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

A report on

**Ysgol Gynradd Gymraeg Bryn-y-Môr
St Alban Road
Brynmill
Swansea
SA2 0BP**

Date of inspection: March 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 06/05/2016

Context

Ysgol Gynradd Gymraeg Bryn-y-Môr is situated in the west of the city of Swansea. The school's catchment area includes the surrounding area, along with wide areas of the city, from Killay in the west to Landore in the east.

There are 304 pupils on roll, including 49 part-time nursery pupils. It has nine classes.

About 11% of pupils are eligible for free school meals, which is lower than the national average. Eleven per cent of pupils have additional learning needs. A very few have a statement of special educational needs.

A few pupils come from Welsh-speaking homes, and about 5% of pupils are from an ethnic minority background.

The school was last inspected in April 2009. The headteacher was appointed in January 2013.

The individual school budget per pupil for Ysgol Bryn-y-Môr in 2015-2016 is £2,821. The maximum per pupil in primary schools in Swansea is £5,006 and the minimum is £2,556. Ysgol Bryn-y-Môr is in 75th place of the 79 primary schools in Swansea 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:

- Most pupils make good progress during their period in the school
- Many pupils' literacy and numeracy skills are good
- Nearly all pupils show pride in the Welsh language and speak it when socialising at play times and in their lessons
- The behaviour of nearly all pupils is very good
- Teachers have high expectations
- Teachers provide a range of rich learning experiences that gain most pupils' interest and respond to their needs well

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher's robust leadership sets an effective strategic direction for its development and life
- Staff co-operate closely as a team
- Members of the governing body are conscientious and supportive of the school's work; they are aware of their strategic responsibilities and have robust procedures to hold the school to account for its performance
- Self-evaluation processes are thorough and draw on information from a wide range of direct evidence
- Its development plan is comprehensive and identifies appropriate priorities
- It has strategic partnerships that have a positive effect on standards and extend pupils' learning experiences effectively

Recommendations

R1 Ensure that more able pupils reach their potential

R2 Ensure that best practices for assessment for learning are implemented consistently across the school

R3 Provide regular opportunities for members of the senior management team to develop their leadership skills

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

On entry to the school, most pupils' general skills match those that are expected for their age. Most make good progress during their time at the school.

Most pupils' listening skills are very good; they concentrate for appropriate periods and persevere conscientiously on tasks. In their lessons, and when discussing their work with others, they recall previous learning successfully and use the knowledge purposefully in their activities.

By the end of the Foundation Phase, most pupils speak clearly and use an increasing range of vocabulary and sentence patterns successfully. Most of them express an opinion and discuss their work confidently with their peers. By the end of key stage 2, most discuss their work confidently. They respond to teachers' questions and explain their ideas clearly. Nearly all pupils' oral skills are very strong.

Most pupils' reading skills are developing well across the school. By the end of the Foundation Phase, most read fluently and meaningfully at a level that is appropriate to their age and ability. Many use effective strategies to read unfamiliar words. They read independently and discuss their favourite books and authors confidently. Most of them use their reading skills effectively across the areas of learning. By the end of key stage 2, most read a wide range of texts confidently in Welsh and English with good fluency, expression and understanding. By the end of the key stage, most discuss the content of the text and characters in a mature manner. Most pupils' higher reading skills are developing well. They are able to use contents and index pages in factual books effectively to find information.

Many pupils' ability to write independently is developing effectively. By the end of the Foundation Phase, many write extended pieces successfully. Most of them spell familiar words correctly and use a capital letter at the beginning of sentences and a full stop at the end consistently. Most use adjectives, similes and opposites effectively. Good examples of this are the portraits of family members, a leaflet to advertise Wales, work on the traditions of various religions, and post cards. However, the ability of many more able pupils to vary their sentences successfully to create an effect is limited.

By the end of key stage 2, many pupils write extended pieces in a variety of styles successfully in both languages, using interesting vocabulary to enrich their work. They present their ideas and knowledge effectively and show a firm grasp of spelling patterns, paragraphing and punctuation. Many pupils in key stage 2 write effectively for various purposes across the curriculum; for example, writing a report on education in Tudor times in a history lesson, recording information about the surface area of the bottom of ships and investigating the effect of friction when keeping Black Bart safe in science. Most pupils' standards of handwriting and presentation of work across the school are very neat.

Most pupils across the school have a firm grasp of numeracy skills and they use them effectively to solve problems. They use addition, subtraction, division and multiplication strategies confidently to solve verbal problems and numerical reasoning problems. Nearly all pupils in the Foundation Phase use equipment and standard units of measurement correctly in their tasks; for example, comparing temperatures in the morning with those in the afternoon in Wales and calculating the age of old toys by using a time line. By the end of key stage 2, most collect and interpret data effectively, and explain results and procedures confidently, for example analysing data based on the scream machine and arranging a trip around Wales for the family. They use their numeracy skills successfully across the curriculum, especially in science, history and geography. More able pupils use a wide range of strategies when solving number problems skilfully.

Many pupils who have additional learning needs make good progress against their personal targets. The standards that were seen in pupils' books and in the classroom are better than the school's performance data suggests.

Nearly all pupils at the school show pride in the Welsh language and speak it when socialising at play times as well as in their lessons.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has been mostly lower than the average for similar schools over the last four years. At the lower than expected outcome, performance has varied, moving the school between the bottom 25% and the top 25% of similar schools.

At the end of key stage 2, pupils' performance at the expected level (level 4) over the last four years in English, Welsh, mathematics and science has varied greatly and there is no particular pattern. At the higher level than expected, pupils' performance in English and Welsh has varied, moving the school between the lower 50% and the upper 50% of similar schools. Performance in mathematics and science has moved the school between the upper 50% and the top 25%.

Over a period of three years, girls have performed better than boys at the end of the Foundation Phase and key stage 2 at the expected outcomes and higher in all areas of learning and core subjects except in mathematics in key stage 2, in which boys have performed better than girls.

As the number of pupils who are eligible for free school meals is low, it is difficult to compare their progress with that of the remainder of pupils in a reliable way.

Wellbeing: Good

Nearly all pupils feel safe at school and they have positive attitudes towards living and eating healthily. They enjoy physical activities in formal lessons and when attending the wide range of after-school clubs. Pupils' behaviour is very good. They are polite, courteous and respectful towards each other, teachers and visitors.

Members of the school council, the wellbeing committee, ambassadors and other officers play an active and important part in the school. They represent pupils' views

well and enthusiastically. Through these committees, and by reflecting on children's rights, most of them have an opportunity to express an opinion and make decisions that affect their life at school.

Pupils show interest, pride and confidence in their work and in their school. Their behaviour and positive behaviour reflect their full participation in their learning. They face new challenges confidently and recall previous learning well. Most pupils are active and enthusiastic learners who co-operate harmoniously.

Pupils' attendance rates have improved gradually since 2013, and in two of the last four years, attendance rates have placed the school in the top 25% in comparison with similar schools. Most pupils understand the importance of attending school regularly and show a firm commitment to good attendance. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a range of rich learning experiences that gain most pupils' interest and respond to their needs effectively. Staff invite visitors to school and arrange for pupils to visit the community regularly.

This enriches the curriculum well and makes a positive contribution to pupils' learning experiences. The school implements the principles of the Foundation Phase robustly. Staff plan appropriate activities across the six areas of learning and make considerable use of both the indoor and outdoor areas. The school introduces the principles of the Literacy and Numeracy Framework successfully by embedding them successfully in schemes of work. Long-term schemes of work are based on contemporary themes that are of interest to pupils, and termly planning ensures consistency across the subjects and promotes progression and continuity in learning. Appropriate opportunities are provided for pupils to apply a range of language, number and information technology skills in an exciting variety of different contexts across the curriculum.

Provision for developing the Welsh language is promoted effectively. Staff model good language and many pupils emulate them and use the language patterns, appropriate vocabulary and syntax effectively. A prominent place is given to local culture and the Cwricwlwm Cymreig, which reflects very positively on all the school's life and work.

The work of the School Council and the Wellbeing Council ensures that pupils' understanding of sustainability and global citizenship is good; for example, useful links with foreign countries such as India and sponsoring a child in the Democratic Republic of Congo enrich pupils' understanding of global citizenship. The school provides varied and important opportunities for pupils to support charities to help those who are less fortunate than themselves.

Teaching: Good

Teachers have high expectations. All pupils understand this and, as a result, they respond well. Nearly all presentations are enthusiastic with an appropriate pace, which stimulates pupils to work conscientiously. Teachers question effectively in order to expand pupils' understanding and encourage them to use their thinking skills and work independently throughout lessons. They have robust subject knowledge and link their lessons clearly to previous learning. They use a range of methods skilfully to ensure that they deliver a sequence of learning activities that gain most pupils' enthusiasm and maintain their interest. All staff, including assistants, take good advantage of every opportunity to enrich pupils' language, which contributes successfully to developing their oral skills.

Teachers use a variety of resources effectively and interestingly to provide learning experiences that challenge more able pupils regularly in lessons. However, the challenge for developing the potential of higher ability pupils is not always obvious in their books.

Assessment for learning strategies are developing robustly in most classes. Where it is at its best, teachers introduce educational aims and discuss purposeful success criteria with pupils. Good procedures are in place to provide opportunities for pupils to evaluate their own work and that of their peers. However, it is too early to see their full effect on many pupils' skills of evaluating their own work and that of their peers effectively.

Pupils' work is marked regularly in all classes. Where marking is most effective, as in most language and theme books for example, teachers' comments provide clear guidance for pupils on how to improve their work. However, in a few classes, marking is not always incisive enough to enable pupils to improve their work effectively.

The school has comprehensive procedures for recording assessments and tracking pupils' progress. The use that teachers make of these procedures is developing well and they have a positive effect on pupils' standards.

Annual reports for parents include valuable comments on their children's progress, along with suitable targets for improvement. They meet statutory requirements in full.

Care, support and guidance: Good

The school has robust arrangements for promoting eating and drinking healthily. It provides a wide range of opportunities for pupils to keep fit through the curriculum and through extra-curricular activities. The school celebrates pupils' successes effectively, by using reward systems, for example rewarding 'the Cool Welsh' for speaking Welsh regularly, and celebrating good and consistent attendance. This has a positive effect on pupils' wellbeing, behaviour and attitude to learning.

A wide range of rich experiences are provided at the school and within the community, which develop pupils' social and cultural skills successfully. Good examples of this are a visit by the members of St Paul's Church to the school to

promote the 'Agor Llyfrau' (Opening Books) project, as well as an opportunity for pupils to attend a meeting with the Children's Commissioner to discuss issues that are important to them. The school provides valuable opportunities for pupils to develop their spiritual and moral attitudes through regular assemblies. This has a positive effect on pupils' wellbeing. The school's arrangements for safeguarding meet requirements and are not a cause for concern.

The school provides good support for pupils who have additional learning needs. Staff identify pupils who have additional learning needs at an early stage by conducting discussions with each other and with pupils. The individual education plans that are provided are appropriate for them and are reviewed regularly with pupils and their parents. Appropriate support is given to them through the effective working partnership that exists between teachers and teaching assistants. Pupils who have specific needs receive suitable programmes that ensure that they work towards their targets in order to make appropriate progress to the next stages in their learning.

The school identifies more able and talented pupils appropriately. However, neither the policy nor the formal procedures that exist to enable these pupils to attain their potential are clear enough.

Effective use is made of the support of external agencies, including the speech and language services, and the psychologist, to support specific pupils in particular areas.

Learning environment: Good

There is a calm and homely ethos, which provides a safe and supportive learning environment and places a strong emphasis on equality, diversity and respect. The school's policies and strategies meet statutory requirements and support the positive ethos well. There are appropriate opportunities for all pupils to take advantage of all aspects of the curriculum as well as the beneficial range of interesting activities and visits that are provided.

The school has a wide range of good resources that support learning and teaching effectively, including a suitable supply of information and communication technology resources that develop learners' digital skills appropriately. The school uses the outdoor area effectively to deliver the principles of the Foundation Phase and makes beneficial use of the local area for a variety of activities.

Attractive displays of pupils' work and successes in classrooms and around the school create an interesting learning environment. This supports learning well and adds to the school's homely ethos.

Standards of cleanliness are high and the support staff maintain the buildings well. Despite the efforts to do this, damp and water come into the classrooms and damage displays and the classroom environment from time to time.

The school's site is safe for pupils.

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

Leadership: Good

The headteacher's robust leadership sets a purposeful strategic direction for the school's development and life. He has a clear vision that is based on raising standards and including all stakeholders in the school's processes. He uses data effectively to monitor and challenge pupils' performance. Members of the senior management team fulfil their curricular responsibilities successfully. However, the leadership roles of members of the senior management team have not been developed fully to date.

Teachers and support staff are aware of their roles and responsibilities and fulfil them effectively. They co-operate closely as a team and meet regularly to discuss jointly. As a result, there is a strong commitment across the school to developing and promoting continuous improvements. This leads to strengthening provision and raising pupils' standards of work.

There are thorough performance management arrangements in place, which contribute effectively to improvements in teaching and learning and provide opportunities to promote staff's professional development through a programme of relevant training. The school is making good progress in introducing initiatives that meet local and national priorities such as developing literacy and numeracy skills, respecting pupils' rights and improving attendance.

Members of the governing body are very conscientious and supportive of the school's work. They have an increasing understanding of pupils' performance data and achievement. They are now aware of their strategic responsibilities and have robust procedures to hold the school to account for its performance.

Improving quality: Good

The school's self-evaluation procedures are thorough and draw on information from a wide range of direct evidence. Monitoring evaluations on the quality of teaching and learning are detailed and provide clear evidence of the school's work. Leaders seek the views of governors, parents and pupils regularly through questionnaires, and staff consider feedback on termly reviews from external agencies as part of these procedures. As a result, leaders have a wide range of evidence to enable them to evaluate their work accurately and effectively.

The school analyses pupils' attainment data carefully and uses the findings meaningfully to create improvements. The report provides a clear picture of the effect of the provision and leadership on pupils' standards and wellbeing. It provides an accurate assessment of the school's strengths and areas to be developed. As a result, leaders know the school well.

The school uses the information that is collected through the self-evaluation process purposefully to set priorities for improvement. The development plan is comprehensive. It identifies details of targets, background data, staff responsibilities, monitoring arrangements and costs. It also includes success criteria, which focus well on raising pupils' outcomes.

The actions that are identified in the current development plan have already begun to have a positive effect on raising pupils' standards of work, for example in reading in Welsh.

Partnership working: Good

The school has effective strategic partnerships that have a positive effect on raising standards and extend pupils' learning experiences considerably. There is a strong relationship with parents, who contribute considerable funds to the school in order to provide additional resources and expand pupils' experiences. They are also very willing to provide support to pupils and staff; for example, several of them give of their time to undertake maintenance projects within the school.

The school has a successful relationship with the nursery groups that are linked to it. The co-operation between staff helps pupils to settle well in the Foundation Phase. There are robust links and effective transfer arrangements between the school and the secondary school, and a variety of purposeful transition activities are arranged for pupils at the top end of the school. As a result, pupils transfer smoothly to the secondary sector.

The school co-operates purposefully with schools in the cluster and the secondary school to standardise and moderate work. These processes help teachers to understand better the expected standards at the end of key stages. There are successful co-operative links with other schools, which lead to improvements in pupils' standards of work and promote staff's professional development effectively. Recent co-operation has led to creating literacy packs and sustainability and global citizenship resources for each one of these schools.

Pupils' contributions to community activities, as well as the number of visitors that come to the school, expand and enrich their learning experiences significantly. The use that the school makes of the local park and beaches raises pupils' awareness of the importance of belonging to their community and their environment.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately and good use is made of the expertise of individuals to enrich teaching and learning. Assistants provide robust support for teachers and make a valuable contribution to pupils' standards of attainment and wellbeing.

Teachers make purposeful use of their planning, preparation and assessment time and arrangements for this are managed well. As a result of the performance management process, training is planned carefully in relation to the school's priorities and individuals' needs. Natural use of the outside area promotes and stimulates pupils' learning experiences in the Foundation Phase.

The school is developing as an effective learning community. The successful co-operation that exists to develop strategies within the cluster such as numeracy tasks and raising standards in literacy develops staff's skills and expertise effectively.

The headteacher and governors monitor and manage expenditure carefully. Expenditure is linked well to the school's objectives, targets and priorities. Recently, the school has faced a very difficult period because of cuts to the budget. However, as a result of prudent planning, the situation bodes better for the future. The school makes good use of the Pupil Deprivation Grant in order to develop further the provision for developing the literacy skills and wellbeing of pupils who are eligible for free school meals.

The school provides good value for money in terms of pupils' outcomes, and the quality of provision and learning experiences.

Appendix 1: Commentary on performance data

6702098 - Ysgol Gynradd Gymraeg Bryn-y-Môr

Number of pupils on roll	287
Pupils eligible for free school meals (FSM) - 3 year average	11.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	36	33	36	35
Achieving the Foundation Phase indicator (FPI) (%)	80.6	84.8	91.7	91.4
Benchmark quartile	3	3	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	36	33	36	35
Achieving outcome 5+ (%)	80.6	84.8	91.7	91.4
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	25.0	27.3	30.6	34.3
Benchmark quartile	2	3	2	3
Mathematical development (MDT)				
Number of pupils in cohort	36	33	36	35
Achieving outcome 5+ (%)	88.9	87.9	94.4	91.4
Benchmark quartile	3	3	2	3
Achieving outcome 6+ (%)	36.1	33.3	36.1	25.7
Benchmark quartile	1	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	36	33	36	35
Achieving outcome 5+ (%)	97.2	90.9	94.4	100.0
Benchmark quartile	2	4	3	1
Achieving outcome 6+ (%)	41.7	69.7	66.7	62.9
Benchmark quartile	2	1	2	3

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.

6702098 - Ysgol Gynradd Gymraeg Bryn-y-Môr

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FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	33	28	31	22
Achieving the core subject indicator (CSI) (%)	81.8	85.7	83.9	90.9
Benchmark quartile	3	3	4	3
English				
Number of pupils in cohort	33	28	31	22
Achieving level 4+ (%)	90.9	92.9	87.1	95.5
Benchmark quartile	2	2	4	2
Achieving level 5+ (%)	33.3	39.3	35.5	45.5
Benchmark quartile	3	2	3	2
Welsh first language				
Number of pupils in cohort	33	28	31	22
Achieving level 4+ (%)	84.8	89.3	80.6	90.9
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	30.3	39.3	29.0	45.5
Benchmark quartile	2	2	3	2
Mathematics				
Number of pupils in cohort	33	28	31	22
Achieving level 4+ (%)	81.8	85.7	87.1	95.5
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	33.3	57.1	54.8	59.1
Benchmark quartile	3	1	1	1
Science				
Number of pupils in cohort	33	28	31	22
Achieving level 4+ (%)	93.9	96.4	93.5	95.5
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	39.4	50.0	54.8	45.5
Benchmark quartile	2	1	1	2

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 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.	129	121 94%	8 6%		Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%		
The school deals well with any bullying.	129	105 81%	24 19%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%		
I know who to talk to if I am worried or upset.	129	121 94%	8 6%		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	129	116 90%	13 10%		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.	129	123 95%	6 5%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%		
I am doing well at school	129	113 88%	16 12%		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.	128	126 98%	2 2%		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.	129	122 95%	7 5%		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.	129	98 76%	31 24%		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.	129	116 90%	13 10%		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.	129	93 72%	36 28%		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	129	99 77%	30 23%		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 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.	153	91 / 59%	58 / 38%	4 / 3%	0 / 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	152	106 / 70%	42 / 28%	3 / 2%	1 / 1%	1	Mae fy mhlentyn 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.	152	98 / 64%	53 / 35%	1 / 1%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	147	68 / 46%	71 / 48%	8 / 5%	0 / 0%	7	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	147	58 / 39%	80 / 54%	8 / 5%	1 / 1%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	142	69 / 49%	70 / 49%	3 / 2%	0 / 0%	9	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	146	76 / 52%	68 / 47%	2 / 1%	0 / 0%	7	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	125	42 / 34%	73 / 58%	8 / 6%	2 / 2%	27	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	139	66 / 47%	69 / 50%	3 / 2%	1 / 1%	15	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	141	64 / 45%	71 / 50%	5 / 4%	1 / 1%	12	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	150	86 / 57%	61 / 41%	3 / 2%	0 / 0%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	121	54 / 45%	55 / 45%	10 / 8%	2 / 2%	32	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	148	49 / 33%	82 / 55%	15 / 10%	2 / 1%	6	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	150	90 60%	53 35%	7 5%	0 0%	4	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.	140	55 39%	72 51%	10 7%	3 2%	15	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	137	65 47%	68 50%	4 3%	0 0%	15	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	87	30 34%	46 53%	11 13%	0 0%	65	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	146	52 36%	83 57%	10 7%	1 1%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	6%	1%		
The school is well run.	149	93 62%	51 34%	5 3%	0 0%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Meinir Wynne Howells	Reporting Inspector
Hazel Hughes	Team Inspector
Deris Davies Williams	Lay Inspector
Amanda Lawrence	Peer Inspector
Ceri Scourfield	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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