Estyn

Rhagoriaeth i bawb ~ Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Twynyrodyn Community School
Gilfach Cynon
Twynyrodyn
Merthyr Tydfil
CF47 0LW**

Date of inspection: January 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 17/03/2015

Context

Twynyrodyn Community School is in the town of Merthyr Tydfil.
There are 327 full-time pupils between the ages of 4 and 11 on roll, taught in 12 classes. In addition, 35 pupils attend the nursery on a part-time basis. The school has a local authority resource base for pupils in key stage 2 with moderate learning difficulties.

Around 18% of pupils are eligible for free school meals. This is below the national and local averages. Nearly all pupils are of white British ethnic origin with a very few from other ethnic backgrounds. A very few pupils have English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 25% of pupils have additional learning needs, which is above the average for Wales. No pupils have statements of special educational needs. A very few pupils are looked after by the local authority. There have been six fixed-term exclusions in the past year.

The headteacher was appointed in September 2012. The school's last inspection was in 2011.

The individual school budget per pupil for Twynyrodyn Community School in 2014-2015 means that the budget is £3,387 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,192 and the minimum is £3,365. Twynyrodyn Community School is 21st out of the 23 primary schools in Merthyr Tydfil in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Recent initiatives to improve pupils' writing and number skills are having a positive impact on standards
- Work in pupils' books shows that they are making generally good progress over time
- Nearly all pupils show good independent learning skills in the Foundation Phase
- Behaviour is good and pupils are polite and courteous
- Learning experiences motivate and engage learners

However:

- Pupils' outcomes in teacher assessments at the end of the Foundation Phase and key stage 2 do not compare well with those of similar schools over time
- Attendance rates consistently place the school in the bottom 25% when compared with similar schools
- The school's procedures for identifying and supporting pupils with additional learning needs do not ensure that they all make suitable progress
- There are not enough opportunities to promote pupils' spiritual development and the school does not comply fully with statutory requirements for collective worship
- The school's arrangements for safeguarding give significant cause for concern

Prospects for improvement

The school's prospects for improvement are adequate because:

- Members of the senior leadership team have clear roles and responsibilities
- Members of the governing body's standards committee provide a good level of challenge to senior leaders in relation to pupil outcomes
- There is a clear link between the school's self-evaluation findings and the priorities in the school improvement plan
- Good links with basic skills managers in the local authority have helped to bring about improvements in literacy and numeracy in the school
- The management of teaching assistants is generally good and most make a strong contribution to supporting pupils' progress and behaviour

However:

- Changes in staffing over the last few years have had a negative impact on pupil outcomes
- Senior leaders have not undertaken performance management in line with

requirements
- Self-evaluation processes have not been rigorous enough over time
- Full governing body meetings do not focus well enough on key areas of the school's work

Recommendations

R1 Improve outcomes for pupils in end-of-key-stage assessments at both the expected and higher-than-expected levels

R2 Improve writing skills in key stage 2, particularly those of boys

R3 Raise pupils' standards in oracy in Welsh

R4 Increase pupils' attendance levels, particularly those eligible for free school meals

R5 Address the health and safety and safeguarding issues raised during the inspection

R6 Improve procedures and processes for identifying and supporting pupils with additional learning needs

R7 Comply fully with the statutory requirements for the daily act of worship

R8 Introduce rigorous systems that enable senior leaders to quality assure the work of the school effectively

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Many pupils enter the school with skills, knowledge and understanding at the expected level for their age, while a minority have literacy and numeracy skills just below the expected level.

In the Foundation Phase, most pupils listen well to each other and to adults. Many speak clearly when responding to questions and joining in with class discussions. In key stage 2, most pupils listen with interest to adults and their peers. They speak with growing confidence and an increasing vocabulary, for example when explaining their reasoning in mathematics.

Many pupils in the Foundation Phase make good progress with reading. The more able read accurately and with good understanding. Most pupils are able to use their phonic knowledge to read unfamiliar words. They can talk about what is happening in books and say what might happen next in a story. However, less able readers are unable to apply their phonic knowledge when reading unfamiliar words and do not always understand what they are reading. In key stage 2, many pupils apply a range of strategies to help them read. Most read aloud well in a way that interests the listener, for example by changing their voice to show when characters speak in a story. More able readers talk confidently about books. They show a good understanding of what they have read and can make inferences from the text. They use their research skills well, for example using the internet to find out about the causes and symptoms of illnesses such as pneumonia. However, less able readers do not always choose books appropriate to their reading ability and, as a result, they struggle to understand what they are reading.

Younger pupils in the Foundation Phase write simple words independently using their phonic knowledge well. By the end of the Foundation Phase, a majority write appropriately and make good vocabulary choices, for example when writing persuasively about cupcakes or explaining about their real-life 'superheroes'. Spelling is generally accurate and, where it is not correct, pupils use appropriate phonic alternatives. More able pupils use capital letters and full stops appropriately and are beginning to use a wider range of punctuation. In key stage 2, pupils write at length less often and boys tend not to write as well as girls. More able pupils produce writing that interests the reader, for example when planning presentations on bacteria and viruses. They use paragraphs and punctuation appropriately to structure their writing. Pupils' handwriting skills are inconsistent across the key stage, although the presentation of the work of older pupils has improved recently. Throughout the key stage, pupils do not write at length often enough. As a result, more able pupils do not achieve as well as they could in their written work.

Many pupils develop their number skills well in the Foundation Phase. They can apply these effectively in their work, for example when measuring in centimetres or telling the time. In key stage 2, more able pupils are developing good skills in

handling numbers and calculate equivalent fractions and percentages quickly and accurately. Older pupils apply their skills well across the curriculum, for example when interpreting data relating to the plague in history lessons.

Pupils' books throughout the school show that their skills in writing and number work have improved recently.

Nearly all pupils receiving additional support for numeracy in key stage 2 make good progress and most reach the expected level in teacher assessments at the end of the key stage.

Pupils make satisfactory progress in developing Welsh language skills as they move through the school. By the end of key stage 2, most pupils can talk about familiar topics using the present tense. However, most pupils do not use these skills independently enough. More able pupils show a good understanding of what they have read, but do not always pronounce words and phrases accurately.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and mathematical development in 2014 places the school in the lower 50% when compared with similar schools. Performance of pupils at the higher-than-expected outcome 6 in 2014 places it in the bottom 25% of similar schools in both literacy and mathematical development.

In key stage 2, pupils' performance at the expected level 4 in 2014 places the school in the higher 50% for English when compared with similar schools, but in the lower 50% for mathematics and science. At the higher-than-expected level 5, pupils' performance in 2014 places the school in the lower 50% for English, mathematics and science when compared with similar schools.

In the Foundation Phase in 2014, girls performed less well than boys in literacy and numeracy skills at the expected outcomes. However, girls performed better than boys at the higher than expected outcome. In key stage 2, girls outperformed boys at the expected and higher-than-expected levels in English, mathematics and science. Boys' performance at the expected level is particularly weak in writing with only about half achieving the expected level at the end of key stage 2 in 2014.

In 2014, at Foundation Phase, all pupils eligible for free school meals achieved the expected levels in literacy and mathematical development, but they performed less well than their peers at the higher-than-expected level. There was a similar pattern at the end of key stage 2.

Pupils with additional learning needs do not always make appropriate progress in their learning.

Wellbeing: Adequate

Pupils enjoy school and standards of behaviour are good. In classrooms and around the school, nearly all pupils are courteous and kind. They show respect, care and concern for others. Most pupils are engaged, motivated and enthusiastic and many pupils take pride in their work. Many are able to solve problems and tackle activities independently.

Most pupils have a good understanding of what it means to be healthy. A majority enjoy taking part in the suitable variety of extra-curricular physical activities offered by the school and understand how this helps to achieve a healthy lifestyle. Most pupils feel happy, well cared for and supported. Nearly all pupils are confident that staff will treat any concerns seriously and act upon them quickly and fairly.

The school council works effectively and takes responsibility for specific aspects of school life. Council members take on board the views of other pupils and together they play an important part in making decisions about the school. The council has suggested improvements to the cloakrooms recently and is currently designing a new logo for their school uniform.

Attendance has not improved over the past four years and has consistently placed the school in the bottom 25% when compared with similar schools. The school has introduced a new initiative to improve pupils' attendance recently. However, this is at an early stage of development and it is too soon to see the impact of this. Most pupils arrive at school punctually although a very few are consistently late.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Teachers plan appropriate learning experiences for pupils. The school uses a range of commercially produced schemes of work. These help teachers to provide appropriate activities that build progressively on pupils' previous knowledge and understanding through interesting topics. The school does not have arrangements in place in key stage 2 to involve pupils in the planning of their own learning.

The school has started to develop plans for the implementation of the Literacy and Numeracy Framework. However, planning for the development of pupils' skills is not consistent across the school. Teachers have begun to map how they will introduce pupils to different types of text across the curriculum, but this is not yet fully developed. Provision for information and communication technology (ICT) and science skills is inconsistent across the school. However, there are good examples of plans that enable pupils to use spreadsheets well in topic work and to carry out science investigations resulting in the use of their literacy and numeracy skills.

There is evidence of broadly appropriate planning to develop pupils' Welsh language skills, although teachers do not always implement this effectively in practice. The school promotes pupils' understanding of Welsh culture and traditions well. Visits to local places of interest, for example to Llancaiach Fawr, enrich the curriculum appropriately.

The school makes good provision for developing pupils' understanding of sustainability. The school eco committee oversees this work and its members encourage everyone to act in sustainable ways through the presentation of a weekly eco award. The majority of pupils can explain how to reduce energy and minimise waste through activities such as recycling. The school provides good opportunities for pupils to develop their understanding of the wider world. Teachers plan suitable opportunities for pupils to learn about other countries, for example about life in Brazil.

Teaching: Adequate

A majority of teachers use a suitable range of teaching strategies effectively to interest and engage pupils. These teachers ask questions that challenge pupils' thinking and check their understanding well. In these most effective lessons, the pace of learning is good and pupils make good progress in their learning. However, in a few classes, teachers do not match work well to meet the needs of all pupils. Where this happens, pupils do not engage well with tasks and do not make enough progress in their learning. Nearly all teachers deploy support staff effectively in lessons and this has a positive impact on the progress pupils make.

All teachers mark pupils' work regularly. A majority include helpful comments on what pupils have done well and what they need to do to improve their work. A minority encourage pupils to use self-assessment well and, when this happens, pupils are starting to evaluate their own work effectively. However, throughout the school, the quality of marking is inconsistent and teachers' comments are not always helpful in showing pupils the next steps in their learning. Leaders have introduced appropriate procedures recently to ensure that teachers make accurate judgements of what pupils can do. As a result, assessments at the end of the Foundation Phase and key stage 2 are now reliable.

Reports to parents are informative and meet statutory requirements. However, targets set for pupils and shared with parents are generally too broad to enable parents to know how specifically to help their children to improve.

Care, support and guidance: Unsatisfactory

There are suitable opportunities for staff to promote pupils' social, moral and cultural development. For example, the school visits a local theatre centre where pupils engage in exciting activities that support drama and art within the curriculum. The school makes appropriate arrangements for promoting healthy eating and drinking. However, it provides fewer opportunities to promote pupils' spiritual development and does not comply fully with statutory requirements for collective worship.

The school has a wide range of appropriate support from outside agencies, such as the educational psychologist, hearing and visual impairment team, outreach and behaviour support.

The school's arrangements for safeguarding pupils do not meet requirements and give significant cause for concern.

Provision for pupils with additional learning needs is weak. Procedures are not sufficiently robust and there is no clear direction for staff. There are a few examples of individual education plans of good quality that target pupils' needs, but many plans have targets that are too general and do not meet the specific needs of the pupil. Many are out of date and teachers have not evaluated pupils' progress against the targets set for them. The grouping arrangements for the teaching of literacy and numeracy are generally appropriate and provide some support for pupils with additional learning needs. However, there are no clear criteria or objective systems for identifying the specific needs of pupils. In addition, the school uses a very limited

range of specific interventions to support learners who are falling behind. This means that teachers do not always meet the needs of a minority of pupils effectively, including those in the learning resource base.

Learning environment: Adequate

The school is a supportive community in which most pupils feel valued and participate fully in all areas of school life. For example, all pupils have opportunities to attend after-school clubs and to join school committees. The school plans well to raise pupils' awareness of diversity. For example, a visitor from Zanzibar helped pupils to understand the lives of people from other cultures.

The school building provides an attractive, bright and stimulating environment for pupils. Classrooms are well organised and equipped with resources that match the needs of pupils in all areas, including a suitable variety of ICT resources. Attractive displays are informative and generally present the pupils' work well. The school grounds are spacious, but they have not been maintained or developed effectively for the past few years. As a result, the grounds do not support pupils' learning or play as well as they could. The outdoor learning environment for Foundation Phase pupils is underdeveloped and does not provide appropriate opportunities for them to learn outside effectively or securely.

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

Leadership: Unsatisfactory

Significant changes in staffing over the last few years have caused disruption to the smooth running of the school and have had a negative impact on leadership and management. These have made it difficult for leaders to ensure consistency in practice across the school. Very recently, there has been a renewed focus on securing the commitment of all staff to the school's strategic direction. The acting headteacher and members of the senior leadership team now have clear roles and responsibilities that focus appropriately on improving the curriculum and raising pupil standards, particularly in literacy and numeracy.

The level of shared leadership has varied considerably over recent years. This means that senior leaders have not carried out important management processes regularly and rigorously. For instance, senior leaders have not undertaken performance management in line with requirements, and staff have not carried out self-evaluation activities regularly and robustly enough to ensure that they can judge the school's work accurately in all areas. Senior leaders have not maintained a good overview of processes and procedures. This has led to ineffective practice in a few important areas, including the safeguarding and health and safety of pupils.

The chair and vice-chair of the school's governing body have a good understanding of the school's strengths and weaknesses in relation to pupil standards. They are supportive of the school's work and, as members of the standards committee, they provide a good level of challenge to senior leaders in relation to pupil outcomes. Other governors receive information about pupils' standards, the outcomes of school self-evaluation and school improvement planning, but the meetings of the full

governing body do not focus well enough on these key areas and do not enable most governors to understand fully the school's challenges, or provide suitable opportunities for them to contribute their ideas and suggestions.

Improving quality: Adequate

School leaders have identified accurately many of the school's areas for improvement in relation to pupil standards and in aspects of the school's provision. Through analysis of performance data and lesson observations, they have identified weaknesses in pupils' writing and number work. Book scrutiny, carried out by subject leaders and shared with other staff, has identified inconsistencies in areas such as differentiation, provision for more able and talented pupils, and the quality of teachers' marking. There is a clear link between the school's self-evaluation findings and the priorities in the school improvement plan and the accelerated improvement plan, although teachers find having two plans confusing. Strategies to address highlighted areas have had some success. For example, the introduction of an interactive mathematics programme has improved pupils' skills and confidence in number significantly, and new strategies to teach elements of literacy are raising standards in pupils' phonic understanding.

Despite these notable successes, self-evaluation processes have not been rigorous enough to identify weaknesses in other areas, particularly in relation to important elements of care, support and guidance, including the provision for pupils with additional learning needs. As a result, senior leaders have failed to identify significant shortcomings in the school over several years. This means that a minority of pupils have not always received the targeted support that they need to make good progress in areas they find difficult and where they are falling behind.

Partnership working: Adequate

The school has a good partnership with parents. Teachers and parents develop a booklet about the children before they start school. This helps to ensure that school staff are aware of the needs of the children and can make appropriate provision for them. As a result, young children settle quickly into school routines and are ready to learn. The school holds informative sessions for parents of older children to help them support their children's learning. For example, basic skills sessions focus on helping parents to understand how to help their children to read.

The school also works well with other partners, such as the local authority, the local Communities First team and the police community support officer. For example, weekly sessions organised through the Communities First team help pupils to learn how food and exercise can help them to be healthy.

Teachers in the Foundation Phase have participated in learning communities with other schools in the local authority. However, these links have had limited impact on teachers' practice, for example on the use of the outdoors to support pupils' learning.

The school makes appropriate arrangements for pupils moving to secondary school, and has worked with other local schools to fund a specialist Welsh teacher. However, it is too early to see the impact of this upon pupils' standards in Welsh.

Resource management: Adequate

School leaders deploy staff effectively to make the best use of their skills and specialist knowledge. There are a few examples of effective collaboration between individuals and groups of staff that have improved teachers' planning and differentiation. Strong links between basic skills managers in the local authority have supported considerable improvement in literacy and numeracy provision in the school. However, the extent to which teachers reflect on their own practice or share good practice among themselves is limited. The management of teaching assistants is generally good and most make a strong contribution to supporting pupils' progress and behaviour.

The governing body's finance committee meets regularly and monitors spending appropriately. Members base spending decisions on school priorities identified in the school improvement plan. However, the school does not always secure best value from its expenditure. It ensures that the pupil deprivation grant supports the needs of all pupils who receive free school meals, and staff monitor the progress of this group of pupils specifically. Overall, pupils eligible for free school meals achieve as well as other pupils at the expected levels but less well at the higher-than-expected levels.

Given the adequate standards that pupils achieve overall and the weaknesses in aspects of the school's provision, the school provides only adequate value for money.

Appendix 1: Commentary on performance data

6752352 - Twynyrodyn Community School

Number of pupils on roll	350
Pupils eligible for free school meals (FSM) - 3 year average	17.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	38	39	47
Achieving the Foundation Phase indicator (FPI) (%)	92.1	84.6	85.1
Benchmark quartile	1	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	38	39	47
Achieving outcome 5+ (%)	92.1	87.2	85.1
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	42.1	25.6	21.3
Benchmark quartile	1	3	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	38	39	47
Achieving outcome 5+ (%)	92.1	87.2	89.4
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	34.2	28.2	19.1
Benchmark quartile	1	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	38	39	47
Achieving outcome 5+ (%)	94.7	100.0	97.9
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	55.3	43.6	51.1
Benchmark quartile	1	2	2

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.

6752352 - Twynyrodyn Community School

Number of pupils on roll 350
Pupils eligible for free school meals (FSM) - 3 year average 17.8
FSM band 3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	41	39	45	36
Achieving the core subject indicator (CSI) (%)	82.9	87.2	86.7	88.9
Benchmark quartile	3	3	2	2
English				
Number of pupils in cohort	41	39	45	36
Achieving level 4+ (%)	85.4	87.2	86.7	91.7
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	41.5	38.5	40.0	33.3
Benchmark quartile	2	2	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	41	39	45	36
Achieving level 4+ (%)	85.4	92.3	86.7	88.9
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	31.7	38.5	35.6	30.6
Benchmark quartile	3	2	2	3
Science				
Number of pupils in cohort	41	39	45	36
Achieving level 4+ (%)	95.1	94.9	86.7	91.7
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	46.3	43.6	40.0	33.3
Benchmark quartile	1	2	2	3

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

Primary questionnaire (overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	105		105 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	101		96 95%	5 5%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	102		100 98%	2 2%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
The school teaches me how to keep healthy	105		105 100%	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.	102		99 97%	3 3%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	104		104 100%	0 0%		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.	105		104 99%	1 1%		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.	104		103 99%	1 1%		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.	104		102 98%	2 2%		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.	104		101 97%	3 3%		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.	101		61 60%	40 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	103		73 71%	30 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 a total of all responses 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.	25	13 52%	11 44%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	19 76%	6 24%	0 0%	0 0%	0	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.	25	20 80%	4 16%	0 0%	0 0%	1	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.	25	18 72%	7 28%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	7 28%	15 60%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	25	14 56%	10 40%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	14 56%	10 40%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	25	13 52%	12 48%	0 0%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	25	12 48%	11 44%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	25	14 56%	11 44%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	14 56%	10 40%	0 0%	1 4%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	23	11 48%	8 35%	0 0%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	25	11 44%	9 36%	4 16%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	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.	25	15 60%	8 32%	2 8%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	23	11 48%	6 26%	2 9%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	25	14 56%	10 40%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	22	10 45%	6 27%	0 0%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	25	12 48%	11 44%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	25	11 44%	12 48%	0 0%	1 4%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Jane Mccarthy	Reporting Inspector
Sarah Jane Morgan	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Sharon Adele Davies	Peer Inspector
Neil Clode	Peer Inspector
Lauren Cairns	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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