



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

A report on

**Ysgol Gymraeg Melin Gruffydd
Glan-y-Nant Road
Whitchurch
Cardiff
CF14 1AP**

Date of inspection: June 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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Context

Ysgol Gymraeg Melin Gruffydd is situated in the village of Whitchurch in the north of Cardiff. The school serves the surrounding area.

The school's numbers have increased consistently over the last three years. There are now 474 pupils on roll, which include 64 nursery-age children who attend on a part-time basis. The school admits pupils to the reception class on a full-time basis at the beginning of the term in which they celebrate their fourth birthday. Pupils are taught in 14 single age group classes.

Over the last three years, approximately 4% of pupils are eligible for free schools meals, which is significantly lower than the average for Wales. Fifty-three per cent (53%) of pupils come from Welsh-speaking homes. In key stage 2, pupils are taught through the medium of Welsh and English, with the aim of them being bilingual by the time they transfer to secondary school. Approximately 11% of pupils are on the additional learning needs register, which includes a very few pupils with a statement of special educational needs. A very few pupils are looked after by the local authority.

The school was last inspected in November 2009. The headteacher has been in post since April 2005.

The individual school budget per pupil for Ysgol Gymraeg Melin Gruffydd in 2014-2015 is £3,070. The maximum per pupil in primary schools in Cardiff is £6,523 and the minimum is £2,908. Ysgol Gymraeg Melin Gruffydd is 87th out of 96 primary schools in Cardiff 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:

- Many pupils at the top of the school produce extended written work
- Pupils' standards of wellbeing are of a very high quality and are a clear strength at the school
- The behaviour of every child across the school is exceptional
- Pupils' attendance is much higher than expected
- The pupil voice is a strength and is central to the school's work
- The school council has played a leading role in consulting with the builders on the school's plans
- The standard of teaching is robustly good

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides robust and effective leadership
- School leaders have high expectations
- There is a strong sense of team work among the school's staff
- There is a suitable programme for monitoring and evaluating a wide range of aspects of school life
- School leaders have a good knowledge of strengths and areas for improvement
- The school has staff with qualifications of a high standard to teach all aspects of the curriculum very effectively

Recommendations

R1 Ensure regular and varied opportunities for pupils to use their numeracy skills across the curriculum

R2 Strengthen the role of governors to challenge the school about its performance

R3 Ensure that monitoring reports are evaluative, focus clearly on specific aspects and that the school's leaders act robustly on monitoring findings

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During their time at the school, nearly all pupils make good progress in their learning. Pupils with additional learning needs make sound progress from their starting point, in line with their targets. In the Foundation Phase, the youngest pupils settle quickly and develop effectively as independent learners. The majority of pupils' standards on entry to the school are sound.

Most pupils in the Foundation Phase listen intently and talk confidently about their work, using a suitable syntax and vocabulary that is appropriate for their age and ability. At the top of the Foundation Phase, many pupils read meaningfully with a sound understanding of the text. More able pupils are confident readers, and by changing the intonation of their voices, they hold the listeners' attention well.

Most pupils in key stage 2 communicate clearly in both languages and join in with class discussions enthusiastically. By the end of the stage, most pupils discuss aspects of their work intelligently, and a few more able pupils discuss maturely by using an extended vocabulary. Most pupils read confidently in both languages, showing a good awareness of the audience. More able pupils show maturity when discussing and responding to the style of different authors. Nearly all pupils are able to gather relevant information from different texts, including using information and communication technology (ICT) effectively.

In the Foundation Phase, most pupils make good progress in their writing skills. By the end of Year 2, many use their literacy skills appropriately by writing sensibly and independently. Many pupils are able to write coherent reports recalling their visit to the Natural History Museum of Wales. More able pupils use conjugated verbs consistently and punctuate their work appropriately. Most pupils in key stage 2 make very good progress in their bilingualism skills and are completely fluent in Welsh and English by the end of the stage. In key stage 2, most pupils write intelligently in a variety of forms in both languages, and punctuate and spell with consistent accuracy. At the top of the school, many pupils produce extended written work. One example of this is the adaptations of Aesop's fables. More able pupils write factual pieces concisely using a range of rich vocabulary, for example when writing a personal speech in the style of Martin Luther King. In general, pupils' work throughout the school is presented neatly.

Most pupils' ICT skills throughout the school are very sound.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately in a variety of situations. Many pupils use simple addition, subtraction, division and multiplication strategies appropriately when solving problems and responding to numerical challenges. By the end of the Foundation Phase, most pupils are able to find a fraction of a shape and two-digit numbers confidently. Most

pupils use their numeracy skills successfully across the areas of learning. They analyse and interpret data confidently, for example when gathering information and drawing a graph about insects that scare them.

In key stage 2, most pupils' mathematical skills in lessons and books are good. Many use appropriate strategies to find the perimeter of 2D shapes, and more able pupils calculate the area of irregular shapes confidently. In their theme work, most pupils read the scale on a map effectively and use it to draw up and measure the distance of walks in the Snowdonia area. Most pupils use and apply the numeracy skills they learn in mathematics lessons effectively to an appropriate standard across the curriculum.

The standards that were seen in pupils' books and in the classroom in key stage 2 were better than the school's performance data suggests.

In the Foundation Phase over the last three years, the school's performance at the expected outcome has been in the upper 50% consistently in comparison with similar schools in literacy and communication in Welsh, while the school's performance in mathematical development has been in the upper 50% for two of the last three years. The school's performance at the higher outcome over the last three years has varied between the upper 50% and the bottom 25% in mathematical development, and between the upper 50% and lower 50% in literacy and communication in Welsh.

At the end of key stage 2, the school's performance over the last four years, in general, has placed the school in the lower 50% in all core subjects in comparison with similar schools. The school's performance at the higher level in Welsh and English has been in the upper 50% for three of the last four years, while performance in mathematics and science has been in the lower 50% over the last two years.

There is no clear pattern of difference in the performance of boys in comparison with girls at the end of the Foundation Phase. However, at the end of key stage 2, over a period of four years, girls outperform boys at the expected level in Welsh and English. There is no significant pattern of difference at the higher levels.

The number of children who are eligible for free school meals is very low; therefore, comparisons of their performance against the performance of other pupils are not reliable.

Wellbeing: Good

The school's standards of wellbeing are of a very high quality and are a clear strength at the school. All pupils feel safe and know who to approach for advice. Procedures such as the 'Bocs Becso' ('Worry Box') enable pupils to share and discuss any worries in a comprehensive way. Many pupils have a very good understanding of internet safety.

Nearly all pupils understand the importance of eating and drinking healthily. They are aware of the importance of physical activities that promote a healthy body, for example when attending sailing activities, sports and residential courses.

All pupils' behaviour throughout the school is exceptional. They are polite and treat their peers, staff and visitors with respect and maturity. Nearly all pupils are enthusiastic learners and, in general, are aware of what they need to do to improve their work. However, this has not been developed fully, particularly in aspects of numeracy.

Pupils' attendance is much higher than expected. Over a period of four years, the school's attendance rate has placed it consistently in the top 25% in comparison with similar schools. Pupils' punctuality is very good.

The pupil voice is a strength and is a central part of the school's work. The eco committee, school council and digital leaders play a very effective part within the school community, and their enthusiasm and commitment are evident. The school council has played a leading role in consulting with the builders on the plans for the new school, supporting a wide range of charities and monitoring pupils' healthy lunch boxes.

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

The school has effective schemes of work that respond fully to the requirements of the Foundation Phase, the National Curriculum and religious education. They include tasks that engage pupils successfully.

In the Foundation Phase, a range of exciting experiences, for example the research laboratory, provide valuable opportunities to develop pupils' thinking skills and to encourage them to become independent learners. Cross-curricular themes in key stage 2 extend pupils' knowledge and understanding well. They provide useful opportunities to apply communication, numeracy and ICT skills across the curriculum. A good example of this is the annual entrepreneurship challenge, "A Dragon's Den", which develops pupils' business skills successfully.

The Literacy and Numeracy Framework has been incorporated suitably in the school's plans. Provision for literacy and ICT is a very good feature of the school's work that leads to good standards of communication in both languages.

Provision for learning about Wales and the Welsh language is one of the school's strengths. Numerous visitors and visits enrich the Welsh dimension successfully. By studying the life and work of famous Welsh people, such as O.M. Edwards and T. Llew Jones, pupils' understanding of Welsh heritage and culture is developing very well.

Aspects of global citizenship are promoted robustly through links with a school in Bangladesh. Links with other organisations, such as UNICEF, develop pupils' awareness of the rights of the child skilfully. The eco council contributes effectively to reducing waste, for example, by weighing the paper recycling rate of each class. As a result, most pupils have a sound understanding of the importance of caring for the wider world.

Teaching: Good

Across the school, teachers plan lessons carefully, which engages pupils' interest and enthusiasm very successfully. They use a wide range of rich teaching resources to support learning. In many lessons where teaching is of a very high standard, teachers have high expectations. They ask probing questions in order to challenge and extend the understanding of nearly all pupils. In the very few lessons in which teaching is less effective, presentations are too long and the level of challenge is not always appropriate. There is a very effective working relationship between adults and pupils, which nurtures a successful learning environment. Assistants are used to support individuals and specific groups of pupils skilfully.

Across the school, teachers present learning objectives clearly. This ensures that pupils know what they need to do in order to succeed. During lessons, teachers give pupils sound oral feedback and written work is marked regularly. Teachers' comments inform pupils clearly what they need to do to improve their first efforts.

The school has comprehensive systems to assess and track pupils' progress. In general, the school uses the outcomes of standard tests and a range of other appropriate assessment tasks to assess pupils' work effectively. They use the information to plan suitable activities that meet the needs of individuals and groups of learners effectively.

Annual reports to parents are comprehensive and contain purposeful comments on their child's progress, along with targets for improvement.

Care, support and guidance: Good

The school is a happy and caring community which ensures that pupils feel safe. It promotes pupils' health and wellbeing very successfully and there are robust policies in place. The school provides varied and rich opportunities to promote pupils' health and fitness during school hours and beyond. The school makes appropriate arrangements to promote healthy eating and drinking.

Provision for social, moral, spiritual and cultural development is good and is a clear strength of the school. A special atmosphere is created within the school's assemblies. Visitors are invited regularly to lead worship and there are effective opportunities for pupils to reflect on current affairs, for example when discussing refugees from Syria immigrating to Wales.

The school works successfully with specialist agencies that support pupils' wellbeing well, such as the police, dentist, psychologists and social services.

Provision for pupils with additional learning needs is effective. Leaders identify pupils' specific needs at an early stage and provide robust support that has contributed to improving pupils' standards of achievement. Pupils' individual education plans contain clear targets that are discussed regularly with parents. Under the robust leadership of the additional learning needs leaders, plans are monitored regularly.

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

Learning environment: Good

Ysgol Melin Gruffydd is a happy, caring and friendly community. There is an inclusive ethos based on implementing policies and procedures that respect the rights of individuals within the school. Pupils are nurtured to be very aware of the importance of helping each other and helping those who are less fortunate than themselves. By doing so, they develop a very mature and responsible attitude which prepares them for the next stages in life.

The school has learning facilities of a very high standard that respond to the needs of the wider curriculum. This provision has developed clearly over recent years. There are varied and very attractive displays of pupils' work and achievements throughout the classrooms and the school's corridors, which take advantage of the latest technology. All of this creates a stimulating and positive atmosphere. The very attractive play areas and fields are above expectations and are a very useful resource that add successfully to pupils' experiences. The whole of the school's building and grounds are safe and well-maintained.

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

The headteacher provides robust and effective leadership. He succeeds in working with pupils, staff, governors and parents to create a successful school. He has high expectations, and through the contribution of the senior management team and unit leaders, he ensures that leadership develops effectively at different levels. Each member of the senior management team has specific aspects on which to lead in order to develop the school as a successful learning community. There is a clear management structure within the school, and staff's responsibilities are defined in detail. There is a strong sense of team work among all members of staff.

Governors are very supportive and have a clear understanding of their responsibilities and the school's priorities. Recent changes in the body's membership means that its understanding of the school's standards and performance is developing. Members visit the school regularly and receive presentations on aspects of the curriculum or the school's work. This contributes effectively to their knowledge of the school's standards. However, their role of challenging the school about its performance in comparison with similar schools has not been developed in full.

The school gives due attention to national priorities, such as developing the Foundation Phase, assessment for learning and implementing the Literacy and Numeracy Framework. Members of staff network regularly with other local schools in order to develop new strategies to raise the standard of pupils' writing. The effect of this can be seen on pupils' literacy outcomes.

Improving quality: Good

The headteacher has established a suitable programme for monitoring and evaluating a wide range of aspects of school life over a period of time. The self-evaluation timetable is detailed and evaluates all of the school's work well, giving full consideration to the views of leaders, staff, governors, parents and pupils. An open climate exists at the school, which ensures that staff are given an opportunity to observe colleagues teaching and that good practice is shared effectively. The monitoring process includes data analysis, lesson observations, scrutinising pupils' books and an evaluation of teachers' planning. As a result, regular reports are written by leaders at all levels within the school. However, reports are not always evaluative enough and do not identify the aspects that need to be developed clearly enough. Leaders do not always act in enough detail on monitoring findings.

The school's self-evaluation document is comprehensive and evaluative, which shows that the school's leaders have a sound awareness of strengths and areas for improvement. The school analyses data thoroughly and staff have a comprehensive understanding of how well various groups of pupils are performing. This information is helpful in creating a useful school improvement plan.

There is a close link between the self-evaluation report and the school improvement plan, which identifies clearly the priorities for improvement. It includes appropriate timescales and distributes responsibilities for action appropriately. The plan is monitored regularly by the school's leaders and the governing body in order to measure progress and identify the areas that require further attention thoroughly/appropriately.

Partnership working: Good

The school works well with a range of partners that contribute successfully to its provision. This interaction has a positive effect on pupils' wellbeing and attainment.

The partnership with parents is one of the school's strengths. All staff work successfully with parents during formal and informal sessions, ensuring that they play an active and full part in pupils' education. The school's friends association is very active and contributes significant amounts of money that help to buy resources that enrich learning well. One example of this is the play equipment that was purchased for the playground.

The school's family officer works very effectively with pupils and families, and provides support of a high standard in order to ensure pupils' wellbeing.

The school has a strong partnership with nurseries in the local area, which ensures that pupils settle quickly at the school. Effective transition arrangements exist with the secondary school to prepare older pupils well for the next step in their education. The school works effectively with schools in the catchment area to standardise and moderate work. This has strengthened assessment procedures at the school.

The school benefits from its links with local training universities through its contribution to initial training for trainee teachers. The school plays an active part in the community. For example, the multi-purpose field and hall are useful resources for community use.

Resource management: Good

The school has staff with qualifications of a high standard to teach all aspects of the curriculum very effectively. Successful use is made of teachers' expertise in order to develop aspects of provision, such as science, physical education and music. Classroom assistants make a valuable contribution to pupils' learning experiences. Full use is made of the resources that are available to enrich the curriculum.

Teachers make very effective use of their planning, preparation and assessment time. Performance management arrangements for all staff focus clearly on the school's priorities. This ensures that the whole school works towards the same goal.

The school's staff network regularly with local schools in order to develop new strategies to raise the standards of pupils' writing. The effect of this can be seen clearly on pupils' literacy outcomes.

The school's expenditure decisions link appropriately with priorities for improvement. The Pupil Deprivation Grant is used effectively to employ a family officer. This ensures very effective support that is suitable for a cohort of pupils. Expenditure is monitored well by the school's leaders.

Considering pupils' achievements, the school provides good value for money.

Appendix 1: Commentary on performance data

6812166 - YSGOL GYMRAEG MELIN GRUFFYDD

Nifer y disgyblion ar y gofrestr	468
Disgyblion sy'n gymwys i gael prydau ysgol am ddim (PYDd) - cyfartaledd 3 blynedd	3.6
Grŵp PYD	1 (PYD<=8%)

Cyfnod Sylfaen

	2012	2013	2014
Nifer y disgyblion yng ngharfan Blwyddyn 2	57	59	60
Yn cyflawni dangosydd y Cyfnod Sylfaen (DCS) (%)	93.0	94.9	95.0
Chwarter meincnod	2	2	2
Sgiliau iaith, llythrennedd a chyfathrebu - Saesneg (LCE)			
Nifer y disgyblion yng ngharfan	*	*	*
Yn cyflawni deilliant 5+ (%)	*	*	*
Chwarter meincnod	*	*	*
Yn cyflawni deilliant 6+ (%)	*	*	*
Chwarter meincnod	*	*	*
Sgiliau iaith, llythrennedd a chyfathrebu - Cymraeg (LCW)			
Nifer y disgyblion yng ngharfan	57	59	60
Yn cyflawni deilliant 5+ (%)	94.7	96.6	96.7
Chwarter meincnod	2	2	2
Yn cyflawni deilliant 6+ (%)	35.1	28.8	41.7
Chwarter meincnod	2	3	2
Datblygiad mathemategol (MDT)			
Nifer y disgyblion yng ngharfan	57	59	60
Yn cyflawni deilliant 5+ (%)	96.5	96.6	95.0
Chwarter meincnod	2	2	3
Yn cyflawni deilliant 6+ (%)	31.6	30.5	26.7
Chwarter meincnod	2	3	4
Datblygiad personol a chymdeithasol, lles ac amryw iath ddiw y lliannol (PSD)			
Nifer y disgyblion yng ngharfan	57	59	60
Yn cyflawni deilliant 5+ (%)	94.7	100.0	98.3
Chwarter meincnod	3	1	3
Yn cyflawni deilliant 6+ (%)	43.9	69.5	50.0
Chwarter meincnod	3	2	3

Mae'r dangosydd Cyfnod Sylfaen (DCS) yn cynrychioli canran y disgyblion sydd wedi deilliant 5 neu uwch mewn PSD, LCE/LCW ac MDT gyda'i gilydd.

* Gallai'r eitem hon ddatgelu gwybodaeth am unigolion, neu os nad yw'n ddigon trylwyr i'w chyhoeddi, os nad yw'n berthnasol neu os nad yw ar gael fel arall.

Mae'r chwarter meincnod yn cymharu perfformiad un ysgol â pherfformiad ysgolion eraill sydd â lefelau tebyg o ddisgyblion sy'n cael prydau ysgol am ddim (PYDd). Defnyddir PYDd yn ddirprwy ar gyfer difreintedd cymdeithasol mewn ysgolion. Mae hyn yn caniatáu am gymharu perfformiad ysgol â pherfformiad ysgolion eraill yn yr un categori PYDd ac a allai, felly, fod yn derbyn nifer tebyg o ddisgyblion o gefndiroedd difreintiedig.

Mae ysgol yn chwarter meincnod 1 ymhlith y 25% o ysgolion sy'n perfformio orau ac sydd â lefelau prydau ysgol am ddim sy'n debyg i'r ysgol hon. Felly, mae lefelau cyrhaeddiad yr ysgol yn uwch nag mewn llawer o ysgolion eraill â lefelau tebyg o ddisgyblion o gefndiroedd difreintiedig. Mae ysgol yn chwarter meincnod 4 ymhlith y 25% o ysgolion sy'n perfformio waethaf ac â lefelau prydau ysgol am ddim sy'n debyg i'r ysgol hon. Felly, mae lefelau cyrhaeddiad yr ysgol yn is nag mewn llawer o ysgolion eraill sydd â lefelau tebyg o ddisgyblion o gefndiroedd difreintiedig.

6812166 - YSGOL GYMRAEG MELIN GRUFFYDD

Nifer y disgyblion ar y gofrestr 468
 Disgyblion sy'n gymwys i gael prydau ysgol am ddim (PYDd) - cyfartaledd 3 blynedd 3.6
 Grŵp PYD 1 (PYD<=8%)

Cyfnod allweddol 2

	2011	2012	2013	2014
Nifer y disgyblion yng ngharfan Blwyddyn 6	40	37	45	53
Yn cyflawni dangosydd pynciau craidd (DPC) (%)	87.5	86.5	86.7	90.6
Chwarter meincnod	3	3	3	3
Saesneg				
Nifer y disgyblion yng ngharfan	40	37	45	53
Yn cyflawni lefel 4+ (%)	87.5	89.2	93.3	92.5
Chwarter meincnod	3	3	3	3
Yn cyflawni lefel 5+ (%)	30.0	43.2	44.4	50.9
Chwarter meincnod	3	2	2	2
Cymraeg iaith gyntaf				
Nifer y disgyblion yng ngharfan	40	37	45	53
Yn cyflawni lefel 4+ (%)	90.0	89.2	91.1	92.5
Chwarter meincnod	2	3	3	3
Yn cyflawni lefel 5+ (%)	30.0	45.9	48.9	47.2
Chwarter meincnod	3	2	2	2
Mathemateg				
Nifer y disgyblion yng ngharfan	40	37	45	53
Yn cyflawni lefel 4+ (%)	87.5	91.9	86.7	90.6
Chwarter meincnod	3	3	4	3
Yn cyflawni lefel 5+ (%)	22.5	40.5	42.2	41.5
Chwarter meincnod	4	3	3	3
Gwyddoniaeth				
Nifer y disgyblion yng ngharfan	40	37	45	53
Yn cyflawni lefel 4+ (%)	92.5	94.6	93.3	90.6
Chwarter meincnod	3	3	3	4
Yn cyflawni lefel 5+ (%)	22.5	43.2	42.2	43.4
Chwarter meincnod	4	2	3	3

Mae'r dangosydd pynciau craidd (DPC) yn cynrychioli canran y disgyblion sydd wedi cyrraedd lefel 4 neu uwch mewn Saesneg neu Gymraeg (iaith gyntaf), mathemateg a gwyddoniaeth gyda'i gilydd.

* Gallai'r eitem hon ddatgelu gwybodaeth am unigolion, neu os nad yw'n ddigon trylwyr i'w chyhoeddi, os nad yw'n berthnasol neu os nad yw ar gael fel arall.

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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.	121	121 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	121	121 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	121	120 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	121	121 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	121	121 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	121	118 98%	3 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	121	121 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	121	121 100%	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.	121	115 95%	6 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.	121	121 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	121	106 88%	15 12%	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	121	117 97%	4 3%	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.	104	70 67%	28 27%	4 4%	2 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	104	83 80%	19 18%	2 2%	0 0%	0	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.	104	72 69%	28 27%	2 2%	2 2%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	104	65 62%	32 31%	4 4%	2 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	33%	3%	1%		
Pupils behave well in school.	104	69 66%	32 31%	1 1%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	104	62 60%	35 34%	3 3%	1 1%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	104	68 65%	30 29%	3 3%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	103	51 50%	36 35%	9 9%	4 4%	3	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.	103	55 53%	29 28%	7 7%	2 2%	10	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.	104	66 63%	33 32%	2 2%	0 0%	3	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.	104	70 67%	31 30%	3 3%	0 0%	0	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.	100	44 44%	21 21%	10 10%	1 1%	24	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.	100	37 37%	39 39%	16 16%	7 7%	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.	104	67 64%	25 24%	6 6%	6 6%	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.	103	40 39%	36 35%	11 11%	4 4%	12	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.	103	56 54%	40 39%	3 3%	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.	101	51 50%	27 27%	3 3%	1 1%	19	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.	104	77 74%	25 24%	2 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	104	59 57%	33 32%	6 6%	2 2%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Anwen Eluned Griffith	Reporting Inspector
Helen Nutall	Team Inspector
Aled Glyn Davies	Team Inspector
Glenda Jones	Lay Inspector
Helen Mary Jennings	Peer Inspector
Illtud James	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.