



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

Report on

**Ysgol Bro Brynach
Llanboidy
Whitland
Carmarthen
Carmarthenshire
SA34 0EL**

Date of report: June 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 Bro Brynach is situated in the centre of the village of Llanboidy near Whitland in Carmarthenshire. This is an area school, which provides education for pupils aged between 3 and 11 years from the communities of Cwmbach, Henllan Amgoed, Llanboidy and Llangynin.

There are 97 pupils on roll, including 17 of nursery age. There are four mixed-age classes at the school. The school admits pupils on a part-time basis in the term following their third birthday and full-time in the following term if that is the parents' wish. About 20% of pupils come from Welsh-speaking homes. There are no pupils from ethnic minority or mixed backgrounds.

Welsh is used as a medium of teaching in the Foundation Phase. In key stage 2, pupils are taught through the medium of Welsh and English.

Two per cent of pupils are eligible for free school meals. Twelve per cent of pupils are on the school's additional learning needs register. A very few pupils have a statement of special educational needs.

The school was last inspected in February 2012. The headteacher has been in post since 2004. In addition to the headteacher, who is in charge of a class for four days a week, there are three full-time teachers.

The individual school budget per pupil for Ysgol Bro Brynach in 2014-2015 is £3,678. The maximum per pupil in primary schools in Carmarthenshire is £9,977 and the minimum is £3,325. Ysgol Bro Brynach is in 52nd position of the 95 primary schools in Carmarthenshire in terms of school budget per pupil.

Summary

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

Current performance

The school's performance is good because

- Many pupils make sound progress in their learning and achieve well
- Considering their linguistic background, pupils' Welsh language skills develop quickly and many of them are confidently bilingual by the end of key stage 2
- Many pupils make good progress in their speaking and listening and reading and writing skills
- Most pupils behave very well and show positive attitudes to their work
- Teachers provide rich learning experiences, the majority of teaching is effective and assistants support learning successfully
- It has an inclusive and homely ethos in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because

- The headteacher, staff and governors share a clear vision, based on ensuring rich learning experiences and pupils' happiness and wellbeing
- The school has an accurate understanding of its strengths and the areas that need improvement
- The school development plan focuses clearly on raising standards and the headteacher has put a number of valuable strategies and processes in place, to focus specifically on raising standards
- All members of staff co-operate effectively as a team
- There is a good range of partnerships, which has a positive effect on pupils' wellbeing and achievement

Recommendations

- R1 Ensure that pupils use their numeracy skills at an appropriate level across the curriculum
- R2 Improve pupils' attendance
- R3 Ensure that the challenge in learning activities enables pupils of all abilities to make full progress
- R4 Ensure consistency in the assessment for learning procedures in order to ensure appropriate opportunities for pupils to respond to the feedback on how to improve
- R5 Strengthen monitoring arrangements in order to enable governors to challenge the school effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Results of pupils' basic assessments on entry to the school show that most of them have skills that are appropriate to their age, except in Welsh, which is new to many of them. Many pupils make sound progress in their learning and achieve well during their time at the school.

Across the school, most pupils listen well. Considering their linguistic background, most pupils' oral skills develop quickly. By the end of the Foundation Phase, most listen well to adults' instructions and other pupils' oral contributions. In key stage 2, many pupils contribute increasingly confidently, and express themselves clearly and correctly, for example when discussing what is important to them about life at school. By the end of key stage 2, most pupils use a range of suitable vocabulary in English, for example to express an opinion when discussing keeping safe. Many attain a good standard of bilingualism and change easily from one language to the other when discussing their work.

Most pupils' reading skills are developing well across the school. In the Foundation Phase, most pupils read fluently and meaningfully and at a level that is appropriate to their age and ability. They use appropriate strategies when reading unfamiliar words. Most understand the context and flow of stories and discuss the content intelligently. In key stage 2, most pupils read increasingly accurately and confidently in Welsh and use their reading skills effectively to glean information, for example to create a timeline on the life of Jemima Niclas. Most read fluently with good expression and understanding in English. They apply their reading skills well, for example when gleaning information about life in Victorian times.

Many pupils in the Foundation Phase make sound progress in their writing skills in Welsh. By the end of the phase, many of them use their literacy skills successfully, and vary sentences and punctuate their work consistently. The majority write appropriately for their age across the areas of learning. However, they are over dependent on work sheets, which limits the ability of higher ability pupils to write independently. In key stage 2, many pupils make good progress in their ability to write in various forms. By the end of the key stage, many pupils' work shows a good awareness of the characteristics of different forms of writing. The majority write confidently across a range of topics in Welsh and English, and punctuate and paragraph their work effectively for a variety of purposes. This is developed further across the curriculum, for example as pupils in Years 5 and 6 write about the Welsh people's journey to Patagonia. However, there are few examples of pupils writing at length in English. Pupils' presentation of work is not consistently good across the school.

In the Foundation Phase, the numeracy skills of the majority of pupils are developing well. By the end of the phase, the majority deal with simple problem-solving activities and mental work appropriately. Most pupils collect data effectively and transfer

information into graph form. An example of this is the graph that records pupils' work in Years 1 and 2 after searching for mini-beasts in the environment. Most pupils' standards in key stage 2 in mathematics lessons are good. Many of them use an appropriate variety of mental and written calculation appropriately. They use mathematical language increasingly correctly. By the end of the key stage, many pupils make appropriate use of data to support their work on various themes. An example of this is the work in Years 5 and 6 on recording how the world's population has increased each decade since 1950. However, pupils across the school do not use and apply their numeracy skills regularly enough in other areas across the curriculum.

Nearly all pupils who have additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who are eligible for free school meals make sound progress in line with their ability. Many pupils of higher ability make appropriate progress but they are not always extended across learning activities. As a result, pupils of higher ability do not make full progress.

The small numbers of pupils in each year group can have a significant effect on the school's overall performance in assessments at the end of the Foundation Phase and key stage 2 from one year to the next.

In the Foundation Phase, over the last three years, the school's performance at the expected outcome 5 in literacy skills and mathematical development has placed the school mostly in the lower 50% or the bottom 25% in comparison with similar schools. The school's performance at the higher outcome has placed the school in the bottom 25%.

In key stage 2, over the last four years, the school's performance in Welsh, English and mathematics has placed the school mostly in the bottom 25% in comparison with similar schools. Performance in science places it mostly in the top 25%. During the same period, pupils' performance at the higher level has varied significantly, moving the school between the top 25% and the bottom 25%. There is no significant pattern of difference in the achievement of pupils who are eligible for free school meals in comparison with their peers.

Wellbeing: Adequate

Nearly all pupils enjoy the life and work of the school and feel safe there. They are aware of the importance of health, fitness and eating and drinking healthily. They also achieve consistently well in their personal and social development.

Pupils' behaviour across the school is very good and they are courteous and welcoming towards visitors. Pupils are very caring towards each other and show respect for others in lessons and during playtimes. Pupils of all ages offer help and friendship to others regularly. The majority contribute their ideas effectively to what they want to learn. However, pupils' skills to improve their own learning are only just beginning to develop.

Pupils' attendance levels are lower than those at other schools. This has placed the school among the bottom 25% of similar schools over the last three years. Most pupils arrive at school punctually.

The pupil's voice receives good attention, and the school responds well to its ideas through the school council and the eco committee. Members express an opinion and arrange fundraising activities for a number of charities. This has a positive effect on pupils' awareness of the needs of others.

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

The school provides a wide and rich curriculum that meets the requirements of the Foundation Phase, the National Curriculum and religious education. Teachers plan a wide range of lively learning experiences which gain most pupils' interest. These activities build appropriately on pupils' previous experiences and ensure development and progress in the achievement of many of them. The wide and regular variety of educational visits, visitors and extra-curricular experiences enrich pupils' experiences by gaining their enthusiasm and interest in their themes.

The school responds appropriately to the requirements of the Literacy and Numeracy Framework. Teachers plan a range of activities to ensure that there are good opportunities for pupils to use their literacy skills. However, the provision does not ensure regular opportunities for pupils to extend their numeracy skills across the curriculum.

Teachers provide valuable and varied opportunities that promote and develop pupils' knowledge of their local heritage and of Welsh history, culture, celebrations and traditions. A good example of this is the work of pupils in Years 5 and 6 on the legend of Llyn y Fan Fach, which shows pupils' awareness of local legends.

By promoting the eco school and healthy schools successfully, the school develops pupils' awareness of education for sustainable development and global citizenship effectively. As a result of beneficial links with foreign countries, pupils send e-mails and write letters to schools in Patagonia and Poland. This promotes their understanding of the importance of international relations.

Teaching: Adequate

Teachers have appropriate subject knowledge and all staff take advantage of every opportunity to enrich language in order to improve pupils' oral language. Where teaching is most effective, in the majority of classes, teachers set high expectations and they give good priority to developing pupils' key skills of literacy and numeracy. They explain new concepts clearly, the pace of lessons is good and teachers question children effectively in a way that encourages them to give extended answers. In these lessons, there are regular opportunities for pupils to take an active part in their learning.

Where the teaching is less effective, there is not enough consideration to levels of different ability levels in a class. As a result, there is not enough of a challenge to ensure that pupils of all abilities, especially those of higher ability, make full progress. Over-direction limits pupils' ability to be independent learners and to take an active role in their own learning.

There are assessment for learning strategies in place, but they are not used consistently across the school. Teachers mark work regularly and, in many of the books, they include constructive comments on how to improve the work. However, there are no regular opportunities for pupils to respond to the suggestions on how to improve.

The school has clear procedures for recording pupils' progress. Teachers use the results of assessments effectively to arrange additional support for specific pupils, which contribute to improving outcomes. Parents receive good information about their children's progress and annual reports meet statutory requirements.

Care, support and guidance: Good

It is a happy and caring school that places a high priority on pupils' wellbeing and safety. It has appropriate policies and arrangements for promoting eating and drinking healthily. The school is an important part of the community and it provides good opportunities for pupils to support local cultural and social events. Periods of collective worship support pupils' spiritual and moral development successfully. This has a positive effect on pupils' behaviour, their spiritual development and the school's ethos. Recently, suitable procedures have been adopted to improve attendance. However, they have not yet raised pupils' attendance levels.

The school has an effective link with a number of support services, including an educational psychologist and specialist teachers. This ensures that robust knowledge and guidance are available to pupils, staff and parents as needed.

The school provides well for pupils who have additional learning needs. Pupils' needs are identified at an early stage by teachers and the school uses information from observations and tests carefully to provide suitable intervention programmes. There are clear and measurable targets in the individual education plans and teachers contact parents regularly about their children's development.

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

Learning environment: Good

The school is an inclusive and friendly community in which pupils are treated equally. All staff encourage pupils' good behaviour very effectively. This is one of the school's strengths. The school encourages co-operation, care and respect between adults and children and between children and each other successfully, and pays attention to the contribution of all individuals and their views. There are effective procedures to ensure that no pupils suffer because of disadvantage.

The school is situated on a pleasant site and the quality of the building is of a high standard. Staff have created a safe and attractive learning environment and there are displays in all parts of the school that celebrate pupils' work. The toilets are clean and suitable and the whole site and building are maintained well. Various areas of the school encourage pupils to keep healthy and to appreciate the environment around them. There is an extensive supply of resources for delivering lessons and activities across the school. They are stored in an orderly way and are accessible to be used by all staff and pupils at the school.

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

Leadership: Good

The headteacher has a clear vision, based on ensuring rich learning experiences and pupils' happiness and wellbeing. She conveys the vision to the staff, pupils, parents and governors. The headteacher has created a supportive atmosphere in which pupils and staff feel that they are appreciated. As a result, an ethos of close co-operation exists for the benefit of pupils.

Staff are aware of their roles and responsibilities and meet regularly to discuss jointly. Appropriate performance management arrangements contribute to improvements in learning and teaching and provide opportunities to promote staff's professional development.

The school responds appropriately to a number of national priorities. For example, teachers have updated plans for including numeracy more regularly across the school in order to respond to the requirements of the Literacy and Numeracy Framework. The school implements the principles of the Foundation Phase effectively and uses national grants to improve provision to develop independence among pupils as they learn.

The governing body supports the school well. By receiving the headteacher's reports and conducting regular visits to look at provision and observe lessons, members develop a good understanding of how the school is performing. However, they do not challenge and hold the school to account for its performance effectively enough.

Improving quality: Good

The headteacher has established thorough self-evaluation arrangements that ensure that the school has a clear awareness of its strengths and the aspects that need to be improved. Arrangements are based on a good range of direct evidence that includes interpreting data, observing lessons and monitoring pupils' work. However, until recently, monitoring arrangements have not been incisive enough to address the aspects that need improvement. The headteacher has strengthened the arrangements to focus more specifically on pupils' outcomes. It is too soon to see the effect of this on pupils' standards of work. The school considers the views of pupils and parents carefully and responds well to the recommendations of school improvement officers. As a result, the self-evaluation report provides an accurate picture of the school's standards, provision and leadership.

Staff discuss the findings of self-evaluation activities regularly and this strengthens their understanding of pupils' standards appropriately. As a result, the school has identified a number of aspects that are included in the current development plan as priorities for improvement. For example, the plan notes that self-evaluation systems must have a significant effect on standards and provision. There is a clear link between the school development plan and self-evaluation. The headteacher has put a number of valuable strategies and processes in place, which focus specifically on raising standards. The plan includes specific strategies for action, along with suitable success criteria and thorough monitoring arrangements. The school evaluates the progress and effectiveness of its provision well against the current priorities.

Partnership working: Good

The school has established a good range of partnerships that have a positive effect on pupils' wellbeing and achievement. The school provides valuable advice for parents on how to support their children in their learning. A number of parents come to the school to offer expertise on various activities, for example planning and designing a mural with pupils, developing the garden and Dragon Sports activities. The school's friends association contributes well to the school's funds by buying additional resources, for example information technology resources and resources for the Foundation Phase which enrich pupils' learning.

The school is close to its community. A newsletter provides regular information about the school's events. These enrich pupils' learning experiences well and help them to foster valuable social skills.

The school co-operates well with Welsh organisations such as the Urdd, which develop pupils' knowledge about Welsh culture. As a result, a few pupils have been successful in local and national eisteddfodau.

A link with the nearby nursery school ensures convenient arrangements as children enter the school. Transition arrangements with the secondary schools ensure effective transfer. The school uses the expertise, resources and staff of one secondary school to expand pupils' physical education experiences in order to ensure progression and continuity in their physical development as they move to the next stage in their learning.

Teachers meet other schools in the cluster to moderate and standardise pupils' work, and identify standards, planning for improvement and sharing good practice.

Resource management: Good

The school has enough teachers and assistants to ensure that all pupils have full access to all aspects of the school's activities and life. The school uses assistants effectively to support specific pupils.

The school has a clear system for managing teachers' performance, which enables them to identify priorities and targets for personal development. Arrangements for teachers' planning, preparation and assessment sessions are appropriate and contribute well to ensuring effective procedures that would improve provision. Networks of professional practice with the Dyffryn Taf family of schools are beginning to have a positive effect on pupils' standards and achievement, for example through the project that focuses on improving provision for numeracy.

Effective use is made of the Pupil Deprivation Grant to hold intervention groups for those pupils who need additional support in numeracy. However, it is too soon to see the effect of this on pupils' standards of work.

The governing body sets the budget carefully and agrees on priorities for funding. They monitor the budget regularly, and ensure that resources are used effectively to meet the school's priorities.

The school provides good value for money in terms of pupils' outcomes.

Appendix 1: Commentary on performance data

6692389 - Ysgol Bro Brynach

Number of pupils on roll	96
Pupils eligible for free school meals (FSM) - 3 year average	1.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	10	12	15
Achieving the Foundation Phase indicator (FPI) (%)	80.0	75.0	80.0
Benchmark quartile	3	4	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	10	11	15
Achieving outcome 5+ (%)	90.0	90.9	80.0
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	0.0	54.5	0.0
Benchmark quartile	4	1	4
Mathematical development (MDT)			
Number of pupils in cohort	10	12	15
Achieving outcome 5+ (%)	80.0	75.0	93.3
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	10.0	0.0	0.0
Benchmark quartile	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	10	12	15
Achieving outcome 5+ (%)	90.0	100.0	93.3
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	90.0	100.0	86.7
Benchmark quartile	1	1	1

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.

6692389 - Ysgol Bro Brynach

Number of pupils on roll	96
Pupils eligible for free school meals (FSM) - 3 year average	1.0
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	7	7	14	12
Achieving the core subject indicator (CSI) (%)	85.7	85.7	71.4	75.0
Benchmark quartile	3	3	4	4
English				
Number of pupils in cohort	7	7	14	12
Achieving level 4+ (%)	100.0	85.7	71.4	75.0
Benchmark quartile	1	4	4	4
Achieving level 5+ (%)	71.4	57.1	35.7	16.7
Benchmark quartile	1	1	3	4
Welsh first language				
Number of pupils in cohort	7	7	14	12
Achieving level 4+ (%)	85.7	71.4	71.4	66.7
Benchmark quartile	3	4	4	4
Achieving level 5+ (%)	57.1	28.6	28.6	8.3
Benchmark quartile	1	3	3	4
Mathematics				
Number of pupils in cohort	7	7	14	12
Achieving level 4+ (%)	85.7	100.0	85.7	83.3
Benchmark quartile	4	1	4	4
Achieving level 5+ (%)	28.6	42.9	28.6	50.0
Benchmark quartile	3	2	4	2
Science				
Number of pupils in cohort	7	7	14	12
Achieving level 4+ (%)	100.0	100.0	100.0	83.3
Benchmark quartile	1	1	1	4
Achieving level 5+ (%)	28.6	42.9	21.4	16.7
Benchmark quartile	3	2	4	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.	43	42 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	37	36 97%	1 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.	43	42 98%	1 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	42	40 95%	2 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	43	40 93%	3 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	40	40 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	43	40 93%	3 7%	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.	43	42 98%	1 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	43	37 86%	6 14%	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.	42	38 90%	4 10%	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.	36	28 78%	8 22%	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	42	40 95%	2 5%	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.	27	20 74%	6 22%	0 0%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	27	23 85%	4 15%	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.	27	21 78%	6 22%	0 0%	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.	26	19 73%	6 23%	1 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	25	16 64%	9 36%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	24	17 71%	7 29%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	27	18 67%	8 30%	1 4%	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.	25	14 56%	8 32%	2 8%	1 4%	2	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.	26	17 65%	8 31%	1 4%	0 0%	1	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.	27	15 56%	10 37%	2 7%	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.	27	21 78%	6 22%	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'.	20	14 70%	5 25%	1 5%	0 0%	5	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.	26	13 50%	10 38%	2 8%	1 4%	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.	27	18 67%	7 26%	1 4%	1 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	24	13 54%	10 42%	1 4%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	26	16 62%	10 38%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	17	11 65%	6 35%	0 0%	0 0%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	27	15 56%	10 37%	2 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	25	19 76%	6 24%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Edward Goronwy Morris	Reporting Inspector
William Glyn Griffiths	Team Inspector
Deris Davies Williams	Lay Inspector
Robert Gwyn Williams	Peer Inspector
Ceirios Jenner	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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