



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 Castell-nedd
Woodland Road
Neath
SA11 3AL**

Date of inspection: March 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.

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Publication date: 20/05/2016

Context

Ysgol Gynradd Gymraeg Castell-nedd is a designated Welsh-medium school that serves the Neath area in Neath Port Talbot authority. English is introduced formally at the school at the beginning of key stage 2.

There are 312 full-time pupils on roll, and 72 part-time nursery children. Pupils are taught in eight classes in the Foundation Phase and six classes in key stage 2, and 14 teachers are employed, including the headteacher. Seventy-two per cent (72%) of pupils are from English-speaking homes, and therefore only 28% are from Welsh-speaking homes. Very few pupils are from an ethnic minority background and around 11% of pupils are eligible for free school meals, which is considerably lower than the national average.

At present, around 11% of pupils are on the additional learning needs register and no pupils have a statement of special educational needs.

The headteacher was appointed in September 2006 and the school was last inspected in November 2012.

The individual school budget per pupil for YGG Castell-nedd in 2015-2016 is £2,896. The maximum per pupil in primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. YGG Castell-nedd is in 61st place of the 65 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:

- Nearly all pupils' oral skills in Welsh are developing to a very high standard
- Many transfer their numeracy skills effectively to subjects across the curriculum
- Nearly all pupils show respect and care for each other, and are very courteous towards adults and visitors
- The school's ethos and life are robustly Welsh, both in nature and language, and are enriched by activities that arise from the language charter
- The quality of teaching is consistently good across the school and there are a few elements of excellence
- Teachers have a sound understanding of the Literacy and Numeracy Framework, and introduce new information and skills clearly, and model high standards of language

Prospects for improvement

The school's prospects for improvement are good because:

- The school's management structure is tight and effective and has been established firmly
- All of the school's staff share responsibility for the school's strategic direction, and teams are responsible for specific priorities
- Experienced teachers mentor new teachers very effectively
- Governors use current performance data and evidence well to challenge each other and the school's leadership strategically
- There are good links between the school and other schools in the local cluster, which includes valuable opportunities to share good practice
- The system of structuring the school in units has created trios of teachers who share practice with each other successfully

Recommendations

- R1 Continue to raise pupils' attendance level
- R2 Ensure that the school plans appropriately in order to meet all religious education requirements
- R3 Provide enough opportunities across areas of learning in the Foundation Phase for pupils to make choices and act independently

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

Many pupils begin school at a level that is lower than expected in language and mathematics and, during their time at the school, most pupils make very good progress in their learning.

The oral skills of most pupils who are from non-Welsh speaking homes develop quickly. By the end of the Foundation Phase, they discuss their work intelligently, and use a wide range of mature and interesting vocabulary. Most pupils listen attentively and respond appropriately to instructions. They use suitable strategies to plan and write pieces of extended writing successfully. Many pupils of higher ability use conjugated verbs naturally to vary the beginning of sentences and use rich vocabulary to improve the quality of their written work. Most are intelligent readers who use a range of purposeful reading strategies successfully to build unfamiliar words and give meaning to the text.

By the end of key stage 2, nearly all pupils' oral skills are of a very high standard. They hold natural conversations on a wide range of topics, and use a variety of syntax and local sayings. In addition, they hold informal and mature conversations around the school. Most pupils' reading skills are developing skilfully. They read confidently and fluently in both languages, and change voice intonation effectively. Many enjoy reading and choose suitable books that are of interest to them. Most of them have a sound understanding of various writing styles. Their knowledge of the characteristics and forms of language is sound. For example, they write a description of Twm Siôn Cati, a job advertisement, a diary and a biography of Nelson Mandela effectively, using extended sentences and interesting vocabulary. Many use their literacy skills to the same standard in other subjects across the curriculum. When studying history, they produce questions to ask Twm Carnabwth, write the diary of a girl at the time of Twm Carnabwth and record the results of a science experiment effectively. Nearly all of them write to the same standard in Welsh and English.

Most pupils' mathematical skills in the Foundation Phase and key stage 2 are developing in line with their age and ability. By the end of the Foundation Phase, most are able to discuss the rules of addition and subtraction confidently, and the most able pupils are able to use and apply numbers up to 1,000. They are developing a sound understanding of the characteristics of 2D and 3D shapes and use standard units to measure. Many pupils use their skills successfully to solve numeracy problems in areas across the curriculum. A good example of this is the work in comparing temperatures around the world with the temperature in Neath. In key stage 2, most pupils' understanding of mathematical features, including addition, subtraction, multiplication and division, is sound. Many of them transfer their mathematical skills effectively to other subjects. For example, in a history lesson, they work out how much a farmer paid to travel a number of times through a tollgate.

Pupils who have additional learning needs make good progress against their targets.

At the end of the Foundation Phase, there is no obvious trend in pupils' performance in literacy and mathematical development at the expected outcome. However, at the higher outcome, the school's performance has placed it consistently in the upper 50% of similar schools in literacy and mathematical development over a period of four years.

At the end of key stage 2, pupils' performance at the expected level in Welsh and English shows a downward trend and their performance in mathematics has placed the school in the upper 50% of similar schools in two of the last four years. Performance in science has placed it consistently in the lower 50%. Performance at the higher levels is inconsistent.

The performance of pupils who are eligible for free school meals is similar to the performance of the remainder at the expected level. However, very few of these pupils attain the higher levels.

Although there is a considerable difference in the data between boys' and girls' performance at the expected and higher levels in Welsh and English, this is not obvious in pupils' current workbooks.

Wellbeing: Good

Nearly all pupils feel safe at school and know to whom to turn for advice or to discuss any concerns. They are aware of the importance of eating and drinking healthily and staying healthy, and take advantage of opportunities to take part in extra-curricular sports activities.

The school's attendance rate varies over a time. As a result of effective strategies, over the last three years, the attendance percentage has improved, from 93.4% to 95.6% and the school has moved from the bottom 25% to the upper 50% in comparison with similar schools. Most pupils arrive at school punctually.

Pupils' standards of behaviour are particularly good. Nearly all pupils show respect and care for each other and are very courteous towards adults and visitors. There is a strong sense of belonging to a happy and friendly community across the school. Members of the school council co-operate effectively in decision-making and represent pupils' views successfully. For example, they have led on implementing a language charter and creating specific targets for the school.

Pupils contribute extensively to charity work, by raising money and taking part in social events in the local community. This develops their social skills and life skills well. Older pupils have pastoral responsibilities over younger pupils and they respond positively to responsibilities that staff provide for them.

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

The school is effective in planning thematically on the basis of the Skills Framework and responds to the requirements of the National Curriculum. However, the school does not plan appropriately in order to ensure that they meet the requirements of the religious education curriculum.

Provision is developmental and ensures a wide range of experiences and teaching opportunities that gain pupils' curiosity. Teachers provide good opportunities for pupils to contribute ideas and ask questions, which enrich plans. Planning for providing opportunities for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills across the curriculum is a strength at the school.

At its best, planning for the Foundation Phase includes opportunities to enrich provision and foster pupils' independent skills by providing appropriate challenges. However, in about half of the classes, pupils do not always have enough opportunities to make choices and act without guidance.

There is an appropriate range of effective intervention programmes across the school, which have a strong influence on pupils who need support.

The school provides wide opportunities for pupils to play a variety of musical instruments to a high standard. Members of the community visit the school regularly and the school provides a wide range of extra-curricular experiences that enrich pupils' experiences.

Provision for developing the Welsh language and the Welsh dimension across the curriculum is one of the school's strengths. The school's ethos and life are robustly Welsh, both in nature and language, and are enriched by activities that arise from the language charter. For example, the characters Dai Shwmae, Donna and Dydli Iaithe encourage pupils to look for opportunities to use the Welsh language in the community. By studying local history, the work of Welsh poets and artists and taking part in local events, the school promotes pupils' understanding of the culture of Wales successfully.

The school promotes pupils' understanding of sustainable development successfully through practical activities in the school grounds and beyond, including collecting litter in the community. Provision for promoting an understanding of global citizenship is effective. They contribute generously to local and national charities and pupils' understanding of other cultures is developing appropriately.

Teaching: Good

The quality of teaching is consistently good across the school, with a few elements of excellence. Teachers question probingly in order to develop previous knowledge and extend pupils' understanding. Support staff play an effective role in supporting learning and there is a successful working relationship between adults and pupils in

nearly every classroom. Teachers have a sound understanding of the Literacy and Numeracy Framework and they introduce new information and skills clearly, and model high standards of language. In a minority of classes in which aspects of excellence are seen, tasks are challenging and tailored effectively to the needs of specific groups, and expectations are consistently high. The pace of teaching ensures that nearly all pupils are constantly active during the lesson.

Nearly all teachers use a suitable range of assessment for learning strategies as an integral part of their lessons in order to promote pupils' understanding. Pupils' work is marked regularly and teachers' comments explain what needs to be done in order to develop further. In key stage 2, pupils receive good opportunities to respond to teachers' comments. They have time to redraft their work thoroughly in order to improve the quality of written pieces and extend attainment.

The school has thorough procedures for assessing and tracking pupils' progress. Teachers standardise work regularly and, as a result, most have a sound understanding of the expectations of levels. The school's moderation methods are thorough and confirm teachers' ability to level pupils' work. The school uses standardised tests and teachers' assessments well in order to track pupils' progress. Teachers understand pupils' needs well and use the knowledge to provide appropriate tasks in order to move learning forward to the next stage.

Written reports to parents on their children's progress are comprehensive and comply fully with requirements.

Care, support and guidance: Good

There are effective arrangements in place to support pupils' health and wellbeing. The school is a happy and caring community. The school promotes spiritual, moral, social and cultural development successfully by inviting parents regularly to join in morning assemblies and arranging visits to the old people's home. Pupils' health and fitness are promoted well through a wide variety of extra-curricular activities and a daily fruit shop. The school welcomes the local community to join in events with it across the year, which strengthen the link and sense of belonging to a community.

The school makes effective use of external agencies, such as an educational psychologist and social and health services, which has a positive effect on the wellbeing and development of a specific cohort of pupils. The welfare officer attends parents' evenings and takes advantage of opportunities to speak to parents and underline the importance of attendance.

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

The school has effective systems to identify pupils who have additional learning needs at an early stage. The school responds to the statutory requirements and the code of practice by keeping a register, providing relevant plans and updating them regularly. They include pupils and parents successfully in the process. Intervention programmes that are in place to support pupils have a positive effect on pupils' progress. An effective team of teaching assistants supports the work well.

Learning environment: Good

Ysgol Gymraeg Castell-nedd is an inclusive community, which encourages pupils to foster respect and care towards adults and each other.

The school promotes responsibility successfully, for example through the work of the eco-committee and the school council. Initiatives such as 'Big and Small Buddies' develop an attitude of tolerance towards the school's younger pupils effectively.

Pupils are treated equally in all of the school's activities. There is a good representation of girls and boys in all aspects of school life. Despite the nature of the old building, the school's procedures promote equal access to provision and extra-curricular activities reinforce this successfully.

The school provides a stimulating learning environment for pupils and succeeds in using nearly all parts of the building to their full potential. Displays are attractive and support learning effectively, and highlight the strong Welsh ethos.

The size of the outdoor area is limited throughout the school. However, staff make the best of it and have ensured that a range of purposeful equipment is available in order to develop pupils' social and physical skills, for example a climbing wall and a quiet area for reflection. However, resources to enrich provision in the Foundation Phase's outdoor areas are scarce, and there is not enough range and variety to meet requirements. The school's site is safe and the building is adequate at the moment for the number of pupils on roll. On the whole, the building is well maintained.

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

The headteacher has a clear vision which is based on developing each pupil as a whole individual – 'Our aim is to give every child an opportunity to succeed'. He conveys that vision very successfully to staff, pupils, parents and governors. As a result, he sets a clear strategic direction for the school's work.

The school's management structure is tight and effective, and has been well established. The system of ensuring that each member of the senior management team is a leader of a specific unit who works closely with teachers is a clear strength. Members of the senior management team are also responsible for monitoring and leading on the priorities in the school improvement plan. They mentor new teachers very effectively and ensure consistency in provision throughout the school. As a result, there are clear communication procedures between all members of staff. This ensures that everyone shares responsibility for the school's strategic direction. All teachers analyse the school's performance in detail and respond to underachievement by ensuring suitable support for improvement. Teams co-operate very effectively to monitor and evaluate progress against the priorities in the school improvement plan.

The school responds positively to local and national priorities. The Literacy and Numeracy Framework has been very well-established in the school's plans and

informs learning successfully. Staff and pupils act very positively to realise the objectives in the language charter, and the effect of this can be seen clearly in the Welsh ethos and the standards of most pupils' oral skills. The school plans well to act effectively to respond to the needs of more vulnerable pupils.

Governors have a live and proactive interest in the school's life and work. They are very well informed about the school's performance over time and in comparison with other schools. They use performance data and current evidence well to challenge each other and the school's leadership strategically. They monitor progress against the priorities in the school improvement plan rigorously and use funding effectively to target improvements.

Improving quality: Good

Self-evaluation is a natural part of the school's daily life. The whole-school system for monitoring standards and provision is effective. The senior management team uses wide evidence from data on pupils' achievement, scrutiny reports, lesson observations, and sharing practice to produce the report. Teachers' practice of filming each other teaching enables them to refine their teaching skills and identify areas for improvement. Good consideration is given to the views of governors, parents and pupils.

The quality of monitoring reports is consistently good, and provides a firm foundation for the self-evaluation report. The report is a comprehensive and very evaluative document. As a result, the senior management team identifies suitable priorities for the improvement plan.

The school improvement plan is an operational document and is evaluated by teams of staff and governors consistently throughout the year. Priorities are appropriate for the school's needs and focus firmly on pupils' outcomes. The senior management team shares the priorities effectively with governors, parents and pupils, and they are visible on the school's walls.

Partnership working: Good

The school co-operates successfully with parents and includes them well in their children's education. Regular opportunities for parents to give their views on their children's progress and improvement needs are useful.

Transition arrangements between the school and two nursery groups, and with the secondary school that admits its pupils, are effective. The arrangements facilitate transferring pupils from one institution to the other. The formal transition plan between the school and the secondary school is particularly strong, and provides beneficial opportunities for pupils to take part in a variety of activities, for example musical projects and weekly numeracy lessons. Activities ensure a shared understanding of pupils' attainment levels very successfully. As a result, pupils are prepared rigorously for moving on to secondary education.

There are good links between the school and other schools in the local cluster, which include valuable opportunities to share good practice. Teachers contribute to training sessions in nearby schools in order to disseminate their successful method of improving pupils' literacy and numeracy.

The school works effectively with a range of support services and agencies in relation to pupils' wellbeing. It makes good use of the education psychology service, in addition to the local authority's other specialists, including social services, the health service and the police. A group of pupils received valuable support from a counselling service during the last year and, as a result, survived a very difficult time at the school.

The school makes good use of the resources of the community and local businesses, and welcomes visitors to enrich pupils' experiences and develop their social and spiritual awareness, for example clerics, the fire service, the local market and supermarket. As a result, pupils develop a good understanding of the functions of the surrounding community.

Recently, the school has been invited to develop partnerships with the Welsh Government to develop a new curriculum for Wales, and with a university college, by contributing to a teacher training module on leadership.

Resource management: Good

The school has a suitable number of qualified staff to provide effectively for pupils. The headteacher has deployed staff appropriately and distributed responsibilities well. The school makes effective use of assistants, who contribute successfully to pupils' experiences and provide robust support for individuals and specific groups of pupils.

The school has thorough performance management procedures that offer valuable opportunities for teachers' and assistants' continuous professional development. Purposeful and clear objectives target attention well to whole-school requirements, raising pupils' standards and staff's needs. Arrangements for planning, preparation and assessment meet statutory requirements and teachers use the time effectively to give good consideration to pupils' progress.

The whole school operates effectively as a professional learning community of teachers who reflect on teaching and learning. The system of structuring the school into units has created trios of teachers who share practice with each other successfully. The school works successfully with a number of other schools. Teachers have contributed to wider learning communities by giving effective leadership in literacy and numeracy to local schools. Teachers have also contributed examples of excellent teaching for training videos. As a result, there is clear consistency in teachers' methods throughout the school, including newly qualified teachers.

The school makes specific and effective use of the Pupil Deprivation Grant to ensure full access to all the school's activities. Pupils who are eligible for free school meals receive support in language and mathematics, which has a positive effect on their attainment.

The headteacher and the finance sub-committee monitor finance carefully, and have strengthened the financial situation this year. The priorities in the school improvement plan receive sufficient funds to implement them effectively. Considering pupils' outcomes over a period of time, and the good standard of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6712168 - YGG Castell-nedd

Number of pupils on roll	362
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	47	32	47	56
Achieving the Foundation Phase indicator (FPI) (%)	83.0	81.3	89.4	98.2
Benchmark quartile	3	3	3	1
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	47	32	47	56
Achieving outcome 5+ (%)	93.6	87.5	91.5	98.2
Benchmark quartile	2	3	3	2
Achieving outcome 6+ (%)	31.9	46.9	51.1	55.4
Benchmark quartile	2	1	1	1
Mathematical development (MDT)				
Number of pupils in cohort	47	32	47	56
Achieving outcome 5+ (%)	87.2	93.8	89.4	98.2
Benchmark quartile	3	2	3	2
Achieving outcome 6+ (%)	34.0	43.8	40.4	62.5
Benchmark quartile	1	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	47	32	47	56
Achieving outcome 5+ (%)	93.6	100.0	100.0	98.2
Benchmark quartile	3	1	1	3
Achieving outcome 6+ (%)	70.2	71.9	61.7	71.4
Benchmark quartile	1	1	2	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6712168 - YGG Castell-nedd

Number of pupils on roll	362
Pupils eligible for free school meals (FSM) - 3 year average	11.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	46	37	35	28
Achieving the core subject indicator (CSI) (%)	93.5	94.6	85.7	89.3
Benchmark quartile	2	1	3	3
English				
Number of pupils in cohort	46	37	35	28
Achieving level 4+ (%)	97.8	97.3	94.3	92.9
Benchmark quartile	1	1	2	3
Achieving level 5+ (%)	50.0	37.8	37.1	28.6
Benchmark quartile	1	3	3	4
Welsh first language				
Number of pupils in cohort	46	37	35	28
Achieving level 4+ (%)	93.5	94.6	94.3	89.3
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	41.3	21.6	34.3	28.6
Benchmark quartile	1	3	2	3
Mathematics				
Number of pupils in cohort	46	37	35	28
Achieving level 4+ (%)	95.7	94.6	85.7	92.9
Benchmark quartile	2	2	4	3
Achieving level 5+ (%)	52.2	24.3	48.6	28.6
Benchmark quartile	1	4	2	4
Science				
Number of pupils in cohort	46	37	35	28
Achieving level 4+ (%)	93.5	97.3	94.3	92.9
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	43.5	29.7	42.9	28.6
Benchmark quartile	2	3	2	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.	96		95 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		92 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	96		94 98%	2 2%	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	96		94 98%	2 2%	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.	96		95 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		92 96%	4 4%	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.	96		96 100%	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.	96		93 97%	3 3%	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.	92		87 95%	5 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.	96		93 97%	3 3%	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.	94		78 83%	16 17%	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	96		77 80%	19 20%	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.	67	51 76%	15 22%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	67	55 82%	12 18%	0 0%	0 0%	0	Mae fy mhentyn 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.	67	57 85%	9 13%	1 1%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	66	54 82%	11 17%	0 0%	1 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	65	43 66%	22 34%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	64	52 81%	12 19%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	67	54 81%	13 19%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	63	45 71%	16 25%	2 3%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	65	44 68%	20 31%	0 0%	1 2%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	65	44 68%	18 28%	3 5%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	66	47 71%	18 27%	1 2%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	49	32 65%	16 33%	0 0%	1 2%	17	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	67	43 64%	21 31%	2 3%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	65	47 72%	17 26%	1 2%	0 0%	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.	59	38 64%	19 32%	2 3%	0 0%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	61	40 66%	20 33%	1 2%	0 0%	5	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	28 60%	18 38%	0 0%	1 2%	20	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	60	39 65%	20 33%	1 2%	0 0%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	65	50 77%	14 22%	1 2%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Gwenda Easton	Reporting Inspector
Terwyn Tomos	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Margaret Owenna Davies	Peer Inspector
Anita Tucknutt	Peer Inspector
Tudur Jones	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.