	4%		
			97%	3%		
The school teaches me how to keep healthy	98		95	3		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	98		91	7		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			93%	7%		
			96%	4%		
I am doing well at school	98		89	9		Rwy'n gwneud yn dda yn yr ysgol.
			91%	9%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	98		97	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	98		94	4		Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
			96%	4%		
			98%	2%		
My homework helps me to understand and improve my work in school.	98		92	6		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			94%	6%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	98		90	8		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			92%	8%		
			95%	5%		
Other children behave well and I can get my work done.	98		74	24		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			76%	24%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	98		71	27		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			72%	28%		
			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.	48	25 52% 63%	18 38% 33%	3 6% 3%	2 4% 1%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	49	34 69% 73%	14 29% 26%	1 2% 1%	0 0% 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	49	33 67% 72%	15 31% 26%	0 0% 1%	1 2% 0%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	46	22 48% 62%	24 52% 34%	0 0% 3%	0 0% 1%	3		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	46	19 41% 47%	25 54% 48%	2 4% 4%	0 0% 1%	3		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	47	22 47% 61%	24 51% 36%	1 2% 2%	0 0% 0%	2		Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	49	30 61% 65%	19 39% 34%	0 0% 1%	0 0% 0%	0		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	47	24 51% 49%	20 43% 43%	2 4% 6%	1 2% 2%	2		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.
Staff treat all children fairly and with respect.	45	22 49% 60%	18 40% 35%	3 7% 4%	2 4% 1%	4		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	49	27 55% 60%	18 37% 37%	2 4% 2%	2 4% 0%	0		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	49	28 57% 66%	19 39% 32%	2 4% 2%	0 0% 1%	0		Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	37	15 41% 56%	16 43% 39%	5 14% 4%	1 3% 1%	10		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	47	17 36% 49%	22 47% 41%	5 11% 8%	3 6% 2%	2		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.

	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.	48	21 44%	20 42%	4 8%	3 6%	1	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.	47	19 40%	20 43%	3 6%	5 11%	1	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.	48	22 46%	24 50%	1 2%	1 2%	0	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.	31	17 55%	14 45%	0 0%	0 0%	18	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.	48	16 33%	24 50%	4 8%	4 8%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	45	21 47%	20 44%	1 2%	3 7%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
Robert Gwyn Williams	Team Inspector
Catrin Griffiths	Team Inspector
Michaela Leyshon	Lay Inspector
David Kenneth Davies	Peer Inspector
Tegwen Ellis	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.