



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

A report on

**Ysgol Gynradd Coed y Dderwen
Gellideg Estate
Merthyr Tydfil
CF48 1LG**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gynradd Coed y Dderwen is in Gellideg in Merthyr Tydfil. It currently has 233 pupils, aged three to eleven years, in nine classes. This includes a nursery for 50 pupils, the majority of whom attend on a full-time basis. In the Foundation Phase, there is a learning resource base for nine pupils with special educational needs.

Around 36% of pupils are eligible for free school meals and the school identifies about 38% of pupils as having additional learning needs. These figures are well above the average for Wales. A very few pupils have a statement of special educational needs. Most pupils are from white or mixed ethnic backgrounds. A very few pupils speak English as an additional language.

The current headteacher took up her post in 2014 and the last inspection was in May 2012.

The individual school budget per pupil for Ysgol Gynradd Coed y Dderwen in 2015-2016 means that the budget is £4,023 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,406 and the minimum is £3,347. Ysgol Gynradd Coed y Dderwen is sixth out of the 22 primary schools in Merthyr Tydfil in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Many pupils make very good progress in literacy and numeracy from very low starting points
- Nearly all pupils who receive additional support for English and mathematics make good progress
- The school develops most pupils' speaking and listening skills well
- Most pupils in key stage 2 build on the good progress they make in reading in the Foundation Phase to achieve at least the standard expected for their age
- Most pupils write purposefully for a range of audiences, and many spell and use punctuation appropriately
- At the end of Year 6, many pupils use punctuation accurately and structure their writing into meaningful paragraphs with generally accurate spelling
- The numeracy skills of most pupils in the Foundation Phase develop well over time
- Most pupils in key stage 2 develop a range of useful numeracy skills
- Most pupils work hard, listen attentively and concentrate well during lessons
- Nearly all pupils behave very well and are polite and respectful of others
- Many pupils are gaining a clear understanding of how to improve their work
- The school provides a safe, secure and nurturing environment for pupils

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leadership team provide effective strategic leadership for the school
- Leaders have high expectations of all staff and pupils
- Leaders analyse data thoroughly, share outcomes regularly, consistently challenge under-performance and act on their findings to improve aspects of the school's work
- Members of the governing body have a thorough understanding of the school's performance and challenge leaders effectively
- Senior leaders monitor the school's progress towards meeting its priorities regularly to ensure that improvements are made at pace
- The school's systems for self-evaluation and school improvement result in improvements to standards and provision
- The school fosters a wide range of useful partnerships that contribute very well to improving the provision for pupils

- The headteacher and governors manage the school budget efficiently to ensure that agreed spending decisions meet the school's priorities for improvement

Recommendations

R1 Develop the writing skills of Foundation Phase pupils to enable them to produce extended writing of good quality with neat and legible handwriting

R2 Improve attendance

R3 Improve curriculum planning to ensure that pupils have good quality opportunities to develop their literacy and numeracy skills across the curriculum

R4 Provide greater opportunities for pupils to develop a knowledge and understanding of Welsh culture and heritage

R5. Monitor, evaluate and review the use of the Pupil Deprivation Grant

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills that are well below average for their age. They make very good progress as they move through the school to achieve the expected levels in literacy and numeracy at the end of Year 2 and Year 6.

Nearly all pupils who receive additional support for English and mathematics make good progress and achieve as well as other pupils of the same age. Most pupils in the learning resource base, 'Little Acorns', made good progress in achieving their targets.

In the Foundation Phase, most pupils develop strong listening skills and many become confident speakers. They listen carefully to instructions and explanations and show suitable levels of concentration in lessons. Many pupils speak clearly and enjoy talking about their interests and opinions.

Through key stage 2, most pupils apply well developed speaking and listening skills in a range of situations. Nearly all pupils listen attentively to the contributions of others. They respond appropriately to other pupils' opinions and ideas. Many pupils make good use of a wide and interesting vocabulary to express themselves. In Year 6, for example, pupils perform and evaluate each other's acting skills when performing excerpts from a Shakespeare play.

Most pupils in the Foundation Phase enjoy reading to an adult and talk about their favourite characters and books enthusiastically. They apply a sound knowledge and awareness of letter sounds to read unfamiliar words and phrases. Many learn to locate information in a text to answer questions and improve their comprehension skills. Most pupils continue to build on this progress through key stage 2. As a result, by the end of Year 6, nearly all pupils read to at least the expected level and a few pupils read to a high standard. They read a range of material to find useful information about the Second World War and use this to write interesting reports to Winston Churchill. Pupils who are more able scan complex texts to locate key facts.

In the Foundation Phase, most pupils write well across a range of genres. A majority write sequences of sentences independently using vocabulary to interest the reader. For example, their poems about bonfire night use imaginative adjectives. Many pupils spell familiar words accurately and make good attempts at spelling more difficult words. They use full stops and capital letters appropriately and pupils that are more able begin to use other punctuation more adventurously. However, most pupils do not apply their writing skills to produce extended pieces of work often enough and overall their standard of handwriting is not good enough.

Most pupils in key stage 2 write purposefully for different audiences. They write factual accounts and use varied and descriptive language in lively postcards about visits to capital cities and sensory poems. Older pupils prepare useful notes and plan

their writing well. They occasionally redraft their work to make improvements. Many pupils use punctuation accurately and, by the end of Year 6, structure their writing in meaningful paragraphs with generally accurate spelling. Overall, most pupils write neatly and legibly.

The numeracy skills of most pupils in the Foundation Phase develop well over time. They gain a secure understanding of the place value of numbers and use number bonds correctly when adding two digit numbers. A majority of pupils group objects accurately to solve simple division and multiplication problems. Most use the correct vocabulary to describe the properties of shapes. They use coins in role-play areas and older pupils solve word problems about money correctly. They apply their problem-solving skills well, for example when designing suitable seating arrangements for Goldilocks and the Three Bears.

Most pupils in key stage 2 develop a range of useful numeracy skills. As a result, many are often able to apply their numerical reasoning to solve real-life problems successfully, for example to calculate the distances travelled by warplanes during the Second World War. Most pupils use a range of measuring equipment to estimate, measure and record their findings accurately in tables, charts and graphs. However, many pupils do not apply their numeracy skills in different areas of learning and subjects often enough.

In the Foundation Phase, a majority of pupils make good attempts to read familiar Welsh words and phrases. They answer simple questions about themselves but their oral skills are generally under developed. By the end of key stage 2, many pupils develop good Welsh oracy skills and can conduct a basic conversation confidently. They read with increasing fluency and good understanding. Across the school, pupils that are more able read with impressively accurate pronunciation. By the end of Year 6, many pupils write reasonably detailed personal information independently.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has shown a trend of improvement. However, their performance at both the expected and higher outcomes has generally placed the school below the average when compared with similar schools.

At the end of key stage 2, pupils' performance in English and mathematics at the expected level has varied when compared with levels in similar schools. Pupils' performance at the expected level in science and at the higher level in all three subjects has generally placed the school below the average for similar schools.

Overall, pupils eligible for free school meals perform less well at the expected and higher outcomes or levels than other pupils do.

Wellbeing: Adequate

Nearly all pupils are proud of their school and enjoy learning. They behave extremely well and are courteous and polite. Most pupils respect and help each other when working together. In lessons, they work hard and show good levels of concentration. Many pupils are gaining a clear understanding of how to improve their work.

Most pupils understand the importance of eating healthily and taking regular exercise. Many participate in a range of physical activities during and after the school day. Nearly all pupils feel safe in school and feel that staff resolve their concerns or problems quickly and effectively. Many pupils take their responsibilities seriously. Pupils from older classes are good role models for younger pupils. Well-trained play leaders in Year 6 demonstrate this by organising a range of activities for all pupils to enjoy at break times.

The school council meets regularly and members are proud of their roles. Recently, they have promoted the school's procedures for dealing with bullying successfully. However, their role in making important decisions about the school is at an early stage of development. All pupils in Year 6 prepare and act in an exciting annual performance for parents and the community.

Pupils' attendance has generally been below average when compared with that in similar schools over the past five years. The difference in attendance between pupils who are eligible for free school meals and other pupils has increased over the same period. A few pupils arrive late and lose important learning at the start of the school day.

Key Question 2: How good is provision?	Good
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Learning experiences: Adequate

The school provides pupils with an appropriate range of learning experiences. Teachers and learning support assistants work well together to plan meaningful activities that sustain pupils' interest, for example, pupils in 'Little Acorns' enjoy visiting the local park to learn about its environment. Arrangements for grouping pupils to develop their reading and mathematical skills are effective. The school offers many pupils a variety of engaging extra-curricular activities that enhance the curriculum and develop pupils' physical, social and problem-solving skills well. For example, many older pupils benefit from attending a lunchtime club to develop their design technology skills.

Teachers develop many areas of pupils' literacy and numeracy skills successfully during English and mathematics lessons. They use ability grouping well to make sure that they challenge most children at a suitable level. However, planning for the development of pupils' literacy and numeracy skills across the curriculum is underdeveloped. As a result, teachers do not always provide enough good quality opportunities for pupils to develop their writing skills in the Foundation Phase or to apply their numeracy skills across the curriculum.

Planning for the development of pupils' Welsh language skills is effective. Most teachers provide appropriate time for pupils to develop their oracy and reading skills on a regular basis. However, there are insufficient opportunities for pupils to develop a strong enough awareness of the culture and heritage of Wales.

The school develops pupils' understanding of sustainability and global citizenship well. The eco committee meets regularly and makes a useful contribution, to help pupils care for their school environment. Pupils develop an appropriate awareness of the wider world, for example through beneficial links with schools in Zanzibar and Poland.

Teaching: Good

The quality of teaching across the school is consistently good. All staff build excellent relationships with pupils based on a sound understanding of their needs, abilities and interests. This makes a significant and positive difference to improving pupils' wellbeing and outcomes.

Nearly all teachers have secure subject knowledge, particularly in reading and mathematics. All deliver well-focused lessons to develop pupils' skills and knowledge purposefully. Useful and interesting resources and, in the best lessons, a lively and assertive teaching style capture the attention of nearly all pupils. Most staff use effective questioning techniques to encourage pupils to think and develop their understanding. They adapt activities to enable pupils of different abilities to work independently. Learning support assistants provide highly effective support to pupils.

Nearly all teachers provide pupils with useful feedback about how well they have achieved in lessons. In many lessons, they give clear guidance, targets and regular opportunities for pupils to improve their work. They encourage pupils of all ages to assess their own work and that of other pupils. All teachers make good use of detailed assessment information to identify pupils at risk of underachieving and plan appropriate provision to address this successfully. All staff develop useful portfolios to moderate pupils' work and improve the accuracy of their assessments. However, these lack sufficient evidence to assess Foundation Phase pupils' achievements at the higher than expected level in numeracy and writing robustly.

Parents receive informative reports about their child's wellbeing and progress and have good opportunities to discuss these at meetings with teachers.

Care, support and guidance: Good

The school has good arrangements to promote pupils' spiritual, moral, social and cultural development. Through an agreed set of values it develops pupils' care and respect for others effectively. Daily acts of collective worship develop pupils' spiritual awareness successfully. The school provides pupils with valuable opportunities to enjoy a range of cultural activities. For example, all pupils in Year 6 prepared and performed a Shakespeare play at a local theatre.

The school has appropriate arrangements for promoting healthy eating and drinking. There are highly effective arrangements for managing pupils' behaviour, which nearly all staff implement consistently. The school has recently introduced useful strategies to improve attendance. However, these have yet to make an impact on reducing levels of persistent absence.

The school has established strong links with a range of external agencies to help and support vulnerable pupils. The community police officer regularly visits classes to develop pupils' awareness and understanding of how to keep safe and healthy.

The provision for pupils with additional learning needs is a strong feature. Staff identify and provide effective support for pupils who struggle with their learning or social skills at an early stage. Learning support assistants deliver many useful

interventions to improve the basic skills of targeted pupils. Individual Education Plans for pupils have realistic and purposeful targets, which teachers review and share with parents appropriately. As a result, many pupils with additional learning needs achieve as well as other pupils by the end of Year 6.

Pupils in the school's 'Little Acorns' learning resource base are regularly involved in the everyday life and work of the school. This is highly effective in supporting their successful integration into mainstream education and developing tolerant and caring attitudes among other pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is an inclusive and supportive community. Pupils feel valued and enjoy working and playing in a calm and orderly environment. There is a strong focus on developing positive relationships between pupils and staff through mutual respect and trust. Pupils are tolerant of different views and beliefs and have equal access to the curriculum and extra-curricular activities.

The school's buildings provide a safe and secure site that is maintained well. Attractive displays enhance the learning environment and celebrate pupils' achievements well. Classrooms and other specialised teaching areas are well organised and support pupils' learning effectively. The school has a good range of resources for all pupils to use. Outdoor classroom spaces are easily accessible and most have a suitable range of outdoor equipment. For example, there is a well-developed poly-tunnel garden and forest schools area, which develop pupils' awareness of their environment well. The school makes good use of its outdoor environment. For example, pupils use a large 'forest-school' area within the grounds to develop a wide range of skills.

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

The headteacher and senior leadership team provide effective strategic leadership for the school based on improving outcomes for pupils and ensuring a very good standard of wellbeing. They have high expectations for staff and pupils, reflecting the school's vision for everyone to achieve their full potential. Most members of the senior leadership team have clearly defined roles, and all carry out their duties conscientiously.

Regular staff and management meetings have a clear focus on addressing the school's targets for improvement. Leaders analyse data thoroughly, share outcomes regularly and consistently challenge under-performance. The school has effective performance management systems for all staff. These have improved important aspects of the school's work, such as the quality of feedback and marking to help pupils to improve their work. The school has made suitable progress in addressing national priorities, including the requirements of the Literacy and Numeracy Framework.

Members of the governing body have a thorough understanding of the school's performance compared with that of similar schools. They meet with teachers and visit classrooms to observe pupils' learning at first hand. This ensures that they have a first-hand knowledge of the school's strengths and areas for development and enables them to challenge leaders well about areas that require improvement. For example, the school has improved provision for science, which has had a positive impact on standards recently.

Improving quality: Good

Leaders use a range of first-hand evidence to identify the school's strengths and areas for improvement effectively. They draw upon performance information, pupils' work and lesson observations, to make accurate judgements about the school's performance. Importantly, they act on their findings to improve aspects of the school's work. For example, teachers now provide more opportunities for pupils to undertake challenging problem-solving activities in numeracy lessons. Leaders consider the views of parents and pupils well to support school improvement. Following a recent survey of pupils, the school improved provision for outdoor reading. Teachers make valuable contributions to the self-evaluation process through assessing their own performance. Leaders successfully involve all staff and governors in evaluating the school's performance and the quality of provision.

The school improvement plan contains a relevant number of priorities that leaders have identified in the self-evaluation report. Action plans contain suitable targets and success criteria, and they identify responsibilities and resources clearly. Senior leaders monitor progress that the school is making towards meeting its priorities regularly to ensure that improvements are made at pace. Overall, the school's systems for self-evaluation and school improvement result in improvements to standards and provision. However, leaders have not identified shortcomings in a few aspects curriculum planning well enough.

Partnership working: Good

The school fosters a wide range of useful partnerships that contribute very well to improving the provision for pupils. Parents receive regular opportunities to attend training sessions, for example to help them support their child's reading at home and to improve their information and communication technology (ICT) skills. The parent association makes a valuable contribution to organising successful fund-raising and community events.

The school has strong links with the preschool group based on site and, as a result, teachers know pupils and their families very well before they start school. Well-established links with the local secondary school are effective in preparing pupils for a smooth transition to high school. The school works successfully with other local primary schools to share resources and to support each other on agreed priorities for improvement. For example, work within the local cluster of schools has improved pupils' thinking skills. The school takes part in regular moderation of pupils' standards with other schools at the end of key stage 2. As a result, teachers' assessment is generally accurate.

Very good links with local businesses and community groups have provided the school with additional finance and volunteers to support projects. For example, funding from a wide range of local groups and businesses supported the renovation of a school building, transforming it into a valuable additional learning base to improve ICT provision for pupils, parents and the community.

Resource management: Good

The school has an appropriate number of suitably qualified staff to deliver the curriculum effectively. In particular, leaders deploy a range of high quality learning support assistants, to provide beneficial support for many pupils. There are good opportunities for staff to take part in relevant training to meet school and national priorities. For example, recent training has developed the skills of all staff in the effective teaching of reading and behaviour management successfully.

Arrangements for planning, preparation, and assessment are appropriate and staff use this time productively. The school has a suitable range of resources that it uses well to interest and engage learners. In particular, new reading resources appeal to many pupils' age interests and are matched well to pupils' age and reading ability.

The headteacher and governors manage the school's budget efficiently to ensure that agreed spending decisions meet the school's priorities for improvement. However, the school does not always track the impact of the Pupil Deprivation Grant on improving the outcomes of targeted pupils well enough.

In view of the good progress that many pupils make, often from low starting points, the school provides good value for money.

Appendix 1: Commentary on performance data

6752351 - Ysgol Gynradd Coed y Dderwen

Number of pupils on roll	219
Pupils eligible for free school meals (FSM) - 3 year average	34.0
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	14	20	27	37
Achieving the Foundation Phase indicator (FPI) (%)	64.3	65.0	70.4	81.1
Benchmark quartile	4	4	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	14	20	27	37
Achieving outcome 5+ (%)	71.4	65.0	77.8	86.5
Benchmark quartile	3	4	4	2
Achieving outcome 6+ (%)	21.4	25.0	18.5	21.6
Benchmark quartile	2	2	4	3
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	14	20	27	37
Achieving outcome 5+ (%)	64.3	65.0	74.1	81.1
Benchmark quartile	4	4	4	3
Achieving outcome 6+ (%)	21.4	10.0	11.1	18.9
Benchmark quartile	2	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	14	20	27	37
Achieving outcome 5+ (%)	92.9	65.0	81.5	94.6
Benchmark quartile	2	4	4	2
Achieving outcome 6+ (%)	42.9	25.0	25.9	29.7
Benchmark quartile	1	3	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6752351 - Ysgol Gynradd Coed y Dderwen

Number of pupils on roll	219
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FSM band	5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	17	15	13	15
Achieving the core subject indicator (CSI) (%)	82.4	73.3	61.5	86.7
Benchmark quartile	1	3	4	2
English				
Number of pupils in cohort	17	15	13	15
Achieving level 4+ (%)	82.4	80.0	76.9	86.7
Benchmark quartile	2	3	4	2
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	17	15	13	15
Achieving level 4+ (%)	82.4	80.0	76.9	86.7
Benchmark quartile	2	3	4	2
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Science				
Number of pupils in cohort	17	15	13	15
Achieving level 4+ (%)	82.4	86.7	76.9	86.7
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	90		87 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	90		87 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	90		90 100%	0 0%	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	90		90 100%	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.	90		90 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	90		84 93%	6 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.	90		89 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	90		90 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	90		86 96%	4 4%	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.	90		85 94%	5 6%	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.	90		77 86%	13 14%	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	90		73 81%	17 19%	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.	69	36 52%	28 41%	2 3%	3 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	69	38 55%	27 39%	2 3%	2 3%	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.	68	45 66%	22 32%	1 1%	0 0%	1	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.	68	45 66%	21 31%	2 3%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	68	25 37%	33 49%	7 10%	3 4%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	69	45 65%	21 30%	3 4%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	68	41 60%	27 40%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	67	36 54%	27 40%	4 6%	0 0%	1	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.	69	36 52%	23 33%	9 13%	1 1%	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.	68	36 53%	27 40%	5 7%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	69	40 58%	23 33%	6 9%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	61	35 57%	22 36%	2 3%	2 3%	7	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.	68	35 51%	27 40%	5 7%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	69	38 55%	22 32%	7 10%	2 3%	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.	62	30 48%	20 32%	9 15%	3 5%	7	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.	68	36 53%	27 40%	5 7%	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.	58	29 50%	25 43%	4 7%	0 0%	9	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.	68	31 46%	24 35%	10 15%	3 4%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	69	34 49%	26 38%	5 7%	4 6%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Peter Morris	Reporting Inspector
Elizabeth Jane Counsell	Team Inspector
Andrea Louise Davies	Lay Inspector
Nick Allen	Peer Inspector
Julie Jones	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.