



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report on

**Ysgol Gymraeg Bro Allta
Central Street
Ystrad Mynach
Hengoed
CF82 7XQ**

Date of inspection: May 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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: 22/07/2015

Context

Ysgol Gynradd Gymraeg Bro Allta is situated in the town of Ystrad Mynach and is maintained by Caerphilly education authority. The catchment area includes the town and surrounding areas, including Nelson, Penpedairheol, Cefn Hengoed, Hengoed and Maesycymmer.

At present, there are 309 pupils on roll, including 43 part-time nursery children. They are divided into 11 classes. Fourteen teachers are employed at present, including the headteacher, three part-time teachers and one temporary teacher.

Nine per cent of pupils are eligible for free school meals. The school has identified 19% of pupils as having additional learning needs. There are no pupils with a statement of additional educational needs or in care.

The school is designated a Welsh-medium school according to the education authority's language policy. Welsh is the main language spoken at home by 12% of pupils but, by the end of key stage 2, most are able to speak Welsh fluently. No pupils come from an ethnic minority background.

The school was established in the current building in 1993. The school was last inspected in 2010. The headteacher was appointed in April 2012.

The individual school budget per pupil for Ysgol Gymraeg Bro Allta in 2014-2015 is £2,792. The maximum per pupil in primary schools in Caerphilly is £5,106 and the minimum is £2,645. Ysgol Gymraeg Bro Allta is in 66th position of the 75 primary schools in Caerphilly in terms of 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:

- Pupils develop to be confident and enthusiastic learners who work effectively as individuals, in pairs or as a member of a group
- Most pupils make effective progress in numeracy across the school
- Pupils across the school are confident in using information and communication technology (ICT)
- Teachers plan valuable learning opportunities that promote pupils' interest and motivation
- Provision for literacy and numeracy skills is developing effectively
- The quality of teaching is consistently good across the school, with some elements of excellence

Prospects for improvement

The school's prospects for improvement are good because:

- There is a strong commitment across the school to developing and promoting improvements
- Governors undertake their responsibilities conscientiously and provide a sense of direction for the school's work effectively
- Processes for self-evaluation and ensuring improvement have a positive influence on the school's standards, especially in developing literacy and numeracy skills
- Leaders ensure consistency in teaching methods across the school
- Transition activities between the school and the local secondary school are of high quality

Recommendations

- R1 Raise the standards of more able pupils, especially in literacy
- R2 Improve pupils' attendance
- R3 Ensure consistency in the provision for religious education
- R4 Ensure purposeful opportunities for pupils to respond to teachers' comments
- R5 Strengthen the stakeholders' voice in the self-evaluation process in order to influence the school's procedures more effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils begin at the school with very mixed skills. During their first year at the school, nearly all pupils make good progress in language, literacy and communication and in mathematics. Most pupils strive diligently in lessons and make effective progress in their learning. They develop to become confident and enthusiastic learners who work effectively as individuals, in pairs and as a member of a group. Most pupils recall previous learning well and build on the knowledge that they have in order to develop new skills.

Many pupils' oral skills in the Foundation Phase are good. They communicate confidently and use a wide vocabulary when talking informally. Many pupils develop as confident readers and, by the end of the Foundation Phase, they read with appropriate accuracy and expression. They discuss aspects of a book meaningfully and display an understanding of events that is appropriate to their age and ability. By the end of the Foundation Phase, many write independently fairly accurately for different purposes across the curriculum. For example, they write the story of St David, describe his character and retell the story very effectively. However, more able pupils need a great deal of support in order to ensure that their sentences have a correct structure.

By the end of key stage 2, most pupils conduct suitable conversations in Welsh. However, their syntax and ability to mutate are fairly inaccurate orally and this has an effect on the accuracy of their written language. Most pupils read meaningfully, and use voice intonation to create nuance. They read with fluency and expression, and punctuate in order to understand the text. By Year 6, many pupils write at length to a skilful standard and use paragraphs to present their work in an ordered way. They develop appropriate skills to write in a range of forms, for example a script about a trip to the moon and instructions on how to create a lava lamp. A few more able pupils use a range of syntax and phrases which have a Welsh flavour.

Most pupils in key stage 2 develop their oral skills increasingly confidently in English. They read to a standard that at least corresponds to their age, and vary their voice intonation appropriately in order to convey meaning. By the end of key stage 2, most are able to write at length successfully in a range of contexts across the curriculum.

Most pupils make effective progress in numeracy across the school. By the end of the Foundation Phase, they interpret information that has been presented in graphs, estimate size, measure and use appropriate mathematical ideas to solve problems. In key stage 2, nearly all develop a variety of mental and written strategies for calculation, and most pupils are able to use correct mathematical language, notation and symbols to represent their work. They collect data and produce appropriate graphs for various purposes, for example to show the effect of physical activities on the heartbeat. Many pupils use and apply their numeracy skills to the same standard across the curriculum.

ICT skills are a strength at the school. Most pupils across the school use ICT confidently and this contributes effectively to their ability to develop as independent learners.

Pupils who have additional learning needs make good progress against their personal targets. The development of more able pupils in numeracy is good. However, their development in literacy is adequate.

Performance in the Foundation Phase at the expected level has varied over a period of three years. Although the percentage of pupils who attain the expected level has improved overall, their performance has placed the school in the lower 50% in literacy and mathematical development in comparison with similar schools over the last two years. The school has also made progress in the percentage of pupils who attain the higher level. Despite this trend, the school's performance has placed it in the lower 50% in comparison with similar schools over a period of three years. However, the standard of numeracy and literacy in pupils' books confirms that most attain the expected level and are challenged appropriately in numeracy.

By the end of key stage 2, the school's performance at the expected level has placed it in the upper 50% in comparison with similar schools in Welsh, English, mathematics and science over a period of four years. There is an upward trend in the percentage of pupils who attain the higher level. However, on the whole, the school's performance over the last four years has placed it in the lower 50% in comparison with similar schools in each of the subjects, although performance in mathematics has placed the school in the upper 50% recently.

There is no obvious pattern in the performance of pupils who are eligible for free school meals at the expected level in comparison with other pupils. However, these pupils' performance at the higher level is considerably lower than for other pupils over time.

In key stage 2, girls perform consistently higher than boys in Welsh and English, and boys perform consistently higher than girls in mathematics and science over a period of three years.

Wellbeing: Adequate

Almost all pupils have positive attitudes towards keeping healthy and safe, and they understand the importance of eating healthily and taking physical exercise. Pupils feel safe at school.

Although pupils' attendance rate over three years has increased from 93.4% to 94.5%, the attendance rate continues to be in the lower 50% in comparison with attendance levels of similar schools. Nearly all pupils arrive at school punctually.

Pupils' behaviour is a strong feature at the school. All pupils show respect for each other, their teachers and visitors to the school. They work well with others to solve problems and most pupils are prepared well for life and work outside the school.

The school council and the eco council meet regularly. However, pupils have not had sufficient opportunities to voice their opinions in order to have a positive effect on the school's procedures.

Pupils' personal, social spiritual and cultural development is developing effectively. By contributing to a wide range of social events and activities, for example singing in the hospital, local supermarket and nearby schools, pupils develop a strong feeling of belonging to the local area.

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

Through effective co-operation, teachers plan valuable learning opportunities that help to promote pupils' interest and motivation successfully. The school provides a range of various learning experiences that respond fully to the principles of the Foundation Phase, and the National Curriculum. On the whole, planning is thorough; however, it does not always ensure a balance of subjects and does not meet the statutory requirements for meeting the purposes of religious education.

The school has suitable schemes of work that meet the requirements of the Literacy and Numeracy Framework. Provision for literacy and numeracy skills is developing effectively. The literacy intervention programmes have had a positive effect on standards.

Provision for the Welsh language and the Welsh dimension is effective. Pupils receive valuable experiences through residential visits to Urdd camps, and opportunities to work with a Welsh artist and the Welsh Children's Laureate.

The school is beginning to promote pupils' awareness of sustainable development satisfactorily through the work of the eco committee, for example through recycling paper and collecting litter. However, the school does not provide sufficient opportunities for pupils to develop their understanding of global citizenship.

Teaching: Good

The quality of teaching is consistently good across the school with some 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 all classes. Teachers have a sound understanding of the curriculum, and explain new concepts clearly. In the lessons in which aspects of excellence are seen, tasks are challenging and tailored to the needs of individual groups, and expectations are consistently high.

Teachers use a suitable range of assessment for learning strategies effectively and this promotes pupils' independence appropriately. Pupils' written work is marked regularly and teachers' comments explain what needs to be done in order to develop further. However, opportunities for pupils to respond to teachers' comments and amend their work in order to attain a higher level, are inconsistent.

The school has thorough procedures for assessing and tracking pupils' progress. They make good use of standardised tests and teachers' assessments in order to track pupils' progress. Teachers understand pupils' needs well and use the information to provide appropriate tasks in order to move learning on to the next stage.

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

Care, support and guidance: Good

The school is a homely, caring, safe and orderly community. It has a very happy atmosphere in which pupils feel completely safe. Care, support and guidance promote pupils' personal development well, including their spiritual, moral, social and cultural development. Collective worship sessions, and a range of curricular and extra-curricular activities, contribute positively to these areas.

The school has appropriate policies and arrangements for living healthily and pupils' wellbeing.

All staff are aware of their responsibilities for health and safety and implement them effectively. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

There is good, effective communication between the school and its stakeholders. Beneficial use is made of the support of external specialist services, such as the welfare service, educational psychologists, and medical and social services, to support pupils, teachers and parents when needed. For example, the police co-ordinate closely with the school in order to raise all pupils' awareness of issues relating to safety on the internet.

The school provides effectively for pupils who have additional learning needs. Teachers identify their needs at an early stage and take appropriate steps to ensure suitable support. Individual education plans include clear targets and are reviewed appropriately with parents. Experienced assistants support pupils well.

Learning environment: Good

Ysgol Bro Allta is an inclusive community that encourages pupils to foster respect and care for each other.

The school promotes responsibility successfully, for example through the work of the e-technicians who lead an information technology club at lunchtimes in order to share their film-making skills with pupils in Year 2. Initiatives such as the 'playground leaders' develop the attitude of tolerance and sympathy effectively.

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

The school provides a stimulating learning environment for pupils and they succeed in using nearly every part of the building to its full potential. Displays in classrooms and along the corridors are attractive and support learning effectively. The school has invested in a wide range of equipment and resources of the highest standard, including laptops, tablets, and equipment to develop use of the outdoor area. As a result, the school ensures that it has the necessary resources so that all pupils have full access to aspects of the curriculum.

Outdoor areas across the school include a range of purposeful equipment for developing pupils' social and physical skills. The outdoor area is in a good condition and is maintained to a safe and robust standard.

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

The headteacher provides a purposeful and effective strategic direction and she is supported well by the senior management team. Staff's job descriptions are clear and they work closely as a team and fulfil their roles and responsibilities effectively. As a result, there is a strong commitment across the school to developing and promoting improvements.

Performance management arrangements support teachers' and assistants' professional development effectively. It is used effectively for sharing good practice and ensuring consistency in learning methods across the school.

Leaders collect data from a number of valuable direct sources. They use the information in order to establish beneficial intervention programmes that improve the standards of groups of pupils appropriately.

Governors undertake their responsibilities conscientiously and provide a sense of direction for the school's work effectively. The governing body maximises the expertise of individual governors. It supports the school as a critical friend and, on the whole, holds the school to account for the standards and quality that it achieves. Governors receive relevant reports from staff about pupils' attainment and the school's performance regularly. As a result, their understanding of how the school is performing in comparison with similar schools is developing well.

The school meets national priorities successfully. For example, provision for the Foundation Phase is good, and teachers use the Literacy and Numeracy Framework effectively to plan skills across the curriculum successfully.

Improving quality: Good

The school uses an appropriate range of procedures to evaluate its work, its strengths and areas for improvement. Leaders consider the quality of teaching and learning carefully and draw on direct evidence by observing lessons, scrutinising pupils' work books and interpreting data. Occasionally, leaders ask the opinion of parents, pupils, staff and governors. However, these comments do not lead regularly enough to obvious changes in order to improve provision or standards.

The current self-evaluation report, although a little descriptive in places, gives a balanced picture of the life and work of the school. It is a comprehensive report that enables leaders to set sensible priorities within the school's development plan. These priorities have a clear focus on improving standards, and focus specifically on improving pupils' literacy and numeracy skills and on improving the performance of groups of pupils. The plan includes success indicators and thorough timetables for completing them. Appropriate funding has been identified for achieving the priorities and the implementation timetable and staff responsibilities are clear. The

headteacher and the senior management team monitor and evaluate progress towards the priorities appropriately, and report on them regularly to the governing body.

Processes for self-evaluation and ensuring improvement have a positive influence on the school's standards, especially in developing literacy and numeracy skills. The school uses this process effectively to disseminate good practice and ensure consistency in teaching methods across the school.

Partnership working: Good

The partnership between the school and parents is good. The Friends of Bro Allta are active and raise money regularly for school funds. This has enabled the school to improve the educational provision by buying an electric piano and physical education resources that enable pupils to develop their musical and physical skills well.

The school co-operates effectively with its cluster of secondary schools and the secondary school to moderate teachers' assessments successfully and to share good practice. The school makes effective use of the consortium's services in order to develop and support staff in order to ensure consistency. The school co-operates effectively with a number of the authority's services and the local secondary school in order to develop pupils' wellbeing. For example, there is a very effective process that reduces pupils' concerns as they transfer from the primary school to the secondary school.

The school makes regular use of the local church and chapels to hold services and religious performances that have a positive influence on most pupils' spiritual development. The school choir's performances in the community enrich learning experiences, and promote pupils' feeling of the importance of their local area and pride towards it.

Transition activities between the school and the local secondary school are of high quality. As a result, pupils transfer to the next stage in their education smoothly and successfully. A good example of this is the way in which teachers from the secondary school come to the school every week to conduct lessons and share good practice. Strong links have been established with the pre-school groups, which ensure that children transfer effectively to the nursery class.

Resource management: Good

The headteacher and governors keep a close eye on the financial situation and have striven hard to manage expenditure during the last two years. The financial situation is now stable and the deficits in the budget have been eliminated. They manage the resources that are allocated to the school well, to ensure that the school has a wide and purposeful range of learning and teaching resources. All pupils benefit from the good number of interesting learning resources and stimulating learning environment.

The school has enough teachers with appropriate qualifications to teach all aspects of the curriculum. The school makes effective use of support staff, who make a valuable contribution to pupils' learning experiences. There are suitable

arrangements for teachers' planning, preparation and assessment time and staff co-operate purposefully in order to use the time effectively. The school has thorough arrangements for managing staff performance, which responds to their professional development needs and the school's priorities successfully.

The school is developing as a strong professional learning community and a culture of co-operation and sharing good practice within the school has a positive effect on pupils' standards, for example in developing very good ICT skills. Staff share their expertise with other schools effectively. As a result, many staff benefit from increasing their knowledge, their understanding and their professional skills appropriately.

The school uses the Pupil Deprivation Grant strategically. Leaders make intelligent use of the data tracking system in order to identify learners' needs. Activities that are linked to the deprivation scheme are aimed appropriately at improving literacy and numeracy skills and this ensures a direct effect on the outcomes of vulnerable pupils.

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

Appendix 1: Commentary on performance data

6762368 - YSGOL GYMRAEG BRO ALLTA

Number of pupils on roll	310
Pupils eligible for free school meals (FSM) - 3 year average	11.7
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	41	42	41
Achieving the Foundation Phase indicator (FPI) (%)	78.0	85.7	90.2
Benchmark quartile	3	3	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	41	42	41
Achieving outcome 5+ (%)	80.5	85.7	92.7
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	24.4	23.8	29.3
Benchmark quartile	3	3	3
Mathematical development (MDT)			
Number of pupils in cohort	41	42	41
Achieving outcome 5+ (%)	95.1	90.5	92.7
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	17.1	16.7	22.0
Benchmark quartile	3	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	41	42	41
Achieving outcome 5+ (%)	97.6	95.2	100.0
Benchmark quartile	2	3	1
Achieving outcome 6+ (%)	39.0	64.3	90.2
Benchmark quartile	3	2	1

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.

6762368 - YSGOL GYMRAEG BRO ALLTA

Number of pupils on roll	310
Pupils eligible for free school meals (FSM) - 3 year average	11.7
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	34	29	41	32
Achieving the core subject indicator (CSI) (%)	94.1	96.6	90.2	90.6
Benchmark quartile	1	1	2	3
English				
Number of pupils in cohort	34	29	41	32
Achieving level 4+ (%)	97.1	100.0	95.1	93.8
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	26.5	17.2	22.0	34.4
Benchmark quartile	3	4	4	3
Welsh first language				
Number of pupils in cohort	34	29	41	32
Achieving level 4+ (%)	94.1	100.0	95.1	93.8
Benchmark quartile	1	1	1	2
Achieving level 5+ (%)	23.5	17.2	19.5	28.1
Benchmark quartile	3	3	3	3
Mathematics				
Number of pupils in cohort	34	29	41	32
Achieving level 4+ (%)	94.1	96.6	92.7	93.8
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	26.5	27.6	36.6	43.8
Benchmark quartile	3	3	3	2
Science				
Number of pupils in cohort	34	29	41	32
Achieving level 4+ (%)	97.1	96.6	97.6	96.9
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	26.5	27.6	34.1	40.6
Benchmark quartile	3	3	3	3

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, at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaire

Denotes the benchmark – this is a 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.	81	79 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	81	78 96%	3 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.	81	80 99%	1 1%	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	81	77 95%	4 5%	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.	81	76 94%	5 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	81	80 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	81	81 100%	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.	81	81 100%	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.	81	77 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.	81	80 99%	1 1%	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.	81	77 95%	4 5%	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	74 91%	7 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaire

Denotes the benchmark – this is a 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.	87	44 51%	38 44%	4 5%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	87	48 55%	35 40%	2 2%	1 1%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	86	50 58%	34 40%	1 1%	1 1%	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.	87	41 47%	40 46%	2 2%	2 2%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	87	29 33%	55 63%	1 1%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	87	38 44%	43 49%	4 5%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	87	44 51%	41 47%	2 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	87	37 43%	43 49%	4 5%	1 1%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	87	36 41%	43 49%	3 3%	0 0%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	87	41 47%	44 51%	1 1%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	87	49 56%	35 40%	1 1%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	71	27 38%	29 41%	3 4%	2 3%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	86	33 38%	43 50%	8 9%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	87	48 55%	32 37%	3 3%	4 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	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 understand the school's procedure for dealing with complaints.	86	33 38%	40 47%	9 10%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	87	39 45%	40 46%	4 5%	0 0%	4	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	68	28 41%	24 35%	4 6%	1 1%	11	Mae fy mhentyn wedi'i barato'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	86	29 34%	51 59%	4 5%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	86	42 49%	34 40%	6 7%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Gwenda Easton	Reporting Inspector
Tony John Bate	Team Inspector
Llinos Jones	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Catherine Lloyd-jenkins	Peer Inspector
Delyth Williams	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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