



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

A report on

**Ysgol Bro Eirwg
Ridgeway Road
Rumney
Cardiff
CF3 4AB**

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 Bro Eirwg is situated in west Cardiff and serves the areas of Llanrumney and Rumney. It is a designated Welsh-medium primary school, where English is introduced formally at the beginning of key stage 2.

There are 395 full-time pupils on roll and 64 in the part-time nursery class. They are divided into 15 classes and 19 teachers are employed, including three part-time teachers and the headteacher. About 2.2% of pupils come from Welsh-speaking homes. About 7% are from an ethnic minority background and 17% are eligible for free school meals. Eighteen per cent of pupils are on the additional learning needs register and a very few of them have a statement of special educational needs.

The headteacher was appointed in September 2013 and the school was last inspected in November 2010.

The individual school budget per pupil for Ysgol Bro Eirwg in 2015-2016 is £3,232. The maximum per pupil in primary schools in Cardiff is £6,099 and the minimum is £2,901. Ysgol Bro Eirwg is in 79th position of the 96 primary schools in Cardiff 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:

- Nearly all pupils use the Welsh language confidently when working in their classrooms and when conversing with each other
- Pupils with additional learning needs make good progress against their personal targets
- Many pupils are aware of their targets and refer to them regularly when working
- Most pupils' behaviour is good and they are caring towards each other
- Most pupils enjoy learning and are industrious in their lessons
- The school provides enjoyable and valuable learning experiences that gain the interest of a full range of pupils
- The quality of teaching is consistently robust across the school
- There is an extremely successful working relationship between adults and pupils in all classes

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong leadership and co-operates successfully with pupils, staff, governors and parents
- Governors support the school effectively and fulfil their duties conscientiously
- There are well-organised procedures to identify its strengths and areas that need improvement
- The self-evaluation report is a detailed document that includes a purposeful analysis of data and incorporates stakeholders' views clearly
- The development plan identifies important and appropriate priorities
- Staff work successfully with a range of partners, and this has a positive effect on pupils' standards and wellbeing

Recommendations

- R1 Improve pupils' ability to apply their numeracy skills confidently in other areas of learning
- R2 Ensure that robust procedures are in place in order to improve attendance
- R3 Ensure purposeful differentiation in lessons in order to challenge more able pupils
- R4 Provide regular opportunities for pupils to respond to teachers' comments in order to improve the standard of their work
- R5 Respond to the health and safety concerns that arose during the inspection
- R6 Ensure that there is a better link between the outcomes of the self-evaluation procedure and priorities for improvement

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

Many pupils enter the school with ability that is below that expected for their age. However, considering their linguistic background, nearly all pupils use the Welsh language confidently when working in their classrooms and when conversing occasionally around the school.

By the end of the Foundation Phase, most pupils are able to use good strategies to plan and write extended pieces of work successfully. Many pupils of higher ability use conjugated verb forms confidently at the beginning of sentences and use similes effectively to improve the quality of their written work. Many pupils are enthusiastic readers and use a range of purposeful reading strategies successfully to build unfamiliar words and give meaning to the text. By the end of Year 2, nearly all pupils show progress in their ability to hold discussions and express opinions in Welsh.

Most pupils' oral skills in key stage 2 are developing well. They are able to talk about their work confidently and many of them are able to contribute effectively to class discussions, in addition to holding mature, informal conversations occasionally around the school. Most pupils' reading skills are developing skilfully. They read confidently and fluently in both languages and change their intonation effectively. Many show enjoyment in reading and are able to discuss sensibly the advantages of translating novels from English into Welsh. By the end of key stage 2, many have a sound understanding of various writing styles; for example, they succeed in writing a portrait of Black Bart, a diary from their visit to Llangrannog and a newspaper article about the Aberfan disaster effectively. Most pupils' understanding of punctuation is developing well in key stage 2 and they organise their work into paragraphs. Nearly all pupils are able to write to the same standard in Welsh and English. Standards are higher than the school's performance data suggests at the expected levels at the end of key stages.

Most pupils' mathematical skills in the Foundation Phase and key stage 2 are developing appropriately. By the end of the Foundation Phase, most are able to discuss the rules of addition and subtraction confidently and explain how they reached the answer correctly. They develop a sound understanding of analogue time to the hour, half past and quarter past in order to record the order of the day. Many are able to use their data-handling skills purposefully across the curriculum. A good example of this is the graph of pupils' favourite areas in Cardiff. In key stage 2, most pupils' understanding of mathematical features, including addition, subtraction, multiplication and division procedures, is sound. By the end of key stage 2, the majority are beginning to use their mathematical skills to solve numerical reasoning problems appropriately, for example to compare the cost of staying in various hotels in Cardiff. However, overall, pupils' ability across the school to apply their numeracy skills confidently in other areas of learning is inconsistent.

Pupils who have additional learning needs make good progress against their personal targets.

At the end of the Foundation Phase, there is a tendency for pupils' performance in literacy and mathematical development at the expected level to place the school in the lower 50% in comparison with similar schools. At the higher outcome, the school's performance has placed it consistently in the lower 50% in literacy and in the bottom 25% in mathematics over a period of four years.

At the end of key stage 2, pupils' performance at the expected level in Welsh and English shows an upward trend. However, in mathematics and science, pupils' performance has been below the median over a period of four years, in comparison with levels in similar schools. Performance at the higher levels has been consistently lower than the median over time.

The performance of pupils who are eligible for free school meals is similar to the performance of the remainder at the expected level. However, very few of these pupils attain the higher levels.

There is a marked difference between the performance of boys and girls at the expected level and higher in Welsh and English.

Wellbeing: Adequate

Most pupils' behaviour is good and they are caring towards each other, especially in the playground. They show courtesy towards adults and visitors. They enjoy learning and are industrious in their lessons.

Nearly all pupils feel safe at school. The majority understand the importance of eating and drinking healthily and taking regular physical exercise. The majority take advantage of participating in various physical exercise activities that are provided by the school.

Members of the school council are industrious and effective in contributing to the school's everyday life. For example, they take a key part in developing effective reward procedures to promote self-discipline as well as improving their self-respect. They contribute extensively to the school's charitable work by raising money and participating in social events in the community. This develops their social skills and life skills effectively. Many pupils are aware of their targets and refer to them constantly when working.

Nearly all pupils arrive at school punctually. However, pupils' attendance rates over the last three years have placed the school among the lower 50% in comparison with similar schools.

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

The school provides enjoyable and valuable learning experiences which gain the interest of the full range of pupils. The requirements of the Foundation Phase, the National Curriculum and the Literacy and Numeracy Framework have been incorporated skilfully in the medium-term and weekly plans. These plans, which have been arranged into cross-curricular themes, ensure progression when developing pupils' literacy and numeracy skills. The school takes advantage effectively of various opportunities to enrich the curriculum and develop pupils' skills further by arranging educational visits that provide stimulating and interesting experiences for them. Examples include visits to Cardiff Bay and Llancaiach Fawr. The school holds an extensive number of various extra-curricular clubs such as a reading club and a chess club, which provides particularly good opportunities for pupils to socialise and develop their literacy and thinking skills.

Where appropriate, the school provides a range of specific interventions, which ensure effective support for pupils who need further help to develop their literacy and numeracy skills.

The school fosters pupils' pride in their identity. Pupils have valuable opportunities to learn about the history of Wales by hearing Welsh legends, stories such as the Aberfan disaster, and about authors and artists from Wales such as Peter Prendergast and Anthony Evans. As a result, older pupils at the school are very willing to conduct a discussion about their Welsh heroes.

Members of the eco committee play an important part in school life and have a positive effect on other pupils' understanding of sustainable issues such as recycling. The school also provides regular activities to develop its pupils' awareness of global citizenship. A good example of this is studies on Patagonia and opportunities for pupils to learn about time zones.

Teaching: Good

The quality of teaching is consistently robust across the school. Teachers question probingly in order to develop previous knowledge and extend pupils' understanding effectively. Support staff play their role skilfully in supporting learning and the extremely successful working relationship between adults and pupils in every classroom is an excellent element. Teachers have a sound understanding of the curriculum, and they explain new concepts clearly. However, teachers do not always plan effectively enough to challenge the most able pupils.

Pupils' written work is marked regularly. However, opportunities for pupils to respond to comments and amend their work in order to attain higher levels are inconsistent.

The school uses an electronic system effectively to record pupils' attainment and makes good use of standardised tests and teachers' assessments in order to track their progress. Teachers understand pupils' needs well and use the information appropriately to provide additional intervention in order to move on to the next stage.

Written reports to parents on their children's progress are comprehensive and comply fully with requirements.

Care, support and guidance: Good

The school is a warm community and there are effective arrangements in place to support pupils' wellbeing and personal and educational development. Pupils' moral and spiritual development is developed successfully across the school through assemblies and opportunities for regular collective worship in departments and as a whole school. Similarly, the school develops its pupils' social and cultural skills through various activities such as 'mêts buarth' (playground pals) and regular visits to the community. The school provides effective opportunities to promote pupils' health and fitness through activities such as rugby, netball and cross-country running, and there are appropriate arrangements to encourage pupils to eat and drink healthily.

The school has effective partnerships and links with a variety of external agencies that ensure that the wellbeing of pupils and their families receives purposeful care and support. The support that pupils receive by following a specific programme meets these pupils' social needs successfully.

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

The school's arrangements for identifying its pupils' additional learning needs are effective. Teachers identify various pupils' specific needs at an early stage and act purposefully. Individual education plans identify clear targets and outline specific activities in order to ensure progress. Pupils take a key part in creating their personal targets and parents have regular opportunities to discuss the content of the plans. The school uses teaching assistants effectively to support teaching.

Learning environment: Adequate

The school is a happy community and has an inclusive ethos that is based on creating a happy, safe and developing environment in a Welsh-speaking atmosphere.

The school has suitable and appropriate resources to meet all the needs of the curriculum, including the outdoor areas of the Foundation Phase.

The building is adequate for the number of pupils and it is well maintained. The learning environment is stimulating and has colourful displays along the corridors and in classrooms, which include skilful examples of pupils' work. These enrich and stimulate learning effectively.

Facilities are adequate for the number of pupils, and leaders have invested, and continue to invest, considerably in improving the few areas that need improvement. The governing body's attention was drawn to two health and safety issues.

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

The headteacher has a clear vision that is based on ensuring pupils' high standards, good wellbeing and Welshness. He provides strong leadership and co-operates successfully with pupils, staff, governors and parents to achieve this vision.

Recently, the headteacher has enriched the role of the senior management team. Members of the senior management team support the headteacher beneficially. They show a strong commitment to developing and promoting improvements by implementing a number of valuable strategies and their role in the process of monitoring and ensuring quality is beginning to develop.

Teachers have detailed job descriptions, which link well to their individual responsibilities. Effective performance management arrangements are in place, which set suitable objectives for developing teachers' skills further.

Staff meetings are held regularly and they focus clearly on implementing the school's priorities for improvement. As a result, staff co-operate fairly effectively as a team in order to address the priorities for improvement.

The school has responded appropriately to local and national priorities, for example in placing strong emphasis on developing pupils' literacy skills.

Governors support the school effectively and fulfil their duties conscientiously. They analyse a range of performance data intelligently and have a sound understanding of the content of the school's current development plan and of priorities for improvement. Although they have begun to use this knowledge to hold the school to account more effectively, their role in the process of self-evaluation and monitoring quality has not yet developed fully.

Improving quality: Adequate

The school has self-evaluation procedures that are planned in a well-organised way and timetabled sensibly. Although they are beginning to embed as a regular part of the life and work of the school, it is too early to see their full effect on raising standards and improving and securing consistency of provision across the curriculum.

The self-evaluation report is a detailed document that includes a purposeful analysis of data and incorporates the views of the senior management team, the remainder of the staff, governors, parents and pupils clearly. However, the content is not always based on the outcomes of the self-evaluation procedures.

The school development plan identifies important and appropriate priorities. It lists suitable steps to take in order to achieve the priorities, and identifies clearly the success criteria and staff members who are responsible for fulfilling them. A timetable for the work, funding to support the priorities and the source of evidence to be used to evaluate effect are identified clearly.

Partnership working: Good

The school works successfully with a range of partners, which has a positive effect on pupils' standards and wellbeing and extends their learning experiences well.

It has a beneficial relationship with parents. It informs them well of its procedures, for example by using an electronic medium and social networks. As a result, parents have a sound understanding of what happens at the school. The school's friends association is active and raises money regularly. The money is used purposefully to provide additional resources, for example play equipment to be used in the playground during break times.

The school co-operates appropriately with the local nursery group in order to ensure that new pupils settle quickly in the Foundation Phase. It also has a strong partnership with the local secondary school. Transition arrangements between the school and the secondary school ensure a smooth transfer as pupils begin the next stage in their education, at the end of their period in primary school.

The school promotes successful links with agencies, associations and businesses for the benefit of pupils' education and wellbeing. It makes beneficial use of the support of individuals from the community to support pupils' activities. A good example, which develops pupils' reading skills, is the use of volunteers who come to listen to readers.

Staff co-operate effectively with schools in the cluster in order to share good practice, for example by sharing methods of teaching literacy and inviting a teacher from the secondary school to teach French to pupils in Year 6. They also co-operate successfully with these schools to standardise and moderate jointly examples of pupils' literacy, numeracy and science work in order to ensure the validity of levels at the end of key stage 2.

Resource management: Good

The school is staffed appropriately and appropriate use is made of staff expertise. Assistants support teaching and learning effectively. They provide valuable support to teachers and contribute positively to raising pupils' standards of attainment and improving their wellbeing.

The school responds fully to the statutory requirements on teachers' workloads and they use their non-contact time effectively to plan, prepare and assess. Performance management processes are effective and lead to teachers' professional development in appropriate areas that are based on the school's priorities for improvement and individuals' specific priorities. The school co-operates closely with other schools in the cluster to share good practice and to develop strategies to improve pupils' wellbeing.

Decisions on expenditure reflect the school's priorities well and the governing body monitors the budget effectively to ensure that funding is used purposefully.

Effective use of the Pupil Deprivation Grant to support pupils who are eligible for free school meals has led to raising standards of reading. Considering the progress made by pupils and the robust quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	473
Pupils eligible for free school meals (FSM) - 3 year average	19.0
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	59	58	60	57
Achieving the Foundation Phase indicator (FPI) (%)	89.8	77.6	81.7	87.7
Benchmark quartile	1	3	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	59	58	60	57
Achieving outcome 5+ (%)	93.2	77.6	88.3	89.5
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	6.8	6.9	23.3	24.6
Benchmark quartile	4	4	3	3
Mathematical development (MDT)				
Number of pupils in cohort	59	58	60	57
Achieving outcome 5+ (%)	93.2	86.2	86.7	94.7
Benchmark quartile	2	3	3	2
Achieving outcome 6+ (%)	10.2	8.6	16.7	21.1
Benchmark quartile	4	4	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	59	58	60	57
Achieving outcome 5+ (%)	100.0	89.7	93.3	98.2
Benchmark quartile	1	3	3	2
Achieving outcome 6+ (%)	35.6	25.9	18.3	45.6
Benchmark quartile	2	4	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.

6812171 - YSGOL BRO EIRWG

Number of pupils on roll	473
Pupils eligible for free school meals (FSM) - 3 year average	19.0
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	52	54	52	60
Achieving the core subject indicator (CSI) (%)	75.0	70.4	84.6	85.0
Benchmark quartile	4	4	3	4
English				
Number of pupils in cohort	52	54	52	60
Achieving level 4+ (%)	80.8	70.4	90.4	93.3
Benchmark quartile	3	4	3	2
Achieving level 5+ (%)	28.8	22.2	28.8	25.0
Benchmark quartile	3	4	3	4
Welsh first language				
Number of pupils in cohort	52	54	52	60
Achieving level 4+ (%)	76.9	72.2	88.5	90.0
Benchmark quartile	4	4	2	2
Achieving level 5+ (%)	23.1	27.8	23.1	25.0
Benchmark quartile	2	2	3	3
Mathematics				
Number of pupils in cohort	52	54	52	60
Achieving level 4+ (%)	78.8	79.6	88.5	88.3
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	32.7	33.3	32.7	35.0
Benchmark quartile	2	2	3	3
Science				
Number of pupils in cohort	52	54	52	60
Achieving level 4+ (%)	84.6	81.5	92.3	93.3
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	36.5	29.6	34.6	33.3
Benchmark quartile	2	3	3	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.

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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 to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	105	95 90%	10 10%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	105	83 79%	22 21%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	96 91%	9 9%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	105	94 90%	11 10%	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.	104	91 88%	13 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	90 86%	15 14%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	105	102 97%	3 3%	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.	105	97 92%	8 8%	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.	103	86 83%	17 17%	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.	105	93 89%	12 11%	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.	105	47 45%	58 55%	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	105	71 68%	34 32%	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 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.	58	29 50%	25 43%	1 2%	3 5%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	59	37 63%	18 31%	1 2%	3 5%	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.	59	31 53%	28 47%	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.	58	26 45%	28 48%	1 2%	3 5%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	54	14 26%	34 63%	3 6%	3 6%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	56	23 41%	30 54%	2 4%	1 2%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	55	32 58%	21 38%	0 0%	2 4%	4	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.	55	26 47%	24 44%	3 5%	2 4%	3	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.	54	24 44%	21 39%	5 9%	4 7%	5	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.	52	28 54%	22 42%	2 4%	0 0%	7	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.	56	25 45%	27 48%	1 2%	3 5%	3	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.	46	17 37%	24 52%	2 4%	3 7%	12	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.	56	14 25%	34 61%	7 12%	1 2%	3	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.	57	29 51%	23 40%	3 5%	2 4%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	51	18 35%	20 39%	8 16%	5 10%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	53	22 42%	27 51%	2 4%	2 4%	6	Mae'r ysgol yn helpu fy mhentyn 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.	39	16 41%	18 46%	1 3%	4 10%	20	Mae fy mhentyn 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.	54	22 41%	25 46%	7 13%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	56	24 43%	26 46%	4 7%	2 4%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Gwenda Easton	Reporting Inspector
Rosemarie Wallace	Team Inspector
Mary Davies	Team Inspector
Gwen Aubrey	Lay Inspector
David Davies	Peer Inspector
Iwan Ellis	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.