



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 Tyle'r Ynn
Llansawel Crescent
Briton Ferry
Neath
SA11 2UN**

Date of inspection: May 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.

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Context

The school is situated in the village of Briton Ferry and is maintained by Neath Port Talbot local authority. There are 246 pupils between three and eleven years old on roll, including 50 nursery-age pupils. Pupils are divided into nine classes, including one mixed-age class. Welsh is the main medium of the school's life and work.

A few pupils come from Welsh-speaking homes. Approximately 20% are eligible for free school meals, which is close to the national average (19%). The school has identified 20% of pupils as having additional learning needs, including a very few who have a statement of special educational needs. This is below the national percentage (25%). Very few pupils come from ethnic minority or mixed backgrounds. Very few pupils are in care of the local authority.

The headteacher has been in post since January 2007 and the school was last inspected in November 2010.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Tyle'r Ynn in 2016-2017 is £3,133. The maximum per pupil in primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. YGG Tyle'r Ynn is in 48th 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 because:

- Most pupils listen well and develop oral skills successfully
- Most pupils' reading skills develop effectively
- Many pupils develop their writing skills appropriately in a suitable range of different forms in the Foundation Phase
- Many pupils' information and communication technology (ICT) skills are developing gradually
- Many pupils use a suitable range of strategies to solve numeracy problems appropriately
- Nearly all pupils' standards of wellbeing are consistently good
- Nearly all pupils are very well-behaved in lessons and around the school
- There is an effective working relationship between staff and pupils

However:

- A minority of pupils in key stage 2 do not have a firm enough grasp of spelling patterns in Welsh and English
- In general, the performance of pupils who are eligible for free school meals has been lower than that of their peers over the last four years
- The structure of planning to develop pupils' literacy, numeracy and ICT skills across the school is inconsistent
- Teachers do not always take advantage of suitable opportunities to develop pupils' skills to become independent learners, nor to ensure a sufficient challenge for the most able pupils
- Teachers' marking comments are not always effective enough for pupils to know what they are doing well and how to improve their work

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a clear vision that is based on care, support, wellbeing and the satisfaction of pupils and staff
- The close co-operation between all staff contributes successfully to realising the school's vision
- Governors support the headteacher and staff fairly effectively and, on the whole, identify the school's needs
- Leaders gather the views of staff, governors, parents and pupils regularly
- The school improvement plan is a useful document and includes suitable

quantitative targets, in addition to costs and appropriate actions

- There is a valuable partnership between the school and parents
- The headteacher, governors and the local authority's finance officer manage the school budget well
- There is a good partnership between the school and local universities and colleges, which contributes effectively to building capacity within the school

However:

- Leaders' strategic role does not ensure that there is an appropriate balance between the elements of care, support and wellbeing on the one hand, and curricular provision on the other
- The self-evaluation timetable does not identify opportunities to evaluate a number of key elements of the school's work in enough detail
- Leaders do not have a rigorous enough knowledge of the effectiveness of provision or its effect on pupils in specific areas
- On the whole, the self-evaluation report is descriptive and does not focus enough on the effect of provision on outcomes
- Staff's performance management objectives are not always incisive enough to help leaders to evaluate them

Recommendations

- R1 Raise standards of writing in both languages in key stage 2
- R2 Provide coherent opportunities for pupils to practice and apply their numeracy and literacy skills at the appropriate level
- R3 Ensure consistency in teaching and assessment across the school in order to foster independent learning skills and challenge the most able pupils effectively
- R4 Plan strategically in order to ensure a balance between provision for wellbeing and the curriculum
- R5 Refine self-evaluation and planning for improvement procedures in order to ensure that they are more evaluative and effective

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to the school, the basic skills of approximately half the pupils corresponds to what is expected for their age. However, many make appropriate progress in their learning during their time at the school. Most pupils listen well and contribute appropriately to class discussions. Many pupils' thinking skills develop suitably during their time at the school.

Across the school, most pupils develop oral skills confidently when communicating with their peers and adults. Soon after starting in the Foundation Phase, they develop a range of vocabulary and respond appropriately to instructions and familiar questions. By Year 2, most hold a conversation and express their ideas clearly when undertaking different activities. In key stage 2, most pupils speak clearly and respond appropriately in discussions about what they are doing sensibly. They use a range of vocabulary successfully in a variety of situations.

Most pupils' reading skills are developing effectively in the Foundation Phase. The youngest pupils recognise letter sounds robustly and begin to build words with increasing confidence. By the end of the Foundation Phase, most use a variety of suitable strategies to read relatively fluently and correctly, and show enjoyment and pleasure when reading. Many give good attention to punctuation and vary their tone of voice and pace skilfully. In key stage 2, many pupils develop reading skills in Welsh and English successfully and show an appropriate understanding of the text.

Across the Foundation Phase, many pupils develop their writing skills appropriately in a suitable range of different forms. By the end of Year 2, they write a sequence of sentences correctly and use punctuation and spelling that is suitable for their age and ability. The most able pupils show a sound awareness of writing for different purposes and begin to vary the beginning of sentences and use mutations appropriately, for example when writing the story of the 'Three Little Pigs'. In key stage 2, a majority of pupils write appropriately for different purposes and audiences. By the end of Year 6, a majority use punctuation and paragraphs to structure and organise written pieces. However, a minority do not have a firm enough grasp of spelling patterns in Welsh and English, nor do they use a rich range of vocabulary consistently in their work. In addition, a minority of pupils do not write extensively enough.

In the Foundation Phase, most pupils use and apply their numeracy skills appropriately in a variety of situations. By the end of Year 2, they solve simple number problems suitably, use money in everyday situations and use units of measurement correctly. They recognise different shapes and collect and record data in the form of a bar graph successfully, for example to convey how many people live in their home. By the end of key stage 2, a majority of pupils use a suitable range of strategies to solve problems appropriately. They analyse data, solve fraction and percentage problems and measure perimeter and area appropriately. On the whole,

pupils apply their numeracy skills fairly confidently. As a good example of this, the youngest pupils in key stage 2 solving a numeracy problem in an interesting context based on their visit to a local park. This has enabled them to apply their understanding of number work confidently in a situation that is real to them. However, there are limited opportunities for pupils to use their numeracy skills regularly in other areas of the curriculum in all classes across the school.

Many pupils' ICT skills are developing gradually. Most have a sound understanding of how to stay safe on the internet. In the Foundation Phase, many pupils use a range of suitable software and equipment appropriately in different areas of learning, for example when writing stories and making pictures, creating graphs and controlling a programmable toy. In key stage 2, pupils use suitable programs to convey information, for example to create a presentation on the effects of smoking on the lungs and a short film in science. They create graphs and organise data appropriately by using spreadsheets and databases. However, many pupils' skills have not developed effectively enough to enable them to use this software to support their work across the curriculum.

In general, the school's performance at the end of the Foundation Phase at the expected outcomes in literacy and mathematical development has placed it in the lower 50% and the bottom 25% in comparison with similar schools over the last four years. In key stage 2, performance at the expected levels in Welsh, English, mathematics and science has generally placed the school in the lower 50% in comparison with similar schools over the same period.

At the higher outcome, performance in literacy and mathematical development in the Foundation Phase, and in the core subjects in key stage 2, has varied, moving the school between the top 25% and the bottom 25% in comparison with similar schools. However, pupils' performance at the higher outcome and the higher level has decreased gradually over the last three years.

Pupils with additional learning needs make good progress towards reaching their targets. In general, the performance of pupils who are eligible for free school meals has been lower than that of their peers over the last four years. In the Foundation Phase, girls' performance has been consistently higher than that of boys at the expected and higher outcomes in language and communication over the last four years. In key stage 2, girls have achieved higher than boys, in general, at the expected and higher levels in Welsh over the same period.

Wellbeing: Good

On the whole, nearly all pupils' standards of wellbeing are consistently good within the school's caring and familial community. They feel safe and know whom to approach if they have any concerns. Most pupils appreciate that adults listen to their views and take them seriously. This is a strong element of the school's inclusive nature.

Nearly all pupils have a good awareness of health issues and a healthy lifestyle through activities such as brushing teeth, keeping fit, drinking plenty of water and running a fruit shop each day. Most enjoy physical activities in formal lessons and by

attending an effective variety of activities and competitions that are arranged by the school. A good example of this is the 'Health and Fitness Week' that is held each year, in which pupils take part in activities that promote their health, fitness and wellbeing.

Most pupils treat each other and adults with respect. Most pupils' standard of behaviour in lessons and around the school is very good. They concentrate well for extended periods of time while working on tasks, and are proud of the work that they have completed.

Attendance levels are good and have placed the school in the upper 50% consistently in comparison with similar schools over three of the last four years. Nearly all pupils arrive at school punctually.

Enthusiastic members of the school council operate fairly effectively in order to develop ideas and contribute to the school's decisions, for example when considering what playground equipment to buy in order to promote pupils' wellbeing and fitness. Pupils raise money for charities within their community and internationally. They entertain the elderly in residential homes regularly and visit a local hospital to entertain patients, which contributes well to ensuring that pupils become well-rounded and responsible members of their community. Most pupils have a good awareness of the situations of those who are less fortunate than themselves and in need; for example, they are very aware of the life of pupils in Uganda through the beneficial link between the school and a charity in that country.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a range of beneficial experiences that engage most pupils' interest successfully. They meet the requirements of the National Curriculum, religious education and a majority of the principles of the Foundation Phase. On the whole, teachers ensure that learning experiences build appropriately on previous learning and that they are relevant to pupils' lives.

The school responds appropriately to the requirements of the Literacy and Numeracy Framework in its plans. However, the structure of planning to develop pupils' literacy and numeracy skills is inconsistent across the school. As a result, the school does not always provide coherent opportunities for pupils to practice and apply their skills at the appropriate level in other areas of the curriculum. Provision to develop pupils' ICT skills is developing appropriately. However, these plans are not yet established firmly enough for pupils to build on their skills in a structured way across the school.

The school reinforces pupils' learning experiences beneficially by arranging educational visits and residential experiences. Provision to develop the Welsh language and the Welsh dimension is promoted successfully. A good variety of opportunities are provided to develop pupils' knowledge and understanding of Welsh celebrations, history and culture, in addition to the local area. The school promotes Welshness effectively through a range of beneficial activities from its Welsh language charter, for example by presenting the programmes on the school radio station and by holding a vote on their favourite Welsh bands.

Education for sustainable development and global citizenship is developing appropriately across the curriculum. Pupils' awareness is promoted further by studying European countries during the rugby Six Nations championship and through regular links with a charity in Uganda. The school makes good use of parents and foreign visitors to share experiences of different cultures with pupils; for example, a lady from Patagonia has talked to pupils about her area and the importance of the Welsh language to the residents. The school council's activities contribute to pupils' understanding of sustainability suitably.

Teaching: Adequate

There is an effective working relationship between staff and pupils. Assistants support learning effectively in a majority of classes. Staff manage behaviour successfully and many use polished language robustly. Nearly all teachers provide interesting tasks that stimulate most pupils' interest successfully. They use appropriate teaching methods across the school, which meet the needs of most pupils suitably. However, teachers do not always challenge more able pupils effectively enough, nor do they take advantage of suitable opportunities to develop pupils' skills in lessons and encourage them to develop as independent learners.

Teachers use a limited range of assessment for learning strategies across the school, which are beginning to have a positive effect on pupils' ability to improve their work. They offer useful oral feedback to pupils in many lessons and question purposefully to reinforce learning and to develop pupils' thinking skills appropriately. Pupils are beginning to use the marking code appropriately to correct their work, although this practice is not yet robust across the school. Although teachers provide pupils with written comments on how to improve their work, they are not always linked to success criteria, nor are they always specific enough to ensure improvement. Pupils are beginning to assess their own work and that of their peers, but it is too early to measure the effect of this on outcomes.

The school has robust arrangements for assessing, monitoring and recording pupils' progress. Teachers use pupils' progress-tracking data appropriately to identify and provide for specific groups of pupils.

Annual reports to parents provide them with appropriate information about their children's progress and achievement.

Care, support and guidance: Good

The school is a caring community in which pupils feel safe. There are robust arrangements for promoting eating and drinking healthily and to teach pupils about how to stay safe. Particular attention is given to pupils' personal, emotional and educational needs, which has a positive effect on their wellbeing.

The school ensures beneficial experiences in order to develop pupils' spiritual, moral and cultural development appropriately, for example through collective worship sessions. By welcoming visitors from foreign countries to the school, staff reinforce pupils' understanding of other cultures and beliefs successfully.

The school works effectively with a number of specialist agencies, such as the police, the educational psychology service and social services, as necessary. This has a positive effect on pupils' wellbeing and their awareness of specific issues, such as internet safety.

The school has effective arrangements to address the requirements of pupils with additional learning needs. Individual education plans identify clear targets and outline specific activities to ensure progress. Pupils discuss their personal targets with teachers, and parents have suitable input into reviewing progress. The school provides suitable support for these pupils, and places a clear and specific focus on improving their literacy skills in particular.

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

Learning environment: Adequate

Ysgol Tyle'r Ynn is a happy, inclusive and caring community in which all pupils are respected and supported. The school provides equal opportunities for pupils in all areas of learning and activities. There is an emphasis on treating everyone with respect and courtesy and contributing beneficially to the school and the wider community.

In general, the school has an appropriate supply of appropriate resources to support learning, and work to develop the outdoor learning areas continues. However, this has not yet been developed in full and, as a result, provision is not consistent across all classes in the Foundation Phase. Although parts of the footpaths and the school playground are in poor condition, the school has secured funding to begin work on this very soon.

The classrooms and corridors celebrate pupils' work and successes appropriately. The building is well maintained and the school grounds are safe for pupils.

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

The headteacher has a clear vision that is based on the care, support, wellbeing and satisfaction of pupils and staff. Governors, staff and parents share this vision and recognise the importance of maintaining a school in which pupils feel safe and that they are happy to attend. Close co-operation between all staff contributes successfully to realising that vision. However, the strategic role of leaders does not ensure that there is an appropriate balance between elements of care, support and wellbeing on the one hand, and curricular provision on the other.

The headteacher encourages staff to foster and develop their informal leadership skills successfully. Once they have identified the need, a number of them lead or contribute significantly to planning and delivering strategies that enrich curricular provision and raise pupils' standards in specific areas. Good examples in which staff lead activities include developing the principles of the Foundation Phase, delivering the school's Welsh Language Charter and enriching pupils' literacy and numeracy skills.

Staff meetings are held regularly, which focus appropriately on developing provision and discussing any progress in the priorities that are identified in the school improvement plan. The staff's current job descriptions reflect their roles and responsibilities clearly, and the procedure for managing staff performance is fairly effective.

The school responds appropriately to a number of national and local priorities, for example by planning activities to develop pupils' literacy and numeracy skills and to promote the Welsh Language Charter. However, a number of strategies to promote these have only been implemented fairly recently, and it is too early to evaluate their full effect on pupils' outcomes.

The role of governors as critical friends is developing gradually. They support the headteacher and staff fairly effectively and, on the whole, they identify the school's needs. They have a good understanding of its strengths, particularly in terms of wellbeing and care, and they know about a number of areas for improvement. The chair and vice chair visit the school regularly and an open day is organised annually for the remaining governors, which gives them an opportunity to visit classes and speak with pupils and staff. This enables them to hold leaders to account appropriately.

Improving quality: Adequate

Leaders gather the views of staff, governors, parents and pupils regularly, and often respond appropriately to any sensible suggestions. Examples of how leaders have responded to suggestions from parents include adapting methods of communicating with them and, following a request from older pupils, they have expanded the supply of factual reading books.

The school's self-evaluation timetable identifies monitoring activities methodically throughout the year. However, it does not identify opportunities to evaluate a number of key aspects of the school's work in enough detail. As a result, leaders do not have rigorous enough knowledge of the effectiveness of provision, nor its effect on pupils in specific areas.

On the whole, the self-evaluation report is descriptive and is based on the headteacher's recognition of the school's activities rather than the effect of any activities or strategies that have been introduced. There is an appropriate link between many of the areas that are identified as being in need of development and the priorities in the school improvement plan.

The school improvement plan is a useful document and includes suitable quantitative targets, in addition to costs and appropriate actions. It identifies the individuals who are responsible for implementing actions and monitoring any progress. Leaders monitor progress against targets each term and report on this appropriately to governors. The improvement plan is evaluated at the end of the academic year and the outcomes of this procedure contribute suitably to the subsequent plan.

Partnership working: Good

There is a valuable partnership between the school and parents. They appreciate the regular communication between themselves and the school, in addition to the way in which they are included in their children's education in order to enable them to support them at home. A good example of this is that parents and pupils scrutinise workbooks together in order for parents to understand what they do, along with what pupils need to do further to improve the standard of their work.

The active parents' association organises a variety of activities, which include the school and the local community. They have raised money to contribute towards purchasing ICT equipment and play equipment for the playground. This has a positive effect on pupils' wellbeing and standards.

There are beneficial transition arrangements with local pre-school organisations in addition to the secondary school. Prospective parents are given suitable information about the school during the transition period. These beneficial arrangements ensure that pupils settle quickly after they have begun at the school.

The school works appropriately with other schools in the cluster in order to develop different aspects of the curriculum. A good example of this is the co-operation to adapt numeracy activities in order to raise the standards of the school's oldest pupils. Teachers also work closely with the secondary school's cluster to moderate teachers' assessments in order to ensure the validity of assessments at the end of key stages. The effective relationship between the school and external specialist agencies supports staff to provide a range of valuable programmes that support pupils successfully. A good partnership between the school and local universities and colleges contributes effectively towards building capacity within the school. The school has supported trainee teachers on a graduate teaching scheme in the past, and one is now a qualified teacher at the school and leads in specific areas.

All pupils are given opportunities that promote a sense of belonging, in addition to pride in their local area. This promotes their natural use of the Welsh language outside the classroom successfully and supports the school's Welsh language charter. Beneficial projects, such as the enterprise competition for the school's older pupils, promote the use of thinking, literacy and numeracy skills appropriately.

Resource management: Adequate

The school has an appropriate supply of teachers and learning assistants with suitable qualifications and experience to deliver the curriculum. Assistants are an asset to the school and provide valuable support for pupils in a majority of classes. Leaders make suitable use of staff expertise to ensure pupils' wellbeing. Teachers make suitable use of their planning, preparation and assessment time, and arrangements for this are managed appropriately.

Staff take advantage of opportunities that are provided for them to develop professionally, and they often work with teachers from other schools on specific elements, for example on literacy and numeracy. This is beginning to have a positive effect on pupils' standards in these areas. There is a suitable link between the

priorities in the school improvement plan, outcomes of the performance management procedure and the opportunities that are provided for staff to develop professionally. However, although they identify appropriate areas for development, staff's performance management objectives are not always incisive enough to help leaders evaluate them.

The headteacher, governors and the local authority's finance officer manage the school budget well. Through careful planning, the surplus has reduced over the last four years.

The school plans appropriately to use the Pupil Deprivation Grant. Activities focus appropriately on raising the standards of specific groups of pupils and have a positive effect on the outcomes of these individuals.

Considering pupils' standards of achievement and the quality of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6712231 - YGG Tyle'r Ynn

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	20.7
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	29	36	25	22
Achieving the Foundation Phase indicator (FPI) (%)	72.4	88.9	84.0	72.7
Benchmark quartile	4	2	3	4
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	29	36	25	22
Achieving outcome 5+ (%)	79.3	88.9	92.0	86.4
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	37.9	50.0	32.0	22.7
Benchmark quartile	2	1	3	3
Mathematical development (MDT)				
Number of pupils in cohort	29	36	25	22
Achieving outcome 5+ (%)	75.9	91.7	84.0	77.3
Benchmark quartile	4	2	4	4
Achieving outcome 6+ (%)	31.0	50.0	36.0	22.7
Benchmark quartile	2	1	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	29	36	25	22
Achieving outcome 5+ (%)	93.1	97.2	96.0	90.9
Benchmark quartile	3	2	3	4
Achieving outcome 6+ (%)	37.9	91.7	40.0	22.7
Benchmark quartile	3	1	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.

6712231 - YGG Tyle'r Ynn

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	20.7
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	21	20	23	27
Achieving the core subject indicator (CSI) (%)	90.5	90.0	87.0	92.6
Benchmark quartile	2	2	3	2
English				
Number of pupils in cohort	21	20	23	27
Achieving level 4+ (%)	95.2	90.0	91.3	92.6
Benchmark quartile	1	3	3	2
Achieving level 5+ (%)	33.3	50.0	39.1	29.6
Benchmark quartile	2	1	3	4
Welsh first language				
Number of pupils in cohort	21	20	23	27
Achieving level 4+ (%)	85.7	85.0	87.0	92.6
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	23.8	40.0	43.5	29.6
Benchmark quartile	3	2	2	3
Mathematics				
Number of pupils in cohort	21	20	23	27
Achieving level 4+ (%)	90.5	90.0	91.3	92.6
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	57.1	25.0	47.8	29.6
Benchmark quartile	1	4	1	4
Science				
Number of pupils in cohort	21	20	23	27
Achieving level 4+ (%)	90.5	90.0	95.7	92.6
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	33.3	25.0	39.1	25.9
Benchmark quartile	2	3	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.

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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.	100	100 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	88 89%	11 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	95 95%	5 5%	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	100	95 95%	5 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	100	91 91%	9 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	93 93%	7 7%	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.	99	97 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.	100	98 98%	2 2%	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.	100	81 81%	19 19%	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.	100	91 91%	9 9%	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.	100	66 66%	34 34%	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	100	71 71%	29 29%	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.	110	73 66%	37 34%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	110	88 80%	22 20%	0 0%	0 0%	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.	110	92 84%	17 15%	1 1%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	110	77 70%	30 27%	2 2%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	109	42 39%	53 49%	4 4%	0 0%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	110	71 65%	38 35%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		61%	37%	2%	0%		
Staff expect my child to work hard and do his or her best.	110	72 65%	32 29%	3 3%	0 0%	3	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.	110	51 46%	35 32%	7 6%	1 1%	16	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%	7%	2%		
Staff treat all children fairly and with respect.	110	71 65%	32 29%	3 3%	0 0%	4	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.	109	63 58%	36 33%	2 2%	1 1%	7	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	109	72 66%	36 33%	1 1%	0 0%	0	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'.	109	53 49%	28 26%	5 5%	1 1%	22	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	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 am kept well informed about my child's progress.	109	62 57%	38 35%	8 7%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	109	88 81%	18 17%	3 3%	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.	110	53 48%	30 27%	6 5%	1 1%	20	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.	110	65 59%	36 33%	2 2%	0 0%	7	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.	110	43 39%	27 25%	1 1%	1 1%	38	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.	110	62 56%	37 34%	5 5%	1 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	109	66 61%	38 35%	3 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Kevin Davies	Reporting Inspector
Mr Huw Watkins	Team Inspector
Ms Gwen Lloyd Aubrey	Lay Inspector
Mr Robert Richard Thomas	Peer Inspector
Mrs Sian Hart (Headteacher)	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.