A report on

Ysgol Gynradd Gymraeg Trebannws
Swansea Road
Trebanos
SA8 4BL

Date of inspection: June 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:

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: 22/08/2017

Context

Ysgol Gynradd Gymraeg Trebannws is in the village of Trebanos in Neath Port Talbot local authority.

There are 106 pupils between 3 and 11 years old on roll, including 18 in the part-time pre-nursery class. The school has 4 mixed-age classes: two in the Foundation Phase and two in key stage 2. In addition, the school has an English-medium Learning Support Centre (LSC) for pupils from the wider area with profound needs.

Approximately 11% of pupils are eligible for free school meals, which is significantly lower than the average for Wales. Approximately one third of pupils have additional learning needs (ALN). This is higher than the local and national averages. A few pupils have a statement of special educational needs. A very few pupils are cared for by the local authority. Approximately 12% of pupils come from Welsh-speaking households.

The acting headteacher has been in post since September 2016. The school was last inspected in March 2011.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Trebannws in 2016-2017 is £4,718. The maximum per pupil in primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. Ysgol Gynradd Gymraeg Trebannws is in 4th place of the 57 primary schools in Neath Port Talbot in terms of the school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The school's current performance is adequate:

- Many pupils make purposeful progress
- Pupils of all ages recall previous learning quickly and face new challenges confidently
- Nearly all pupils feel safe at school and know whom to approach if they are concerned
- Pupils express an opinion well on what happens there
- It is a caring and supportive community for its pupils
- There is a homely and inclusive ethos

However:

- Many pupils of higher ability do not achieve as well as they could
- Very few pupils show enjoyment towards reading and discuss books confidently
- Planning does not ensure that the school meets the requirements of the curriculum in full
- The standard of teaching is inconsistent across the classes

Prospects for improvement

Prospects for improvement are adequate because:

- The acting headteacher's vision is clear and focuses on pupils' wellbeing and raising their standards
- The headteacher has ensured that staff have a clear understanding of their responsibilities, which has led to an ethos of close co-operation
- The school has established a range of robust partnerships that contribute effectively towards improving pupils' standards and wellbeing
- Leaders and governors keep firm control of the school's financial resources and predict future expenditure needs well

However:

- The governors' strategic role has not been developed in full
- Neither initiatives that have been established recently nor staffing structures have yet had a positive effect on raising standards of achievement
- Although there have been very recent improvements in aspects of provision, there has not been enough time to address important areas for improvement

Recommendations

R1 Ensure that pupils of higher ability achieve to the best of their ability

R2 Improve pupils' reading skills

R3 Ensure that the school plans to meet the requirements of the National Curriculum and the principles of the Foundation Phase in full

R4 Ensure regular opportunities for pupils to develop their literacy and numeracy skills across the curriculum

R5 Ensure better consistency in the quality of effective teaching

R6 Develop the strategic role of members of the governing body

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

On entry to the school, most pupils' basic skills correspond to their age and ability. During their time there, many make purposeful progress. However, many more able pupils do not always achieve as well as they could.

Many pupils acquire new knowledge, understanding and skills effectively and apply them skilfully to new situations. Pupils of all ages recall previous learning quickly and face new challenges confidently. Most pupils' thinking skills are developing appropriately.

Considering their linguistic background, most Foundation Phase pupils' Welsh oral skills develop quickly. By the end of Year 2, they have the skills to speak with increasing accuracy and confidence, although they have a tendency to use English words at times. Pupils across the school respond eagerly to teachers' questions and a majority in key stage 2 conduct conversations in English and Welsh in line with their age and ability. In English, many pupils in key stage 2 discuss their learning intelligently and they are able to express themselves effectively. Although they have sound oral skills in Welsh, there is a tendency for a minority of pupils to speak English often in lessons and during playtimes.

In the Foundation Phase, many pupils develop suitable phonic reading strategies and use them confidently when reading unfamiliar words. However, by the end of the phase, only a minority develop fluency and accuracy when reading, although a majority re-tell stories fairly correctly. Very few pupils discuss books confidently. In key stage 2, a majority of pupils read correctly and have a suitable understanding of the text. They discuss the main events and characters in their books appropriately. However, only a few older pupils show enjoyment when reading and are able to elaborate when discussing their favourite books. Few pupils show an effective understanding of higher order reading skills as they research the properties of artefacts from the Tudor period.

Many Foundation Phase pupils show continuous development in terms of their writing skills. A majority spell common words correctly and make a good effort to spell unfamiliar words. By the end of the phase, many are able to use a range of relevant adjectives to create effect in extended pieces, for example when re-writing the story of Easter. They write appropriately for a variety of purposes in full sentences and show a purposeful grasp of punctuation, for example when writing news. However, pupils do not use their independent writing skills often enough in other areas of the curriculum.

In key stage 2, many pupils make appropriate progress in their writing skills in Welsh and English across the curriculum. They give suitable consideration to the audience and choose purposeful words and descriptive language when writing. They include correct facts in their pieces of writing, for example when writing a script about the

character Branwen. A majority of pupils are able to begin sentences in a variety of ways and set the order of appropriate words and phrases successfully to create effect. They use an increasing range of punctuation suitably and their spelling in both languages is developing appropriately. The whole school's recent focus on developing pupils' literacy skills is beginning to have a positive effect on the standards that pupils achieve. However, overuse of worksheets hinders the ability of a majority of pupils to write at length and achieve as well as they could.

A majority of pupils make good progress in developing specific numeracy skills. In the Foundation Phase, most identify, order and use number appropriately in their activities across the areas of learning; for example, they calculate how much food different animals need and how much it costs. Many older pupils collect data about their favourite superheroes confidently and display it in the form of a bar graph. In key stage 2, many pupils have a sound understanding of place value. They present mathematics work at an appropriate level in line with their age and ability. By the end of the key stage, they write and handle numbers with up to six digits confidently and use a number of mental strategies confidently when multiplying and dividing whole numbers and decimals. However, pupils do not use their number skills often enough to reason or when collecting, recording and analysing data. Their use of their numeracy skills across other areas of the curriculum is limited.

Pupils make suitable use of their information and communication technology (ICT) skills to support their work across the curriculum. By the end of the Foundation Phase, most use word processing or paint programs appropriately to present information. A majority are beginning to control a toy confidently in order to follow a specific path. In key stage 2, most pupils' ICT skills are developing purposefully. They present their work creatively and create simple programs and add sound confidently. Many are able to use software on electronic tablet to support their learning successfully. However, there are few examples of pupils creating moving pictures by using images. Across the school, many have a sound understanding of how to stay safe on the internet.

The performance of pupils who are eligible for free school meals has varied over the last four years, but it now compares more favourably with that of other pupils. Overall, there is no significant difference between the performance of boys and girls. Pupils with additional learning needs make sound progress towards achieving the targets that are set for them, and pupils at the learning support centre make good progress.

In the Foundation Phase, over the last four years, in comparison with similar schools, the school's performance at the expected and higher outcomes in literacy and mathematical development has placed it below the median consistently.

At the end of key stage 2, in comparison with similar schools, the school's performance at the expected level over the last four years has varied, moving the school between the top 25% and the bottom 25% in Welsh. Performance in mathematics, English and science has placed the school in the bottom 25% consistently. Over the same period, the school's performance at the higher level is Welsh has placed it between the top 25% and the lower 50%. Overall, performance in English, mathematics and science has been below average consistently.

Wellbeing: Good

Nearly all pupils feel safe at school and know whom to approach if they are concerned. Nearly all pupils understand the importance of eating and drinking healthily and keeping fit.

In general, pupils enjoy their lessons and show increasing confidence in setting and monitoring their own targets. They are beginning to contribute towards what they would like to learn successfully. However, they are not always clear enough about how to improve their work. Most pupils work together effectively in lessons and, on the whole, most pupils are well-behaved.

A number of pupils have responsibilities and they represent the pupil voice effectively. For example, members of the school council gather the views and comments of their fellow pupils and they are proud of their efforts to improve their experiences during playtimes. Groups of other learners, such as digital leaders, are beginning to support the ICT skills of a majority of pupils and how to keep themselves safe on the internet. Another group develops entrepreneurial skills successfully by creating a simple recipe book, 'Bwydydd Iach Blasus' (Tasty Healthy Foods), to encourage them to use the Welsh language in the community.

Most pupils show a positive commitment to their local community. A good example of this is the part that the school plays in an annual service at the local church and an Easter parade.

In comparison with similar schools, pupils' attendance rates have varied, moving the school between the top 25% and bottom 25% over the last four years. The rate has improved recently and now places the school above the median. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The school provides interesting and stimulating experiences for its pupils. However, it does not always meet the requirements of the National Curriculum or the principles of the Foundation Phase in full. Long-term plans do not always identify clearly enough how learning experiences in English and science build on pupils' existing knowledge and understanding across the school. There are effective opportunities for younger pupils in the Foundation Phase to develop as independent learners, and there is a purposeful emphasis on learning through practical experiences outdoors. However, the balance between adult-led tasks and those that ensure a specific focus on challenging pupils are less effective for the older pupils in the phase.

Staff include elements of the Literacy and Numeracy Framework appropriately in their schemes of work. However, the effect of this on the opportunities that pupils are given to develop their literacy and numeracy skills in full across a range of subjects is inconsistent. Teachers deliver a suitable range of learning experiences for all pupils, and social and life skills are central to provision.

Purposeful trips and extra-curricular activities enrich pupils' experiences effectively and extend their physical skills successfully.

The school provides an effective range of opportunities for pupils to develop an awareness of their Welshness through curricular and extra-curricular activities, such as visits to the local area, or to the Urdd's camps in Llangrannog and Cardiff. The Cymraeg Cŵl group is beginning to influence the Welsh ethos successfully.

The school promotes issues relating to global citizenship appropriately and ensures that pupils are knowledgeable about the features of fair trade and its effect. Its campaign to raise money for a number of charities strengthens pupils' awareness of poverty and those who are less fortunate than themselves. The eco committee is a useful forum for raising pupils' awareness of the importance of saving water and energy, and composting fruit. The fashion show that used recycled clothing has succeeded in raising pupils' awareness of ways in which they can be more sustainable.

Teaching: Adequate

There is a good working relationship between pupils and staff in all classes. In a majority of classes, teaching is robustly good and teachers' enthusiasm contributes successfully towards engaging pupils' interest and enthusiasm. In these classes, they have high expectations and lessons have definite learning aims. Teachers plan a range of activities with an appropriate level of challenge to meet pupils' learning needs, and they plan to develop their independent learning skills and thinking skills skilfully. However, the quality of teaching is inconsistent across the school.

In a minority of classes, in which teaching is not as successful, teachers do not have high enough expectations of what pupils can achieve. They do not adapt tasks effectively enough to challenge all pupils at an appropriate level, particularly those who are more able. A very few teachers do not model language well enough to enable them to develop pupils' spoken Welsh effectively enough. Tasks do not always engage all pupils' interest. As a result, a few pupils do not make enough progress in their learning.

The school has effective procedures for tracking pupils' progress. This enables pupils to set targets for improvement and plan for them. Teachers are beginning to assess pupils' work regularly. However, there are inconsistencies in higher level assessments at the end of the year. Opportunities for pupils to assess their own learning and the work of their peers are beginning to have a positive effect on improving the standard of their work. A majority discuss their targets simply, in addition to what they need to do to improve their work. Teachers give pupils feedback on their work regularly and, in the best practice, comments help them to improve their work effectively.

Reports for parents are purposeful and meet statutory requirements.

Care, support and guidance: Good

The school is a caring and supportive community for its pupils. Staff make appropriate arrangements to promote eating and drinking healthily and enable pupils to keep fit. The school has adopted robust arrangements to increase attendance, which have led to recent improvement.

The school promotes pupils' spiritual, moral, cultural and social development appropriately through purposeful themes. Visitors are invited to lead worship and there are opportunities for pupils to reflect on values, morality tales and stories from the Bible, which support pupils' spiritual and moral development successfully.

The school has useful links with external agencies and specialist services that offer professional knowledge and support regularly to those who need it. A good example of this is the effective co-operation between the educational psychologist and the school to provide support to parents on their children's behaviour.

The school has effective arrangements for identifying and tracking the progress of pupils with additional learning needs. Staff identify pupils' needs at an early stage and implement robust intervention strategies. These enable pupils to make good progress over a period of time. Individual education plans include clear targets that address pupils' needs effectively. Staff include parents fully when reviewing their child's education plan. Support for pupils in the learning support centre is successful.

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

Learning environment: Good

The school has a homely and inclusive ethos. Staff promote a caring and happy atmosphere, celebrate diversity and value the contributions of all learners. The school's main aim is to provide the best possible experiences for pupils to prepare them appropriately for the next stage of their lives. All pupils have equal access to all of the school's provision. There are policies, plans and procedures in place that promote equality and social diversity successfully. There is a very supportive and caring relationship between the older and younger pupils during playtimes, which encourages respect and care.

Staff make appropriate use of the space that is available, and displays in the classrooms are suitable and reflect the school's wider activities purposefully. There is a varied supply of good quality resources that meet pupils' needs appropriately.

The school is maintained purposefully and the building is suitable for the number of pupils. However, limited use is made of the outdoor environment to promote pupils' learning across the school, and the outdoor area has not been developed appropriately for the learning needs of the older pupils in the Foundation Phase.

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

Leadership: Adequate

Since being appointed, the acting headteacher, with the valuable support and contribution of the acting deputy and staff, has set a purposeful strategic direction for developing the school. Her vision is clear and focuses on wellbeing and raising pupils' standards. The headteacher has high expectations for the future of the school and an increasing understanding of its strengths and areas for improvement. In a short period of time, she has introduced new initiatives that have begun to have a positive effect on raising standards and improving provision, for example by establishing data analysis sessions for subject leaders and introducing a new writing scheme.

The headteacher has ensured that staff have a clear understanding of their responsibilities. They are beginning to focus on whole-school issues purposefully, and contribute to strategic decisions. This has led to creating an ethos of close co-operation among the staff. However, it is too early to see the full effect of this structure on the standards of pupils' work and the school's arrangements.

The school has appropriate performance management arrangements for teachers. However, these arrangements have not yet been used effectively enough to measure their effect on raising standards. Recent staff meetings have focused directly on raising standards and making progress against the targets in the improvement plan, for example pupils' contribution to improving their own work.

On the whole, the school is making satisfactory progress in introducing initiatives that meet local and national priorities, such as the Literacy and Numeracy Framework. The school has specific and effective arrangements to improve the wellbeing and achievement of more vulnerable pupils. However, it has not made enough progress towards responding fully to all requirements of the Foundation Phase.

Members of the governing body are very supportive of the school. They have an appropriate understanding of performance data, in addition to an increasing knowledge of the standards of pupils' work. Recently, they have begun to visit the school to observe lessons and scrutinise work. However, this practice has not yet had enough time to become embedded or to have a full effect on developing their role as critical friends.

Improving quality: Adequate

The headteacher is beginning to develop purposeful processes to evaluate the school. The most recent self-evaluation report focuses effectively on standards and identifies clearly a number of strengths and areas for improvement. Data is analysed thoroughly and pupils' performance is considered in comparison with other schools, the local authority and nationally. By planning activities to address a few areas that have been identified as needing improvement, leaders are beginning to have a positive effect on raising standards. For example, they have improved the quality of pupils' writing and developed consistency in teachers' marking comments. Leaders are beginning to provide appropriate opportunities for staff and pupils to contribute their views to the self-evaluation process. However, there are few opportunities for governors and parents to express their views.

The current improvement plan links well with the findings of the self-evaluation report in relation to standards. The plan includes a number of targets with a clear focus on improving specific areas, such as raising boys' standards and opportunities for pupils to improve their own work. Appropriate criteria, the name of the responsible members of staff, costs and specific timescales for action are identified for each target.

Although there are appropriate procedures in place to identify strengths and areas for improvement, in addition to suitable improvement plans, it is too early to measure the effect of these on pupils' standards and wellbeing.

Partnership working: Good

The school has established a range of robust partnerships that contribute effectively to improving pupils' standards and wellbeing. The school's parent teacher association is very active and raises money regularly. Money is used effectively to purchase resources to enrich the experiences that are provided to pupils; for example to purchase information technology hardware and to ensure opportunities for all pupils to go on educational visits. The school conducts useful sessions to inform parents about curricular issues, such as different methods of learning mathematics. These enable parents to support their children at home.

The school has begun to establish a very successful partnership with the nearby playgroup to ensure continuity and progression in pupils' early education. This ensures that pupils settle quickly on entry to the school.

The school has effective transition plans with the secondary school, which prepare Year 6 pupils successfully for the next stage of their education. The school works effectively with primary and secondary schools in the catchment area to standardise and moderate teachers' assessments jointly in order to ensure the validity of assessments at the end of both key stages. This is beginning to improve teachers' understanding of levelling pupils' work.

The school plays an appropriate part in the local community, and the robust links provide beneficial experiences for pupils. The police's community liaison officer leads sessions on e-safety, cyber bullying and the dangers of alcohol and drug abuse, which raise pupils' awareness of issues relating to wellbeing. Opportunities for pupils to play in football and rugby teams at the local centres extend their fitness experiences successfully.

Resource management: Adequate

The school has a team of teaching and support staff with suitable qualifications to deliver the curriculum appropriately. Leaders deploy staff efficiently and they ensure that they make purposeful use of staff expertise. All teachers are given appropriate periods for planning, preparation and assessment. Leaders manage the building, the sites and resources effectively.

Leaders identify valuable opportunities for teachers to develop their professional skills to improve their practice and meet the school's improvement aims. For

example, the staff's recent training on enabling pupils to use ICT skills across several aspects of their work is beginning to have a positive effect in some areas. Staff contribute appropriately to professional learning networks with other schools to observe good practice. Recently, these opportunities have led to improving pupils' numeracy skills in the Foundation Phase.

Leaders and governors keep firm control of the school's financial resources and predict future expenditure needs well. Where relevant, they make appropriate use of the Pupil Deprivation Grant. As a result, most pupils who are targeted make good progress, for example by improving their writing skills.

Considering outcomes and use of funding, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6712208 - YGG Trebannws

Number of pupils on roll   118
Pupils eligible for free school meals (FSM) - 3 year average   14.3
FSM band   2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	18	9	15	13
Achieving the Foundation Phase indicator (FPI) (%)	77.8	77.8	73.3	61.5
Benchmark quartile	3	4	4	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	2	*	3	3
Achieving outcome 5+ (%)	0.0	*	0.0	0.0
Benchmark quartile	4	*	4	4
Achieving outcome 6+ (%)	0.0	*	0.0	0.0
Benchmark quartile	4	*	4	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	16	9	12	10
Achieving outcome 5+ (%)	100.0	77.8	91.7	90.0
Benchmark quartile	1	4	3	3
Achieving outcome 6+ (%)	12.5	11.1	25.0	20.0
Benchmark quartile	4	4	3	4
Mathematical development (MDT)				
Number of pupils in cohort	18	9	15	13
Achieving outcome 5+ (%)	77.8	77.8	73.3	69.2
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	0.0	11.1	6.7	7.7
Benchmark quartile	4	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	18	9	15	13
Achieving outcome 5+ (%)	88.9	88.9	73.3	69.2
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	0.0	33.3	46.7	53.8
Benchmark quartile	4	4	3	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.

6712208 - YGG Trebannws

Number of pupils on roll	118
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	13	17	8	23
Achieving the core subject indicator (CSI) (%)	46.2	58.8	62.5	65.2
Benchmark quartile	4	4	4	4
English				
Number of pupils in cohort	13	17	8	23
Achieving level 4+ (%)	46.2	58.8	75.0	65.2
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	23.1	29.4	37.5	17.4
Benchmark quartile	4	3	3	4
Welsh first language				
Number of pupils in cohort	7	12	8	15
Achieving level 4+ (%)	71.4	83.3	62.5	100.0
Benchmark quartile	4	3	4	1
Achieving level 5+ (%)	42.9	25.0	37.5	20.0
Benchmark quartile	1	3	2	3
Mathematics				
Number of pupils in cohort	13	17	8	23
Achieving level 4+ (%)	46.2	58.8	75.0	65.2
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	15.4	23.5	50.0	30.4
Benchmark quartile	4	4	1	4
Science				
Number of pupils in cohort	13	17	8	23
Achieving level 4+ (%)	46.2	58.8	75.0	65.2
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	23.1	17.6	37.5	26.1
Benchmark quartile	4	4	3	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.	43		42 98%	1 2%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	43		40 93%	3 7%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	43		42 98%	1 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	43		43 100%	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.	43		43 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	43		41 95%	2 5%		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.	43		42 98%	1 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.	43		43 100%	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.	43		41 95%	2 5%		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
I have enough books, equipment, and computers to do my work.	43		38 88%	5 12%		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.	43		26 60%	17 40%		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	43		36 84%	7 16%		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.	23	12 52%	9 39%	1 4%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	23	15 65%	7 30%	1 4%	0 0%	0	Mae fy mhlentyn 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.	23	19 83%	4 17%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	23	13 57%	7 30%	2 9%	1 4%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	23	13 57%	9 39%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	23	12 52%	8 35%	3 13%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	23	13 57%	8 35%	2 9%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	23	12 52%	4 17%	6 26%	1 4%	0	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	23	13 57%	8 35%	0 0%	1 4%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	13 57%	7 30%	2 9%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	23	15 65%	7 30%	1 4%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	23	12 52%	7 30%	3 13%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	23	11 48%	7 30%	5 22%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	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.	23	15 65%	5 22%	3 13%	0 0%	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.	23	13 57%	8 35%	0 0%	0 0%	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.	23	12 52%	7 30%	3 13%	0 0%	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.	22	10 45%	3 14%	3 14%	0 0%	6	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.	23	9 39%	6 26%	8 35%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	23	11 48%	8 35%	3 13%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
David Kenneth Davies	Team Inspector
Michaela Leyshon	Lay Inspector
Peter John Leggett	Peer Inspector
Rhian Evans	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.