



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

Report on

**Ysgol Bryn Onnen
Varteg Road
Pontypool
NP4 7RT**

Date of inspection: July 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.

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Context

Ysgol Gynradd Bryn Onnen is situated on the outskirts of the village of Varteg, near Pontypool and is maintained by Torfaen education authority. The current catchment area includes Blaenafon, Pontypool, Penygarn and Trevethin.

There are 239 pupils on roll, including 27 part-time nursery children. They are divided into 9 classes. Eleven teachers are employed at present, including the headteacher.

About 21% of pupils are eligible for free school meals. The school has identified that 24% of its pupils have additional learning needs. There are no pupils who have an additional education statement or who are in care.

The school is designated a Welsh-medium school according to the education authority's language policy. Welsh is the main language spoken at home by about 8% of pupils but, by the end of key stage 2, most of them are able to speak Welsh fluently. Very few pupils come from an ethnic minority background.

The school was established in the present building in 1995. The school was last inspected in 2010. The headteacher was appointed in September 2009. Since the last inspection, the school has operated without a deputy headteacher for four years until the appointment of the current deputy in September 2014.

The individual school budget per pupil for Ysgol Bryn Onnen in 2014-2015 is £3,259. The maximum per pupil in primary schools in Torfaen is £14,422 and the minimum is £2,940. Ysgol Brynman is in 20th position of the 29 primary schools in Torfaen 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 performance is adequate because:

- The oral skills of many pupils from non-Welsh-speaking homes develop quickly
- Most pupils' reading skills are sound
- Many pupils concentrate well in lessons and show an interest in their work
- Most pupils have a good awareness of the need to foster healthy personal practices, including fitness
- The quality of teaching is generally sound across the school and there are a few elements of very good teaching in the Foundation Phase
- The school is a caring and happy community, in which a high priority is given to pupils' wellbeing

However:

- Pupils' development in literacy and numeracy across the school is adequate
- The school does not plan appropriately in order to meet the requirements of the National Curriculum and religious education in full
- The process of tracking pupils' progress is not incisive enough in order to plan the next stage in their learning
- Marking comments do not always give enough guidance to pupils on how to improve the standard of their work
- Written reports to parents do not meet all the statutory requirements

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has a purposeful vision for improvement, based on a sound knowledge of some aspects of school life
- The headteacher and staff co-operate effectively as a team
- Governors are very supportive and have an appropriate understanding of pupils' standards and priorities for improvement
- There is an appropriate link between the outcomes of the self-evaluation process and the priorities in the school development plan
- The partnership between the school and parents is strong

However:

- The school does not use monitoring information thoroughly enough to target accurately in order to have a robust effect on pupils' standards in all areas of

learning

- The school does not plan purposefully enough to develop every subject in the National Curriculum
- It is very early in governors' role as critical friends
- The process of regular and consistent monitoring is new and has not yet had enough time to have a positive effect on standards

Recommendations

- R1 Improve the quality of pupils' written and oral skills in Welsh in key stage 2
- R2 Refine schemes of work in order to ensure that every element of the curriculum receives appropriate attention
- R3 Provide more opportunities for pupils to use their numeracy and literacy skills across the curriculum
- R4 Improve marking, assessment and progress-tracking processes in order to ensure the best outcomes for all pupils
- R5 Refine reports for parents and carers on their children's progress so that they report on all areas of learning and subjects
- R6 Respond to the issues involving safeguarding
- R7 Address the recommendation that was made in the last inspection about the poor condition of the cabins
- R8 Ensure that leaders implement the school's self-evaluation procedures effectively in order to improve standards

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

During their time at the school, most pupils make appropriate progress in their learning.

The oral skills of many pupils from non-Welsh-speaking homes develop quickly. By the end of the Foundation Phase, they discuss their work intelligently and use a wide range of mature vocabulary. Most pupils listen attentively and respond appropriately to instructions. Most pupils' reading skills are sound. They use appropriate strategies to confirm meaning and show a suitable understanding of the main points. Many pupils in the Foundation Phase make good progress in their writing skills. By the end of Year 2, they use original similes to add interest in their written work, for example 'as sad as a flower without water'. Most pupils in the Foundation Phase are able to use their writing skills to the same standard across the curriculum.

Many pupils in key stage 2 concentrate well in lessons and take an interest in their work. They communicate clearly and join enthusiastically in discussions. However, a few pupils do not discuss their ideas in Welsh confidently enough because of a lack of vocabulary. Most pupils read clearly, use appropriate expression and show an understanding of the main events in the text. Many glean relevant information from various texts and use the information appropriately to solve problems. Overall, the majority of pupils in key stage 2 write intelligently in a range of relevant written forms and show a suitable awareness of punctuation and paragraphing. However, syntax is not always correct when writing in Welsh and this has a negative effect on the flow of pieces.

Most pupils in key stage 2 develop their oral skills confidently in English. They read to a standard that at least corresponds to their age and they vary voice intonation appropriately in order to convey meaning. Most discuss and compare the merits of a variety of authors well. By the end of key stage 2, most are able to write at length successfully in a range of contexts across the school at an appropriate standard.

In the Foundation Phase, most pupils develop numeracy skills well in a variety of situations. By the end of the phase, many are able to write numbers in order up to 300, double and halve up to 30 and solve number problems efficiently. In key stage 2, many pupils' standards in mathematics lessons and books are appropriate and the majority of pupils use a suitable variety of calculation methods accurately when solving problems. However, pupils do not use and apply these numeracy skills appropriately across the curriculum.

Pupils who have additional learning needs make appropriate progress against their personal targets. The development of more able pupils in literacy and numeracy is good in the Foundation Phase. However, their development is adequate in literacy and numeracy across the curriculum in key stage 2.

Over a period of three years, at the end of the Foundation Phase, the school's performance at the expected levels has placed it consistently in the lower 50% in comparison with similar schools.

At the end of key stage 2, the school's performance at the expected level has varied, moving the school between the lower 50% and the top 25% in comparison with similar schools over a period of four years. At the higher than expected level, performance over the same period has placed it mostly in the upper 50%. However, performance in each of the core subjects has moved the school to the bottom 25% in comparison with similar schools in 2014.

There is a trend for pupils who are eligible for free school meals to perform lower, in general, than other pupils over time.

There is no obvious difference between the performance of boys and girls at the expected level or on the higher than expected level over time.

Wellbeing: Adequate

Most pupils have a good awareness of the need to foster healthy personal practices, including fitness. They enjoy learning about keeping healthy and have opportunities in lessons and after-school clubs to take physical exercise and participate in sports competitions. They are very proud of their school, feel safe and happy there and know to whom to turn for support and advice. Many pupils are enthusiastic and keen to learn. They co-operate effectively together in their lessons and activities. Most pupils get on well together and standards of behaviour are very good. They play together happily at break times and lunch times.

Over the last four years, the school's attendance, despite having improved, has varied, moving the school between the top 25% and the lower 50% in comparison with similar schools. Nearly all pupils arrive at school punctually. Members of the school council, eco council and the "Bullies Out" officers are enthusiastic and understand that they represent other pupils within the school community. Members have appropriate opportunities to express an opinion and contribute to the school's development by having their voice included in the school's self-evaluation document.

| |
|---|
| Key Question 2: How good is provision? |
|---|

| |
|-----------------|
| Adequate |
|-----------------|

Learning experiences: Adequate

The school plans suitably for meeting the requirements of the Foundation Phase and the Numeracy and Literacy Framework. Planning work in key stage 2 focuses specifically on developing pupils' mathematical and linguistic skills. Pupils have suitable experiences for developing their thinking skills and their scientific ability. However, the school does not plan appropriately in order to meet the requirements of the National Curriculum and religious education in full. As a result there are very few opportunities for pupils to develop their literacy and numeracy skills across the curriculum.

Following an analysis of the school's performance in reading, the school has targeted groups of pupils to receive intervention and additional support. This has proved effective in improving most pupils' reading skills. Appropriate attention is paid to the Welsh dimension through studying artists such as Kyffin Williams and Helen Elliott, and the school arranges a variety of activities in order to ensure that pupils understand and celebrate Welsh culture successfully.

There is effective provision that enables pupils to learn about sustainability and global citizenship, for example through studying Lesotho, Nepal and Patagonia and through a specific link with a school in Uganda. The school gives suitable priority to aspects of sustainability and the environment. There are enough varied opportunities for pupils to develop their understanding through activities such as gardening, recycling clothes and growing and selling vegetables. The school is prominent in local fair trade campaigns and contributes regularly to charities. A number of after-school activities and clubs enrich pupils' experiences and many pupils benefit from the variety that is on offer.

Teaching: Adequate

The quality of teaching is generally sound across the school and there are a few elements of very good teaching in the Foundation Phase. An effective working relationship exists between adults and pupils in almost all classes. In the majority of lessons, presentations are lively and activities gain pupils' interest successfully. In these lessons, teachers have high expectations and they question effectively in order to elicit extended responses from pupils. In a minority of lessons, in which teaching is not as good, tasks do not challenge pupils of higher ability or offer enough opportunities for pupils to develop as independent learners.

Support staff play their role effectively. They support learners conscientiously across the school, and ensure that they meet pupils' needs well.

In most classes, teachers use assessment for learning strategies suitably. On the whole, teachers mark pupils' work regularly, but comments do not always give them enough guidance on how to improve their work.

The school uses standardised tests and teachers' assessments appropriately to assess pupils' progress. However, the process of assessing and tracking pupils' progress is not incisive enough in order to plan the next stage in their learning.

Parents receive regular information about their children's achievements through termly meetings, open days and written reports. However, annual reports to parents do not report on all areas of learning and subjects. As a result, they do not meet all statutory requirements.

Care, support and guidance: Adequate

The school is a caring and happy community, in which a high priority is placed on pupils' wellbeing. The advantages of living healthily and developing pupils' physical health are promoted effectively across the curriculum and in a number of appropriate

extra-curricular activities. Provision for personal and social education is good, and the school promotes pupils' spiritual, moral and cultural development effectively.

The school makes appropriate arrangements for eating and drinking healthily. Not all of the school's arrangements for safeguarding pupils meet requirements, as some aspects are a cause for some concern.

Pupils' additional learning needs are identified at an early stage, and beneficial support and guidance are provided for these pupils. Teachers ensure that parents and pupils are included in the process of producing individual programmes and progress is reviewed regularly. The school works effectively with external agencies and specialist services such as social workers and the educational psychologist.

Learning environment: Good

A strong ethos of care exists at the school, where pupils are welcomed and appreciated on a daily basis. As a result, nearly all pupils are happy at school.

Staff make very good use of the school building and grounds. Although part of the school is old, on the whole, the school is in good condition. However, the portable cabins are not in as good a condition as the main building and governors' attention was drawn to this.

The school has a wide range of purposeful resources, which enable pupils to enjoy a wide variety of activities. The Foundation Phase areas, both indoor and outdoor, are attractive and are arranged well in order to ensure a wide range of experiences to learn through play. The school's classrooms are decorated with many purposeful and creative displays, which include pupils' work and reinforce the school's Welsh language and Welsh ethos in the school.

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

Leadership: Adequate

The headteacher has a purposeful vision for improvement, which is based on a sound knowledge of a range of aspects of school life. He shares the vision appropriately with staff, governors and parents in order to improve pupils' attainment and wellbeing.

The headteacher and staff co-operate effectively as a team. Members of the senior leadership team are developing their roles appropriately as leaders. They meet regularly and are beginning to take part in the process of monitoring lessons and scrutinising books. Suitable use is made of analysing performance data in order to identify some of the school's strengths and the areas to be developed. Leaders use the information appropriately in order to identify pupils who need intervention to improve their basic skills. However, they do not use the information thoroughly enough to target correctly in order to have a robust effect on pupils' standards in all areas of learning.

There are suitable arrangements for managing the performance of teachers and support staff. The school meets local and national priorities appropriately and places a strong emphasis on developing reading skills. However, the school does not plan purposefully enough to develop every subject in the National Curriculum or ensure regular opportunities to develop pupils' numeracy and literacy skills across the curriculum.

Governors are very supportive and they have an appropriate understanding of pupils' standards and priorities for improvement. Recently, they have begun to challenge the school and monitor its procedures for ensuring improvement. However, their role as critical friends is at an early stage.

Improving quality: Adequate

The headteacher and leaders have an appropriate picture of the school's strengths and the areas to be improved.

The self-evaluation report is based on an appropriate range of evidence, including attainment data and the outcomes of monitoring processes. The report is evaluative, and identifies strengths and appropriate aspects to be implemented in the school's development plan. An example of this is the way in which the process has identified the need to raise pupils' standards of reading and this has improved the school's performance in reading in comparison with other schools.

The school has suitable arrangements for monitoring standards of teaching and learning by observing lessons and scrutinising pupils' books. The reports that derive from the monitoring process are appropriate and identify good features and what needs to be improved. However, the process of regular and consistent monitoring is new and has not had enough time to have a positive effect on standards.

There is an appropriate link between the outcomes of the self-evaluation process and priorities in the school development plan. The plan identifies an appropriate number of priorities for improvement as well as responsibilities, costs, an implementation timetable and success indicators. The implementation of the plan is monitored regularly by the headteacher, the senior leadership team and the governing body. However, priorities are not always specific enough or the success indicators quantitative enough. This limits the school's ability to measure progress meaningfully against the indicators.

The school has not addressed fully two of the recommendations since the last inspection, namely improving the condition of the cabins and improving the quality of marking in order to give pupils guidance on how to improve their work.

Partnership working: Good

The school has a wide range of effective partnerships that have a positive effect on pupils' wellbeing and attainment.

The partnership that exists between the school and parents is one of its strengths. Because of the school's location, the majority of pupils are transported daily by bus.

The headteacher understands the school's remote nature and works diligently to invite parents to the school as often as possible to weekly prize-giving assemblies. The school also holds open days and welcomes parents to speak about their work during the world of work week and, as a result, the school community is close.

There is a strong partnership between the school and the local community. The school contributes to a number of activities in the community. For example, it takes part in a competition to create a scarecrow and run a business with the Garnsychan Partnership in which pupils have an opportunity to grow and sell vegetables in the local community. This promotes pupils' sense of the importance of community and their pride in their local area successfully.

The school co-operates closely with the local secondary school, which promotes older pupils' preparations well to transfer to the next stage in their education. The school co-operates appropriately with schools in the catchment area, by standardising and moderating pupils' work jointly. This is beginning to have an effect on the accuracy of end of key stage assessments.

An effective partnership exists between the school and external agencies, which has a positive influence on pupils' wellbeing. Among other visitors, the police and the nurse come in turn to share important information with pupils, and to help them to understand the importance of keeping safe and healthy.

There is a very effective partnership between the school and officers from the local authority education department, who have supported the school and provided it with direction over recent times. This helps leaders to develop to be more self-sufficient when addressing raising standards.

Resource management: Adequate

The school has an appropriate number of staff members, and leaders make suitable use of their expertise to provide a purposeful range of learning activities and experiences.

The school responds relevantly to statutory requirements on teachers' workload and teachers make suitable use of their non-contact time for planning, preparation and assessing pupils' work.

The school pays due attention to all staff's continuous professional development and performance management processes support this appropriately. There are effective networks of professional practice in place with other schools in the catchment area, for example on improving pupils' key skills across the school.

The governors and headteacher manage expenditure appropriately in order to ensure that there is no over-expenditure, and that the amount of reserve funds is reasonable. The school makes appropriate use of the Pupil Deprivation Grant to improve standards, and the results of the current national tests show that the majority of pupils have made considerable progress in their attainment in reading. The plan will be monitored regularly in order to ensure that it is effective.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6782318 - YSGOL BRYN ONNEN

| | |
|--|------------------|
| Number of pupils on roll | 255 |
| Pupils eligible for free school meals (FSM) - 3 year average | 22.5 |
| FSM band | 3 (16%<FSM<=24%) |

Foundation Phase

| | 2012 | 2013 | 2014 |
|--|------|------|------|
| Number of pupils in Year 2 cohort | 45 | 26 | 30 |
| Achieving the Foundation Phase indicator (FPI) (%) | 62.2 | 65.4 | 83.3 |
| Benchmark quartile | 4 | 4 | 3 |
| 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 | 45 | 26 | 30 |
| Achieving outcome 5+ (%) | 71.1 | 65.4 | 83.3 |
| Benchmark quartile | 4 | 4 | 3 |
| Achieving outcome 6+ (%) | 8.9 | 15.4 | 13.3 |
| Benchmark quartile | 4 | 3 | 4 |
| Mathematical development (MDT) | | | |
| Number of pupils in cohort | 45 | 26 | 30 |
| Achieving outcome 5+ (%) | 80.0 | 73.1 | 86.7 |
| Benchmark quartile | 4 | 4 | 3 |
| Achieving outcome 6+ (%) | 8.9 | 19.2 | 10.0 |
| Benchmark quartile | 4 | 3 | 4 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | |
| Number of pupils in cohort | 45 | 26 | 30 |
| Achieving outcome 5+ (%) | 82.2 | 88.5 | 93.3 |
| Benchmark quartile | 4 | 4 | 3 |
| Achieving outcome 6+ (%) | 11.1 | 42.3 | 20.0 |
| Benchmark quartile | 4 | 2 | 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.

6782318 - YSGOL BRYN ONNEN

| | |
|--|------------------|
| Number of pupils on roll | 255 |
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| FSM band | 3 (16%<FSM<=24%) |

Key stage 2

| | 2011 | 2012 | 2013 | 2014 |
|---|------|------|-------|------|
| Number of pupils in Year 6 cohort | 22 | 28 | 28 | 37 |
| Achieving the core subject indicator (CSI) (%) | 95.5 | 78.6 | 100.0 | 94.6 |
| Benchmark quartile | 1 | 3 | 1 | 1 |
| English | | | | |
| Number of pupils in cohort | 22 | 28 | 28 | 37 |
| Achieving level 4+ (%) | 95.5 | 82.1 | 96.4 | 91.9 |
| Benchmark quartile | 1 | 3 | 1 | 2 |
| Achieving level 5+ (%) | 0.0 | 46.4 | 35.7 | 10.8 |
| Benchmark quartile | 4 | 1 | 2 | 4 |
| Welsh first language | | | | |
| Number of pupils in cohort | 22 | 28 | 28 | 37 |
| Achieving level 4+ (%) | 95.5 | 78.6 | 100.0 | 94.6 |
| Benchmark quartile | 1 | 3 | 1 | 2 |
| Achieving level 5+ (%) | 0.0 | 25.0 | 28.6 | 8.1 |
| Benchmark quartile | 3 | 2 | 2 | 4 |
| Mathematics | | | | |
| Number of pupils in cohort | 22 | 28 | 28 | 37 |
| Achieving level 4+ (%) | 95.5 | 85.7 | 100.0 | 94.6 |
| Benchmark quartile | 1 | 3 | 1 | 2 |
| Achieving level 5+ (%) | 31.8 | 53.6 | 42.9 | 5.4 |
| Benchmark quartile | 2 | 1 | 1 | 4 |
| Science | | | | |
| Number of pupils in cohort | 22 | 28 | 28 | 37 |
| Achieving level 4+ (%) | 95.5 | 89.3 | 100.0 | 94.6 |
| Benchmark quartile | 1 | 2 | 1 | 2 |
| Achieving level 5+ (%) | 18.2 | 60.7 | 42.9 | 5.4 |
| Benchmark quartile | 3 | 1 | 1 | 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, at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school. | 33 | | 32 97% | 1 3% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 33 | | 24 73% | 9 27% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 33 | | 32 97% | 1 3% | 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 | 33 | | 29 88% | 4 12% | 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. | 33 | | 22 67% | 11 33% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 33 | | 31 94% | 2 6% | 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. | 33 | | 29 88% | 4 12% | 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. | 33 | | 28 85% | 5 15% | 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. | 33 | | 27 82% | 6 18% | 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. | 33 | | 30 91% | 3 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. | 33 | | 20 61% | 13 39% | 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 | 33 | | 20 61% | 13 39% | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio. |
| | | | 84% | 16% | |

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school. | 11 | 5 45% | 5 45% | 1 9% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 64% | 33% | 3% | 1% | | |
| My child likes this school. | 11 | 5 45% | 6 55% | 0 0% | 0 0% | 0 | Mae fy mhentyn 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. | 11 | 8 73% | 2 18% | 1 9% | 0 0% | 0 | Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol. |
| | | 73% | 26% | 1% | 0% | | |
| My child is making good progress at school. | 11 | 2 18% | 7 64% | 2 18% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 63% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 10 | 4 40% | 4 40% | 2 20% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 48% | 47% | 4% | 1% | | |
| Teaching is good. | 11 | 3 27% | 7 64% | 1 9% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 62% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 11 | 6 55% | 4 36% | 1 9% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 65% | 33% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 11 | 1 9% | 5 45% | 5 45% | 0 0% | 0 | 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. |
| | | 50% | 42% | 6% | 2% | | |
| Staff treat all children fairly and with respect. | 11 | 7 64% | 1 9% | 3 27% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 61% | 34% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 11 | 5 45% | 5 45% | 1 9% | 0 0% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 61% | 37% | 2% | 0% | | |
| My child is safe at school. | 11 | 4 36% | 7 64% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 67% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 9 | 2 22% | 5 56% | 2 22% | 0 0% | 2 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 56% | 38% | 4% | 1% | | |
| I am kept well informed about my child's progress. | 11 | 3 27% | 7 64% | 1 9% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 50% | 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. | 11 | 7 64% | 4 36% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 63% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 11 | 5 45% | 5 45% | 1 9% | 0 0% | 0 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 49% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 11 | 4 36% | 7 64% | 0 0% | 0 0% | 0 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 58% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 10 | 3 30% | 7 70% | 0 0% | 0 0% | 1 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 53% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 11 | 3 27% | 7 64% | 1 9% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 55% | 38% | 5% | 1% | | |
| The school is well run. | 11 | 3 27% | 8 73% | 0 0% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 62% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|----------------------|---------------------|
| Gwenda Easton | Reporting Inspector |
| Rosemarie Wallace | Team Inspector |
| Jeremy George Turner | Lay Inspector |
| Marc Lloyd Jones | Peer Inspector |
| Ryan Parry | Nominee |

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.