



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Gymraeg Rhyd-y-Grug  
Aberfan  
Merthyr Tydfil  
CF48 4NT**

**Date of inspection: January 2017**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 04/04/2017**

## Context

Ysgol Gymraeg Rhyd-y-Grug is situated in the village of Aberfan in Merthyr Tydfil local authority. The school serves the children of Aberfan in addition to a number of nearby villages. Welsh is the main medium of the school's life and work, and English is introduced as a subject in key stage 2. There are 265 pupils between 3 and 11 years old on roll, including 38 full-time nursery-age children and another six who attend on a part-time basis. Pupils are divided between 10 classes, one of which is a mixed-age class.

Approximately 16% of pupils are eligible for free school meals. This is lower than the national percentage (19%). Approximately 23% of pupils speak Welsh at home and very few are from ethnic minority backgrounds. The school has identified just under 10% of its pupils as having additional learning needs.

The headteacher was appointed to the role in September 2010 and the school was last inspected in May 2011.

The individual school budget per pupil for Ysgol Gymraeg Rhyd-y-Grug in 2016-2017 is £3,559. The maximum per pupil in primary schools in Swansea is £4,396 and the minimum is £3,365. Ysgol Gymraeg Rhyd-y-Grug is in 19<sup>th</sup> place of the 22 primary schools in Merthyr Tydfil in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Nearly all pupils make progress that is at least good during their time at the school
- Nearly all pupils' oral, listening and reading skills are developing well
- Nearly all pupils write maturely for different purposes and across a range of subjects and contexts in both key stages, considering their age and ability
- Nearly all pupils are happy at school and feel safe there
- Nearly all pupils are exceptionally well-behaved
- Nearly all pupils are very aware of the importance of attending school regularly
- The standard of teaching is robustly good
- Staff promote a relaxed, stimulating, friendly and industrious learning environment
- It is a very caring, inclusive and supportive community, which promotes pupils' health and wellbeing successfully

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has high expectations and a clear vision that is based on developing the school as an educational, stimulating, supportive and challenging environment for pupils
- The deputy headteacher, other members of the senior management team and the remainder of the staff support the headteacher effectively
- Performance management procedures for staff are sound
- Leaders have responded successfully to a number of appropriate local and national priorities over time
- Members of the governing body are very supportive of the school's life and work, and undertake their strategic duties conscientiously, holding leaders to account appropriately
- Its self-evaluation procedures are robust and effective
- Its development plan includes appropriate priorities in order to improve the quality of provision and pupils' standards and wellbeing
- It has a number of valuable strategic partnerships, which contribute effectively to raising pupils' standards and wellbeing
- The budget is used and monitored efficiently

## **Recommendations**

- R1 Ensure that teachers plan a greater number of purposeful opportunities for pupils to use their numeracy skills across the curriculum
- R2 Ensure that teachers plan purposeful opportunities for pupils to develop their use of all elements of information and communication technology (ICT) across the curriculum
- R3 Ensure that the expectations of all teachers in key stage 2 are always high enough to develop the mathematical and scientific skills of more able pupils

### **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

Nearly all pupils make progress that is at least good during their time at the school, although only a minority have the expected literacy and numeracy skills on entry to the school.

Nearly all pupils' oral and listening skills are developing well. Nearly all pupils listen attentively to adults and each other, and respond sensibly to instructions and questions. Pupils in the Foundation Phase and key stage 2 converse clearly in Welsh in a variety of situations from an early age and develop increasingly complex vocabulary and syntax as they gain confidence. Nearly all pupils' English speaking skills in key stage 2 are developing well.

Nearly all pupils' reading skills are developing soundly. Nearly all pupils in the Foundation Phase read a wide range of texts with increasing confidence and accuracy in Welsh. They build unfamiliar words successfully and are beginning to read with clear expression. Many pupils at the top of the Foundation Phase discuss the content of their favourite books and stories maturely, and give sound reasons for their choices. Nearly all pupils in key stage 2 read with increasing maturity in both languages, considering their age and ability. A majority practise their higher order reading skills regularly and maturely to gather information from different sources, including reference books and the internet.

Nearly all pupils write maturely for different purposes and across a range of subjects and contexts in both key stages, considering their age and ability. In the Foundation Phase, many write interesting and increasingly accurate extended pieces in Welsh. They write colourful descriptions of the autumn and winter, a record of their visit to St Fagan's, a postcard to their parents and an interesting description of a picture. In key stage 2, a majority punctuate increasingly correctly and present their work neatly. They write increasingly extended pieces in both languages, which include a description of a character from a novel, an acrostic poem, a script, a portrayal of a man, and a letter from Branwen to Bendigeidfran when studying that tale from the Mabinogion.

A majority of pupils in both key stages develop their numeracy skills soundly to a standard that is appropriate for their age. For example, pupils in the nursery class classify objects or match a number to an object confidently by using appropriate equipment. Many pupils in the Foundation Phase recall number facts quickly and apply what they have learnt previously confidently in mathematical situations that are new to them. Nearly all pupils at the top of the Foundation Phase read the time confidently on a simple timetable to show, for example, an ordinary day for Shompa from India, and compare it to a timetable of their own typical day.

Many pupils in key stage 2 develop appropriate reasoning skills in a few areas of the curriculum. A good example of this is the way in which Year 3 pupils interpret data based on the time that it takes for a parachute to land in a scientific experiment on air resistance. Most older pupils understand that different graphs need to be used to convey information, such as a line graph to convey differences in temperature. A majority of pupils at the top of the school estimate the mass and length of different objects fairly accurately. They solve problems sensibly and consider what they already know in order to find a solution. Only a few more able pupils complete challenging tasks at levels that are higher than expected, and older pupils' use of numeracy in other subjects across the curriculum is limited.

Most pupils' information and communication technology (ICT) skills are developing soundly across the school. Nearly all pupils in the Foundation Phase use electronic tablets and other equipment confidently for different purposes. Many control an electronic toy skilfully and record their work on a computer at a level that is suitable for their age.

Most pupils in key stage 2 use word processing programs, produce digital presentations, create graphs and search the internet with increasing confidence in a variety of contexts across the curriculum. However, only a few use spreadsheets effectively in different contexts.

Because the proportion of pupils who are eligible for free school meals has varied over the last four years, the school has changed benchmark groups twice during this period. This means that, as such, benchmark data is not wholly reliable.

At the end of the Foundation Phase, the proportion of pupils who have attained the expected and higher outcomes has shown a notable increase over the last four years in literacy and mathematical development. In comparison with similar schools, at the expected outcome, the school's position has risen from the lower 50% to the upper 50% in literacy, and from the bottom 25% to the upper 50% in mathematical development. At the higher than expected outcomes, the school's position has varied between the lower 50% and the upper 50% in literacy, and between the bottom 25% and upper 50% in mathematical development.

At the end of key stage 2, the proportion of pupils who have attained the expected levels, overall, has shown an upward trend over the last four years in all core subjects. In comparison with similar schools, the school's position has varied between the bottom 25% and the top 25%. At the higher than expected levels, the school's performance has varied, but has shown an overall downward trend over the last three years. The school's position has varied between the top 25% and the bottom 25% in English and science, and between the top 25% and the lower 50% in Welsh and mathematics.

Pupils with additional learning needs make appropriate progress against their personal targets.

There is a little difference between the performance of pupils who are eligible for free school meals and the remaining pupils at the expected outcomes in the Foundation Phase. When considering the expected outcomes, the percentage of pupils who are

eligible for free school meals have often achieved higher than other pupils over a period of four years. There is no significant pattern of difference in either key stage at the higher levels.

Although there is a pattern of difference between the performance of boys and girls in both key stages over four years, the school has targeted this as a strategic priority, and the difference is reducing gradually.

### **Wellbeing: Good**

Nearly all pupils are happy and feel safe at school. Nearly all pupils are exceptionally well-behaved in the classrooms and around the school. They are very polite, welcoming and treat each other, staff and visitors with respect and courtesy.

Nearly all pupils have a sound knowledge of the importance of eating healthily and taking part in physical exercise activities in order to keep fit. They are aware of their rights to be safe and of whom to approach if they are worried or need support.

As a result of the school's strong encouragement, nearly all pupils are very aware of the importance of attending school regularly and they arrive punctually. Over three of the last four years, the school's attendance percentage in comparison with similar schools has improved significantly, raising the school's position from the bottom 25% to the upper 50% in 2015. However, as a result of exceptional circumstances last year, there was a slight decline in this rate.

Most pupils are enthusiastic and keen to succeed. They show a firm commitment to learning, and focus and persevere with tasks for extended periods successfully. Most pupils participate effectively in their lessons and respond appropriately to the few choices that they are given with regard to what they learn. Across the school, many develop to be confident independent learners.

Members of the school council and eco committee play a prominent role within the school. They gather the ideas of their fellow pupils regularly and report back on their activities successfully in assemblies. Members arrange fundraising activities for a number of charities, and this has a positive effect on their awareness of other people's needs.

Pupils take good advantage of valuable opportunities to contribute to various activities in the local community. For example, taking part in a recent concert to commemorate the Aberfan disaster has reminded the pupils of their heritage and the importance of the local community in their everyday lives.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Staff plan effectively in order to provide broad and interesting experiences for pupils, which respond fully to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. They plan an interesting variety of educational visits and opportunities for pupils to listen to and question visitors to the school. These activities enrich their learning experiences successfully. For example, by visiting Aberthaw Centre for Energy, pupils have learnt a great deal



about sustainability. Attending a wide range of beneficial extra-curricular activities, for example the Urdd club, and sports and gardening clubs, also contributes effectively to enriching many pupils' learning experiences.

The school plans and delivers the principles of the Literacy and Numeracy Framework successfully. Pupils are given valuable opportunities to develop their extended writing skills across a range of subjects in both languages and, as a result, they make good progress. In addition, staff provide regular and rich opportunities to develop most pupils' oracy skills successfully. However, planning to develop all of the pupils' numeracy and ICT skills has not been developed fully in key stage 2.

Provision to promote the Welsh language and Welsh dimension is effective. The school promotes pupils' understanding of Welsh culture successfully by studying local history, myths and the work of Welsh poets and artists.

The school promotes pupils' sustainable development very well. The eco committee promote recycling and saving energy successfully. Provision to promote pupils' understanding of global citizenship is effective; for example, by studying foreign countries and their way of life, pupils' understanding of other cultures is developing well.

### **Teaching: Good**

The standard of teaching is robustly good across the school. There is a working relationship, based on respect and courtesy, between teachers and assistants and between adults and pupils in each class. This promotes a relaxed, friendly and industrious environment. Many of the teachers are good language models. They ask open questions effectively in order to understand what pupils already know before introducing new information and concepts. In most classes, teachers have high expectations for pupils, particularly in language and literacy. However, the expectations of a few teachers in key stage 2 are not always high enough to develop the mathematical and scientific skills of more able pupils.

Assessment and tracking procedures are sound and enable teachers to identify what pupils understand and to help them plan the next steps for them. Teachers mark pupils' work regularly and provide useful oral or written feedback on what they are doing well and what they need to do in order to improve. The school's procedure for recording that pupils understand these comments, by placing a fingerprint at the end of the piece of work, is very effective. In the best practice, teachers ensure that pupils are given an appropriate opportunity to respond to their comments by re-drafting pieces of work and improving their quality. Teachers identify the success criteria of any tasks clearly, and pupils are given suitable opportunities to reflect on their efforts and assess their own work and that of their peers at a level that is appropriate for their age and ability. This encourages them to consider and understand better what they need to do in order to succeed.

The school has an effective procedure for setting targets to support pupils to improve their literacy and numeracy skills. Pupils respond positively to these targets, and nearly all are keen to achieve them regularly. This encourages them to make good progress continuously.

Reports to parents provide them with appropriate information about their children's progress.

### **Care, support and guidance: Good**

The school is a caring, inclusive and supportive community that promotes pupils' health and wellbeing successfully. It has appropriate policies and arrangements for promoting eating and drinking healthily.

Provision to develop pupils' spiritual, moral, social and cultural development is good. Collective worship sessions support pupils' spiritual and moral development effectively, and they are given appropriate opportunities to reflect on relevant issues. There are very successful procedures to promote positive behaviour and encourage pupils to respect each other and adults.

The school makes effective use of the support of external specialist agencies, including the education welfare service, speech therapist, and the local authority's behaviour team, to support individuals' needs. The school meets pupils' needs well by targeting expert assistance and purposeful support for them, when necessary. A good example of this is the regular visits by the police to promote their awareness of the importance of staying safe in the community and online. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils with additional learning needs is comprehensive. The school identifies pupils' needs at an early stage and uses a variety of effective strategies and interventions to support them. Pupils' individual education plans are appropriate and include clear targets and actions. However, there is not always a specific enough link between these targets and the pupil's overall targets in literacy and numeracy. Plans are reviewed each term by teachers and the teacher that has responsibility for additional learning needs. The school includes parents and pupils appropriately when producing these plans.

### **Learning environment: Good**

The school is an inclusive, happy and caring community in which all members of staff know the pupils well and treat them fairly and with respect. Pupils feel safe at school and know whom to approach for advice or support, when needed.

The school offers equal access to the curriculum and extra-curricular activities for all pupils, and there are comprehensive policies and procedures to deal effectively with any prejudice or incidents of bullying, should they arise.

There is a good supply of resources to deliver the curriculum, including a beneficial range of ICT resources. Outdoor areas are vast and provide valuable opportunities for pupils to learn outdoors.

The school displays pupils' work skilfully in the classrooms and public areas, which honours their achievements. These add to the school's homely and welcoming ethos.

There are high standards of cleanliness, and the school building and grounds are well-maintained. The site and building are safe.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has high expectations and a clear vision that is based on developing the school as an educational, stimulating, supportive and challenging environment for its pupils. He succeeds in conveying that vision effectively to staff, pupils, governors and parents.

The headteacher is supported effectively by the deputy headteacher and other members of the senior management team. Members of this team fulfil their leadership responsibilities successfully. The staffing structure is clear and all members of staff have an appropriate job description, and definite lines of accountability.

The school's management procedures are methodical, and regular meetings and strategic activities ensure that leaders and staff discuss important issues relating to raising standards and pupils' wellbeing. The headteacher shares information with staff regularly and, as a result, they are aware of what is happening, work together successfully as a team and provide effective opportunities for pupils to learn.

Procedures for managing staff performance are sound. Objectives are appropriate and link clearly with the school's development priorities, in addition to the staff's individual professional requirements.

The school responds successfully to local and national priorities. For example, it delivers effective strategies to develop the Literacy and Numeracy Framework, and supports other schools within the regional consortium to develop the Welsh literacy skills of Foundation Phase pupils. This has a positive effect on standards, particularly pupils' Welsh reading skills.

Members of the governing body are very supportive of the school's life and work, and undertake their strategic duties conscientiously. They have rigorous knowledge of performance data, in addition to the school's strengths and areas for development, which enables them to hold the school to account effectively. Their frequent visits to the school, and their link to specific classes, are a valuable support to enable them to evaluate the school's work fairly and contribute effectively to strategic planning procedures.

### **Improving quality: Good**

The school's self-evaluation procedures are robust and effective. They ensure that leaders identify the school's strengths and areas for development well. The timetable of self-evaluation activities is comprehensive and includes regular opportunities to consider and analyse a wide range of evidence about pupils' achievement effectively. Leaders seek the views of pupils, staff, governors and parents regularly, and consider any suggestions and respond to them appropriately. A good example of

how teachers have responded to a suggestion by pupils is the way in which they now give them an opportunity to vary their discussion partners in lessons. Monitoring activities include lesson observations, scrutinising books, analysing data and listening to pupils. Outcomes of the procedure are an important basis for discussions in staff meetings and governors' meetings, and often lead to planning improvements in important areas immediately, when necessary. This enables leaders, governors and staff to know the school well and set appropriate priorities for the development plan.

The self-evaluation report, which is based on the outcomes of monitoring procedures, is evaluative and identifies strengths in addition to areas for improvement within the school.

There is a clear link between the outcomes of the self-evaluation report and priorities in the development plan. The plan is comprehensive and identifies specific objectives, in addition to detailed action and measureable success criteria, which focus specifically on pupils' outcomes. Leaders evaluate the effect of the plan regularly, and adapt and act appropriately, as necessary.

### **Partnership working: Good**

The school has a number of valuable strategic partnerships, which contribute effectively to raising pupils' standards and wellbeing.

The school works very successfully with parents. Teachers conduct valuable sessions to introduce themselves and the class to parents very early in the new school year. They also conduct beneficial open evenings to share information about the term's themes and to give parents opportunities to discuss their children's progress. This enables them to support their children's learning successfully. The parents' association is active and raises significant amounts of money each year to help the school to purchase additional resources for the benefit of pupils.

There are very successful links between the school and other local schools to share good practice in important areas. Through these partnerships, staff provide effective activities that contribute positively to refining the school's management and curricular procedures. These include teachers observing each other's lessons in order to improve their teaching practices. The school has recently been recognised as a curricular hub in order to promote pupils' reading skills. This has a positive effect on the pupils' standards of reading within the school and in other schools.

Teachers work effectively with local schools and the secondary school to standardise and moderate pupils' work. This has had a positive effect on the school's procedures in order to ensure consistency when levelling pupils' attainment at the end of key stages.

The school has a valuable partnership with practitioners in local playgroups, by sharing the expertise of Foundation Phase teachers with them in order to ensure consistency in provision and agreements in terms of expectations. This ensures that new pupils settle quickly on entry to the school.

Transition arrangements with the secondary school are sound, and parents and pupils benefit from regular visits and activities, which are a core part of transition plans. This helps pupils to settle quickly as they move to the secondary school.

The school makes effective use of specialist agencies and the local authority's various support services in order to improve the quality of provision for pupils and families who need them.

There is a valuable partnership between the school and the local community. The school benefits financially from local funds, which help to purchase additional resources and ensure that pupils are given opportunities to attend extra-curricular activities. A good example of this is the way in which the school uses financial investments to create and run a homework club, in addition to transport home for pupils. This has contributed significantly to raising pupils' standards and wellbeing.

### **Resource management: Good**

The school has an appropriate complement of teachers and support staff with suitable qualifications to deliver the curriculum effectively. The headteacher has deployed staff sensibly and allocated responsibilities suitably to meet the school's specific needs. Effective use is made of enthusiastic and conscientious assistants, who provide valuable support to teachers and pupils. All members of staff support each other well and work together effectively for the benefit of pupils.

Performance management procedures promote the professional development of teachers and assistants successfully. Objectives are linked to priorities in the school development plan, in addition to the specific development needs of each member of staff.

The school works well within learning departments and staff share expertise successfully with each other in order to enrich provision. Teachers use their non-contact periods efficiently in order to improve the quality of provision regularly. This leads to improvements in teaching and has a positive effect on pupils' standards and attainment.

The budget is used and monitored efficiently in order to ensure progress towards the school's development priorities. The Pupil Deprivation Grant is used effectively to raise the standards of literacy, numeracy and wellbeing of specific groups of pupils. Expenditure is distributed effectively to provide support to develop their literacy and numeracy skills, and to encourage them to attend extra-curricular clubs and activities. This has a positive effect on their outcomes and wellbeing.

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

## Appendix 1: Commentary on performance data

### 6752346 - Ysgol Gymraeg Rhyd-y-grug

Number of pupils on roll	254
Pupils eligible for free school meals (FSM) - 3 year average	16.0
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	26	26	28	41
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	80.8	92.3	89.3	95.1
Benchmark quartile	3	1	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	26	26	28	41
Achieving outcome 5+ (%)	84.6	92.3	92.9	95.1
Benchmark quartile	3	2	2	2
Achieving outcome 6+ (%)	15.4	30.8	25.0	36.6
Benchmark quartile	3	3	3	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	26	26	28	41
Achieving outcome 5+ (%)	80.8	92.3	89.3	95.1
Benchmark quartile	4	2	3	2
Achieving outcome 6+ (%)	15.4	34.6	28.6	39.0
Benchmark quartile	4	2	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	26	26	28	41
Achieving outcome 5+ (%)	92.3	92.3	92.9	97.6
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	38.5	34.6	28.6	53.7
Benchmark quartile	3	3	4	4

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.

**6752346 - Ysgol Gymraeg Rhyd-y-grug**

Number of pupils on roll	254
Pupils eligible for free school meals (FSM) - 3 year average	16.0
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	10	21	15	16
<b>Achieving the core subject indicator (CSI) (%)</b>	70.0	90.5	100.0	93.8
Benchmark quartile	4	2	1	2
<b>English</b>				
Number of pupils in cohort	10	21	15	16
Achieving level 4+ (%)	70.0	90.5	100.0	93.8
Benchmark quartile	4	2	1	3
Achieving level 5+ (%)	30.0	47.6	40.0	25.0
Benchmark quartile	3	1	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	10	21	15	16
Achieving level 4+ (%)	70.0	90.5	100.0	93.8
Benchmark quartile	4	2	1	2
Achieving level 5+ (%)	30.0	47.6	40.0	25.0
Benchmark quartile	2	1	2	3
<b>Mathematics</b>				
Number of pupils in cohort	10	21	15	16
Achieving level 4+ (%)	70.0	90.5	100.0	93.8
Benchmark quartile	4	3	1	3
Achieving level 5+ (%)	40.0	52.4	40.0	37.5
Benchmark quartile	2	1	2	3
<b>Science</b>				
Number of pupils in cohort	10	21	15	16
Achieving level 4+ (%)	70.0	90.5	100.0	93.8
Benchmark quartile	4	3	1	3
Achieving level 5+ (%)	30.0	52.4	40.0	25.0
Benchmark quartile	3	1	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	96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	96	96 100%	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.	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	96 100%	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.	96	88 92%	8 8%	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 ddsygu 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.	96	95 99%	1 1%	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	88 92%	8 8%	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.	96	91 95%	5 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	96	93 97%	3 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.	21	17 81%	2 10%	0 0%	2 10%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	21	17 81%	3 14%	0 0%	1 5%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	20	14 70%	6 30%	0 0%	0 0%	1	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.	21	14 67%	5 24%	1 5%	1 5%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	20	13 65%	7 35%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	20	15 75%	4 20%	0 0%	1 5%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	21	14 67%	5 24%	2 10%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	19	12 63%	7 37%	0 0%	0 0%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	21	15 71%	4 19%	1 5%	1 5%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	20	11 55%	8 40%	0 0%	1 5%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	20	17 85%	3 15%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	16	9 56%	6 38%	0 0%	1 6%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	21	11 52%	7 33%	1 5%	2 10%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	21	15 71%	4 19%	1 5%	1 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	19	12 63%	5 26%	1 5%	1 5%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	20	12 60%	7 35%	0 0%	1 5%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	12	7 58%	4 33%	1 8%	0 0%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	21	14 67%	5 24%	2 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	20	17 85%	2 10%	0 0%	1 5%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Mr Huw Watkins	Reporting Inspector
Mr Gwyn Williams	Team Inspector
Mr Jeffrey Wyn Davies	Lay Inspector
Mr Aled Rhydian Lloyd	Peer Inspector
Mr Alun Williams (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.