



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

A report on

**Ysgol Gynradd Gymraeg Pontybrenin
Loughor Road
Gorseinon
SA4 6AU**

Date of inspection: May 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

The school is situated in the town of Gorseinon and is maintained by Swansea local authority. There are 582 pupils between three and eleven years old on roll, including 115 nursery-age pupils. Pupils are divided between 20 classes, including three mixed-age classes. Welsh is the main medium of the school's life and work.

A few pupils come from Welsh-speaking homes. Approximately 7% are eligible for free school meals, which is lower than the national average (19%). The school has identified 13% of pupils as having additional learning needs, including a very few who have a statement of special educational needs. This is below the national percentage (25%). Very few pupils come from ethnic minority or mixed backgrounds.

The headteacher has been in post since September 2016 and the school was last inspected in January 2010.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Pontybrenin in 2016-2017 is £2,703. The maximum per pupil in primary schools in Swansea is £5,232 and the minimum is £2,703. Ysgol Gynradd Gymraeg Pontybrenin is in 79th place of the 79 primary schools in Swansea in terms of the 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:

- Most pupils make sound progress in their learning
- Most pupils use their thinking skills and independent learning skills successfully
- Most pupils develop effective oral skills in order to contribute intelligently to class discussions and communicate with their peers and adults
- Most pupils develop effective writing skills to write for different purposes across the curriculum
- Numeracy and information and communication technology skills are developing successfully
- Nearly all pupils are well-behaved in lessons and around the school
- The work of pupil councils and committees is effective and has a strong influence on the school's life and work
- Teachers use interesting and imaginative themes to engage pupils' involvement and enthusiasm effectively
- Provision to develop the Welsh language and Welshness is strong
- Teachers and assistants work together purposefully to plan stimulating and exciting learning activities

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for developing the school, which is based on providing a high standard of education for its pupils in a supportive, happy and Welsh environment
- All staff work closely as a team, with the aim of raising pupils' standards and ensuring continuous improvement for the school
- The staffing structure is clear and everyone understands their role and knows to whom they are accountable
- Governors support the headteacher, the staff and pupils well
- The school has clear, methodical and effective procedures for monitoring and evaluating its work
- Self-evaluation and planning for improvement procedures have had a positive effect on specific aspects of planning, provision and pupils' outcomes in a short period of time
- The school has successful strategic partnerships that contribute to improving pupils' standards and wellbeing
- The headteacher's focus on promoting an open and co-operative culture succeeds in ensuring the commitment and support of parents

Recommendations

- R1 Ensure consistent and systematic opportunities to develop pupils' numeracy skills across the curriculum
- R2 Strengthen teachers' use of summative data in order to plan purposefully for individuals and specific groups of pupils

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, a majority of pupils' basic skills correspond to what is expected for their age. Most make sound progress in their learning during their time at the school, and use their thinking skills and independent learning skills successfully.

Across the school, most pupils develop effective oral skills in order to contribute intelligently to class discussions and when communicating with peers and adults. In the Foundation Phase, most develop their oral skills effectively and use an increasing range of vocabulary successfully in various situations. They listen attentively and converse and discuss skilfully with peers and adults. In key stage 2, most speak confidently and use polished language effectively when discussing different topics. By the end of Year 6, most speak in refined language and use polished vocabulary to express their opinion clearly and maturely.

In the Foundation Phase, most pupils' reading skills are developing well. The youngest pupils recognise letters and sounds and are beginning to build words effectively. By the end of the phase, most develop as confident readers, and read correctly and fluently. They discuss their favourite stories enthusiastically and describe the features of books successfully. In key stage 2, most pupils develop their reading skills effectively. They read intelligently and with increasing fluency, and discuss and express an opinion on the content skilfully. Many use higher order reading skills effectively to research the features of the national parks in Wales.

In the Foundation Phase, most pupils write an increasing range of simple sentences independently, spell a majority of familiar words correctly and use purposeful punctuation. By the end of the phase, most make good progress and write a range of texts across the curriculum and for different audiences, for example when writing about the history of Welsh people emigrating to Patagonia. They punctuate correctly and the most able pupils vary the beginning of their sentences effectively and use various adjectives to enrich language successfully.

In key stage 2, most pupils build on their writing skills effectively. They write for different purposes across the curriculum, for example when writing about major events and famous characters as part of their work on the Victorian era and the Second World War. By the end of Year 6, most write clearly and interestingly in both languages, and use paragraphs and punctuation correctly. Many use various syntax in their work. More able pupils use a wide range of vocabulary successfully to enrich their work, including appropriate adjectives and similes. However, the standard of handwriting and presentation of work is not always consistently good across the school.

Most pupils make good progress in their numeracy skills. In the Foundation Phase, their use their skills successfully in a range of different contexts. They count,

measure and handle data successfully and use these skills in various areas. A good example of this is the way in which they measure an outline of their bodies by using standard and non-standard units. By the end of Year 2, most round to the nearest 10, 100 and 1,000 and use decimal notation fairly correctly, for example when recording money.

In key stage 2, most have a sound understanding of number strategies. They use their number problem-solving skills confidently, for example when comparing the distance that goods travel to their homes from different countries. However, opportunities for them to apply their numeracy skills in other contexts across the curriculum frequently enough are limited.

Pupils' information and communication technology (ICT) skills are developing well across the school. Very soon after starting at the school, most pupils in the nursery class develop control of a computer mouse and keyboard skilfully. In the Foundation Phase, most pupils develop a range of skills successfully, including using a word processor and software to create pamphlets and posters to present information effectively. They convey information successfully in graph form, for example to organise data on different types of houses. Many pupils create a sequence of instructions to control a programmable toy confidently.

In key stage 2, most pupils use their ICT skills very effectively to support their work in other subjects across the curriculum. Most are able to use spreadsheets and simple formulae to organise data effectively, for example to record the prices of different products during fair trade week. They are able to use a range of programs and media effectively in order to present information. A good example of this is use of the green screen to give a multimedia presentation about an historical character. Across the school, most have a broad and sound understanding of how to stay safe on the internet.

Pupils develop their thinking skills competently. By the end of Year 6, pupils have many beneficial strategies to deal with problems in their work. Pupils talk confidently about the strategies that they use regularly, for example to support them in overcoming challenges while completing their homework.

The standards that were observed during the inspection were significantly higher than performance data at the end of the key stages suggests. They confirm the accuracy of teachers' assessments at the end of both key stages this year, which are yet to be validated, but show an upward trend in nearly all indicators.

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

Most pupils with additional learning needs make good progress against their personal targets. In general, girls' performance is higher than that of boys in the expected and higher outcomes in literacy at the end of the Foundation Phase, and the higher level

in English and Welsh at the end of key stage 2. The number of pupils who are eligible for free school meals is very low, therefore comparisons of their performance against that of other pupils is not reliable.

Wellbeing: Good

Nearly all pupils feel safe at the school. They are confident that members of the 'Crew Cyfeillgar' (Friendly Crew) or staff will deal promptly with any concerns or incidents that arise. They are happy at school and older pupils are able to discuss sensibly how reflective strategies have a positive influence on their mental health and wellbeing. Most understand the importance of eating healthily and what they need to do to keep fit.

Nearly all pupils treat each other, staff and visitors with respect and are well-behaved in lessons and around the school. Most show positive attitudes towards their work and their ability to work independently is developing robustly across the school. They take increasing responsibility for improving their own learning.

Pupils' attendance rates have been above 95% over the last three years, and the percentage who are absent frequently has now been eliminated completely. However, the school has been in the bottom 25% in comparison with similar schools. Nearly all pupils arrive at school punctually.

The work of the council and other pupil committees is effective. They have a good influence on the school's life and work. Pupils are enthusiastic and appreciate that leaders take their opinions seriously. They take pride in their contribution to improving the school, for example by decorating the playground and expanding the supply of playtime resources. The school council chooses to support many charities, which raises its awareness of local and wider issues successfully.

Most pupils develop as well-rounded members of their community by taking part in a variety of activities, and they take pride in their area and their Welshness.

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

The school provides a range of interesting learning experiences that respond appropriately to the requirements of the National Curriculum and the principles of the Foundation Phase. Teachers use interesting and imaginative themes to engage pupils' involvement and enthusiasm effectively. As there is plenty of flexibility within the themes, they can be adapted to respond to pupils' interests and needs skilfully. Provision for the Foundation Phase is strong, and teachers and assistants plan jointly and work together effectively to provide co-ordinated learning experiences in the classrooms and outdoors across the areas of learning. There are many extra-curricular activities for children of all ages, including a gardening club, cooking sessions and Zumba lessons. These opportunities improve pupils' personal, social and physical skills effectively.

The school meets the requirements of the Literacy and Numeracy Framework appropriately, and uses specific schemes of work to promote continuity and progression in provision for literacy, numeracy and ICT. This means that the curriculum and teachers' plans usually respond effectively to the learners' voice. Although schemes of work include incremental steps to develop pupils' numeracy skills, short-term planning does not always ensure sufficient experiences for them to practice their numeracy skills systematically enough across the curriculum.

Provision for developing the Welsh language is strong. Many staff model the language correctly and they concentrate well on developing pupils' vocabulary and syntax in different situations. As a result, most pupils use the Welsh language naturally when working and playing around the school. There are beneficial opportunities for pupils to learn about their area in addition to Welsh history, geography and culture through a rich curriculum. Strong examples of this are the Year 6 theme 'Hen Wlad Fy Nhadau' (Land of my Fathers), and Year 4 work on historical Welsh figures, such as Owain Glyndŵr, Hedd Wyn and Harri Morgan.

Experiences to promote sustainable development are good. The school provides valuable experiences for pupils to learn how to be eco-friendly, for example through the eco committee's recycling project and the school's work to raise awareness and support Fair Trade. The curriculum promotes pupils' knowledge of global citizenship successfully through links with other schools in Patagonia and Lesotho.

Teaching: Good

There is a strong working relationship between teachers, assistants and pupils in all classes, which ensures a positive learning environment in which pupils feel confident in attempting to learn new things. Most staff have high expectations in terms of behaviour and the standard of work, and this helps pupils to understand their roles as part of their learning community. Teachers have relevant subject knowledge and they use a range of methods and activities to inspire most pupils well. Most lessons have an appropriate flow and pace, and teachers maintain pupils' interest effectively. Most teachers ask open-ended questions, which challenge pupils successfully and encourage them to reflect. In general, assistants contribute effectively to the quality of pupils' learning.

Teachers and assistants work together purposefully to plan stimulating and exciting learning activities. These activities engage pupils' interest well and support them in developing their skills in different contexts. For example, the challenge boxes in Year 2 encourage pupils to select a challenge, decide how and where to work, read the instructions, use the resources that are in the box, and solve the problem independently as an individual, in pairs or in a small group.

Most teachers give pupils appropriate feedback. They praise good aspects and offer appropriate suggestions about how to improve their work. Many teachers ensure that pupils are given beneficial opportunities to respond to their suggestions in order to improve their work, particularly at the top of the school. However, this practice is inconsistent. Pupils across the school have personal targets for improvement and a majority understand the purpose of the targets well.

The school takes advantage of a specific assessment procedure in order to track pupils' progress across the curriculum effectively. Teachers also use this information carefully in order to provide a focus for their short-term planning; for example, they look for gaps in pupils' skills and plan activities that enable them to practise and reinforce specific skills. However, teachers do not analyse summative data or reflect on it in enough detail to plan rigorously enough for specific groups of pupils and individuals.

Annual reports for parents include detailed and interesting information about pupils' progress, in addition to important personal comments. They also set relevant targets for pupils in the core subjects.

Care, support and guidance: Good

The school promotes pupils' spiritual, moral, cultural and social development successfully through purposeful themes and regular opportunities for collective worship. Broad provision to promote pupils' personal and social education means that they foster a sound understanding of values such as honesty, fairness and respect towards others. This is highlighted in the emphasis that the school places on the rights of the child. A particular feature of the school's work is the caring community, which has a positive effect on pupils' wellbeing. The school has developed effective arrangements for dealing with unacceptable behaviour and bullying.

The school ensures that there are effective arrangements to promote eating and drinking healthily. Pupils are given regular opportunities to exercise and are encouraged to be physically active on the playground.

The school's arrangements for using a range of specialist services is effective and has a positive influence on specific pupils' standards of wellbeing. The school also plans beneficial activities with external agencies, such as the police and the fire brigade, to raise pupils' awareness of the dangers of drug and alcohol abuse, and the importance of fire safety. The school implements a variety of strategies successfully, which raise pupils' awareness of the importance of attending school regularly. One notable strength is the effective use of the school's welfare officer to co-ordinate comprehensive support for specific individuals and their families, and to eliminate the proportion of frequent absences.

The comprehensive provision for pupils with additional learning needs is a strength. Staff identify pupils' learning needs at an early stage and ensure that they are given beneficial support. Support staff provide a variety of effective intervention programmes. As a result, these pupils make good progress towards achieving their targets.

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

Learning environment: Good

The school is an inclusive, happy and caring community in which all members of staff know the pupils well and treat them fairly and with respect. The school ensures that nearly all pupils are given equal access to the curriculum and all activities. There are comprehensive policies and procedures to deal effectively with any prejudice or cases of bullying, should they arise.

The situation in terms of the building and the small amount of land around it is challenging, because pupil numbers have increased significantly in a short period of time. However, the headteacher and staff make the very best of the situation by making sure that the school's daily arrangements ensure the best opportunities for pupils. The school makes good use of the outdoor area and provides valuable opportunities for pupils to learn outdoors. The school displays pupils' work artistically in the classrooms and public areas, and celebrates their achievements. This adds well to the homely and welcoming ethos. The school building and grounds are well maintained and the site is safe for pupils.

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

The headteacher has a clear vision for developing the school, which is based on respect, clear communication with parents, staff and governors, and providing a high standard of education for pupils in a supportive, happy and Welsh environment. Since being appointed fairly recently, the headteacher, with the support of his deputy and other members of the senior management team, has shared this vision successfully with the rest of the staff, governors and parents. As a result, all members of staff now work closely as a team with the aim of raising pupils' standards and ensuring the school's continuous improvement. The headteacher has high expectations of himself and promotes this principle successfully among staff and pupils.

The staffing structure is clear and everyone understands their role and knows to whom they are accountable. This promotes the principle of distributed leadership successfully.

Performance management procedures are suitable and improvement objectives link appropriately with the development needs of staff and the school.

Staff meetings are held regularly and focus specifically on suitable issues, which include raising pupils' outcomes and responding to the priorities that are identified in the development plan.

The school responds successfully to a number of national and local priorities; for example reducing the effect of deprivation and developing pupils' literacy skills. It is beginning to prepare to introduce the Digital Competence Framework.

Governors support the headteacher, staff and pupils well. They visit the school frequently and discuss developments with members of staff and pupils regularly, and

influence important issues at times. A good example of where governors have influenced changes in provision includes changing Year 6 themes to increase the emphasis on Welsh issues. Through the new headteacher's thorough presentations on pupils' outcomes and other aspects of the school's work, they now have a sound understanding of its strengths and areas for development. Although governors have been too slow to hold the school to account for its performance in the past, the rigorous information that they now have enables them to do so more effectively.

Improving quality: Good

The school has clear, methodical and effective procedures for monitoring and evaluating its work. These procedures include gathering suitable evidence, by speaking with pupils, scrutinising their work, observing learning and teaching sessions, and gathering the views of staff, parents and governors. Findings are identified clearly and outcomes are discussed by staff at all levels in regular meetings, before producing a report that summarises the main outcomes.

The self-evaluation report is a comprehensive document, which provides an accurate picture of the school's work and identifies its strengths and areas for development clearly. It identifies the effect of any activities on pupils' outcomes and wellbeing. The document, which is updated regularly, has helped the school effectively to celebrate its strengths and address the extensive number of areas that were in need of urgent improvement.

The school development plan is an organised and purposeful document, and its contents are based directly on the outcomes of self-evaluation procedures. It identifies the school's context, appropriate improvement targets, costs and measurable success criteria for each activity, in addition to who is responsible for taking action and monitoring progress. Members of the senior management team monitor progress regularly and report to the governors each term.

In a short period of time, these procedures have had a positive effect on specific aspects of planning, provision and pupils' outcomes.

Partnership working: Good

The school has successful strategic partnerships that contribute to improving pupils' standards and wellbeing. Effective communication systems promote a strong relationship between the school and parents. Parents contribute significant amounts of money to purchase resources and equipment for the benefit of pupils, and give of their time generously to work to improve the external condition of the school. The headteacher's focus on promoting an open and co-operative culture succeeds in ensuring the commitment and support of parents.

There is a prosperous partnership with nearby schools by working together purposefully to share expertise and to prepare resources to broaden and enrich pupils' experiences. This has a positive effect on pupils' wellbeing and standard of work, and on staff's professional learning. A particular example of successful co-operation is the weekly scheme to welcome Year 6 pupils from the nearby English-medium school to share Welsh lessons. This extends the social experiences of all pupils and promotes their translanguaging skills successfully.

There is a very robust partnership with local businesses, which improves pupils' understanding, for example of the journey of food from different parts of the world. The school benefits from contributions and resources from local businesses to maintain the school's gardens. This promotes pupils' pride in their environment.

Effective links with playgroups and other pre-school organisations contribute purposefully to ensuring that pupils settle quickly in the Foundation Phase. The school has a successful partnership with the local secondary school, and effective transition arrangements and visits ensure smooth transition. A good example of this is the French lessons that are given to Year 6 pupils with a teacher from the secondary school.

The school works purposefully with schools in the cluster and the secondary school as part of the local authority's arrangements to standardise and moderate pupils' work correctly. These processes support teachers in understanding better the expected standards at the end of key stages, and strengthen internal assessment processes.

Resource management: Good

The headteacher and governors plan and monitor the school's budget effectively, and all expenditure links well with the school's objectives, targets and plans. Learning resources are managed carefully to ensure that they are suitable for the needs of nearly all pupils. Effective use of the outdoor area, particularly the nature reserve, promotes pupils' experiences and stimulates pupils' curiosity successfully.

The school has an appropriate level of qualified teachers and assistants who work well together to deliver the curriculum and support pupils. There are purposeful arrangements for providing teachers' planning, preparation and assessment time.

The headteacher and staff are part of a number of learning networks that provide a wide range of opportunities for schools to work together and for staff to develop their skills and professional development. For example, teachers work with staff from two local schools to plan activities to enrich learning experiences, which have a positive effect on improving pupils' language skills.

The school has effective performance management procedures that support the continuous professional learning needs of all members of staff. All training is linked appropriately with the school's priorities for improvement. The Pupil Deprivation Grant is used effectively to target vulnerable pupils and has a positive effect on the attendance and wellbeing of a specific group of pupils.

Considering pupils' outcomes, the quality of provision and robust leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6702212 - Y.G.G. PONTYBRENIN

Number of pupils on roll	543
Pupils eligible for free school meals (FSM) - 3 year average	7.2
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	73	56	77	59
Achieving the Foundation Phase indicator (FPI) (%)	76.7	83.9	88.3	88.1
Benchmark quartile	4	4	3	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	73	56	77	59
Achieving outcome 5+ (%)	80.8	85.7	88.3	91.5
Benchmark quartile	4	4	3	3
Achieving outcome 6+ (%)	20.5	10.7	14.3	20.3
Benchmark quartile	4	4	4	4
Mathematical development (MDT)				
Number of pupils in cohort	73	56	77	59
Achieving outcome 5+ (%)	84.9	87.5	93.5	89.8
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	23.3	16.1	16.9	25.4
Benchmark quartile	3	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	73	56	77	59
Achieving outcome 5+ (%)	93.2	98.2	93.5	96.6
Benchmark quartile	4	3	4	4
Achieving outcome 6+ (%)	27.4	26.8	31.2	40.7
Benchmark quartile	4	4	4	4

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

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

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

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

6702212 - Y.G.G. PONTYBRENIN

Number of pupils on roll	543
Pupils eligible for free school meals (FSM) - 3 year average	7.2
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	35	48	49	45
Achieving the core subject indicator (CSI) (%)	91.4	89.6	93.9	93.3
Benchmark quartile	3	3	3	3
English				
Number of pupils in cohort	35	48	49	45
Achieving level 4+ (%)	91.4	93.8	93.9	97.8
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	60.0	35.4	36.7	53.3
Benchmark quartile	1	3	4	2
Welsh first language				
Number of pupils in cohort	35	48	49	45
Achieving level 4+ (%)	91.4	85.4	89.8	91.1
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	40.0	20.8	28.6	35.6
Benchmark quartile	2	4	3	3
Mathematics				
Number of pupils in cohort	35	48	49	45
Achieving level 4+ (%)	91.4	93.8	95.9	93.3
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	42.9	29.2	32.7	42.2
Benchmark quartile	3	4	4	4
Science				
Number of pupils in cohort	35	48	49	45
Achieving level 4+ (%)	97.1	95.8	95.9	95.6
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	48.6	22.9	38.8	42.2
Benchmark quartile	2	4	4	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

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	175	171 98%	4 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	175	166 95%	9 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.	175	169 97%	6 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	175	161 92%	14 8%	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.	175	152 87%	23 13%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	175	163 93%	12 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.	175	173 99%	2 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.	175	173 99%	2 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.	175	159 91%	16 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	175	168 96%	7 4%	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.	175	135 77%	40 23%	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	174	162 93%	12 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	240	111 46%	117 49%	6 2%	4 2%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	240	152 63%	80 33%	4 2%	2 1%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	241	170 71%	68 28%	1 0%	2 1%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	240	114 48%	101 42%	15 6%	7 3%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	240	66 28%	144 60%	9 4%	3 1%	18	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	240	101 42%	125 52%	6 2%	5 2%	3	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	239	129 54%	100 42%	4 2%	0 0%	6	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	236	72 31%	109 46%	15 6%	8 3%	32	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	241	109 45%	101 42%	9 4%	8 3%	14	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	241	122 51%	96 40%	5 2%	2 1%	16	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	240	122 51%	111 46%	1 0%	2 1%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	235	71 30%	87 37%	17 7%	9 4%	51	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	239	97 41%	111 46%	26 11%	2 1%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	41%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	241	139 58%	94 39%	7 3%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	240	74 31%	98 41%	16 7%	10 4%	42	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	241	105 44%	106 44%	9 4%	5 2%	16	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	234	64 27%	70 30%	13 6%	4 2%	83	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	241	94 39%	126 52%	15 6%	0 0%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	241	129 54%	102 42%	3 1%	4 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Kevin Davies	Reporting Inspector
Huw Watkins	Team Inspector
Buddug Mai Bates	Team Inspector
Sarah Morgan	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Emyr Wyn Davies Jones	Peer Inspector

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.