Report on

Ysgol Gymraeg Abercynon
Greenfield Terrace
Glancynon
Abercynon
RCT
CF45 4TH

Date of inspection: May 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.

Publication date: 15/07/2015

Context

Ysgol Gynradd Gymraeg Abercynon is maintained by Rhondda Cynon Taf local authority. There are 339 pupils between the ages of 3 and 11, including nursery children, on roll, and they are taught in 12 classes. About 16.4% of pupils are eligible for free school meals.

About 19% of pupils are on the additional learning needs register, and none has a statement of special educational needs. About 11% of pupils come from Welsh-speaking homes. A very few pupils are in the care of the local authority. No pupils come from ethnic minority backgrounds and very few have English as an additional language.

The current headteacher started in the post in January 2011. The school was last inspected in July 2012.

The individual school budget per pupil for Ysgol Gymraeg Abercynon in 2014-2015 is £2,766. The maximum per pupil in primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Ysgol Gymraeg Abercynon is in 102nd position of the 110 primary schools in Rhondda Cynon Taf 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 performance is good because:

- Many pupils make good progress during their time at the school
- Pupils' oral use of Welsh is a strong feature throughout the school
- Pupils' standards in the Foundation Phase are good in terms of attaining the expected outcome in language skills and mathematical development
- Pupils' standards at the end of key stage 2 are consistently good in terms of attaining the expected level in language and mathematics
- Many pupils use their thinking skills effectively
- Pupils' literacy and numeracy skills are developing well
- Pupils' knowledge of their community and local history is good
- Pupils' behaviour is one of the school's strengths in addition to the respect and care that they show for each other and for adults

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and high expectations for the school and has shared this successfully
- Leaders have established a very effective programme to solve pupils' behavioural and emotional problems
- Very good use of the expertise of various members of staff
- Staff work closely as a team and fulfil their roles and responsibilities effectively
- Appropriate attention is paid to national and local priorities
- The school's self-evaluation identifies the school's strengths well and that which needs to be improved
- Leaders manage resources effectively

Recommendations

R1 Improve attendance so that it compares better with that in similar schools

R2 Improve pupils' handwriting and presentation of work

R3 Ensure consistency in challenge for more able and talented pupils

R4 Improve teaching in those classes in which teaching is adequate

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

On entry to the school, many pupils' skills are at a low level. However, by the end of their time at the school, and in lessons, many make good progress. Many pupils use their thinking skills purposefully, for example when planning mind maps that involve the termly theme. However, more able pupils do not always achieve as well as they could.

Although only a few pupils come from Welsh-speaking homes, most of them make sound progress in their use of Welsh soon after starting school. Pupils' oral use of Welsh is a strong feature throughout the school. In the Foundation Phase, most pupils develop their oral skills effectively and use an increasing range of vocabulary and sentence patterns correctly in different situations. They express their ideas confidently and pronounce and intone comprehensibly. In key stage 2, most pupils respond eagerly to teachers' questions in Welsh and English, discuss their learning intelligently and explain knowledge and ideas clearly.

In the Foundation Phase, most pupils are able to read books, and their own work, to a standard that is appropriate to their age and ability. By the end of the Foundation Phase, many pupils read with increasing fluency and accuracy and discuss the aspects of a book confidently. Most pupils in key stage 2 read a range of texts correctly and with appropriate expression in both languages. They discuss books and authors that they like easily. The majority of older pupils are able to use factual books and the internet appropriately to research facts for use in cross-curricular work.

Most pupils in the Foundation Phase show continuous development in terms of early writing skills. By the end of the Foundation Phase, nearly all pupils are able to write sensible sentences for various purposes, showing a good grasp of basic punctuation. Many key stage 2 pupils use suitable and interesting vocabulary and vary the beginnings of sentences in both languages. By the end of key stage 2, most of them write clearly and interestingly, using paragraphs and punctuating correctly. They use more varied syntax by selecting vocabulary and phrases to create effect, for example when writing a newspaper report about the journey of the first train in Penydarren in Welsh and work on the local coalmines in English. However, a minority of pupils' standards of handwriting and presentation of work across the school are not always consistently good.

In the Foundation Phase, most pupils develop their numeracy skills successfully across the areas of learning. At the beginning of the Foundation Phase, most are able to identify numbers up to ten and count forwards and backwards confidently. Many pupils are able to collect information, form graphs and analyse them effectively. By the end of the Foundation Phase, many pupils solve mathematical problems successfully by role-playing and using money. Most of them identify time correctly and use it to analyse timetables.

In key stage 2, many pupils' standards of numeracy are good. They use a variety of calculation methods correctly to solve number problems. Most of them make purposeful use of data across the curriculum, for example when discovering how many lives were lost in disasters in local coalmines.

Pupils' standards in the Foundation Phase in terms of the expected outcome 5 in language skills and mathematical development in 2014 are good. For two of the last three years, performance in language skills has placed the school in the upper 50% in comparison with similar schools, whilst mathematical skills place it in the lower 50%. Pupils' performance at the higher outcome 6 in mathematical skills is consistently good but their performance in language skills at outcome 6 is not as good.

Pupils' standards at the end of key stage 2 in 2014 are inconsistent in terms of attaining the expected level 4 in all subjects assessed. Over a period of four years, performance in mathematics is consistently good and places the school in the upper 50% or better in comparison with similar schools. Performance in terms of Welsh and English is also good and in the upper quartiles for much of the period. Apart from Welsh, which places the school consistently in the upper 50% of similar schools or better, pupils' performance at level five does not compare as well with levels in similar schools.

Across the school, pupils who are eligible for free school meals make good progress against their personal targets. However, the small numbers of these pupils in both key stages has a marked effect on data, especially in terms of achieving outcome 5 and level 4.

Girls in the Foundation Phase perform consistently better than boys in terms of attaining outcome 5 and the higher outcome 6 in Welsh and mathematics. The picture at the end of key stage 2 is more inconsistent in terms of attaining level 4 or the higher level 5 in the four subjects assessed.

Nearly all pupils who have additional learning needs achieve well and make progress against their personal targets.

Wellbeing: Adequate

Nearly all pupils are very aware of the importance of eating and living healthily and enjoy a wide range of various physical activities. They feel very safe at school and feel free to turn to their peers or any members of staff at the school for ready support and advice when needed.

Nearly all pupils participate well in lessons and are enthusiastic about their learning. They co-operate effectively together in their lessons and activities. Most pupils work well independently and under adult direction. They are aware of their personal targets and know what they need to do to improve. However, a very few pupils do not achieve enough in lessons.

Pupils' behaviour and affection for each other is one of the school's strengths and they show respect and care for each other and for adults. They are very aware of the importance of issues of wellbeing, health and safety. Through a variety of activities at the school, in addition to extra-curricular experiences, pupils develop a good range of social and life skills.

Pupils have many opportunities to express an opinion and make decisions through the work of the school council, the eco committee and the healthy council. Through this, they contribute actively to making decisions that have resulted in improvements to the school. Examples of this are erecting a shelter in the school playground, and relocating and renovating the library to make it more attractive and appealing. As a result, more pupils visit and make use of it.

Despite the school's efforts, pupils' attendance is poor in comparison with levels in similar schools, and has placed it in the bottom 25% of similar schools every year for the last four years.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of learning experiences that meet nearly all pupils' needs and fulfil the requirements of the National Curriculum, the Foundation Phase and religious education. These experiences gain the interest of almost all pupils and enable them to make good progress.

The school has schemes of work that fulfil the requirements of the Literacy and Numeracy Framework. The activities that are provided enable pupils to develop their numeracy, literacy and information and communication technology (ICT) skills successfully. A good example of this is pupils' use of a spreadsheet to calculate the cost of value added tax on goods by creating a formula and presenting this in a report.

Provision for the Welsh language and the Welsh dimension is a strength across the school. An example of this is pupils creating a script about the local area and broadcasting it on a radio programme. Through classroom themes, displays, visits and opportunities to perform in eisteddfodau and community activities such as work on local coalmines, the school promotes pupils' awareness of their heritage and their local area successfully. This element is reinforced further by co-operation on projects with well-known authors and an international netball player.

There is effective provision for learning about sustainability, and pupils are active in recycling, which reduces the school's waste considerably. They also collect rainwater to water the garden in order to grow vegetables and flowers successfully. However, provision for global citizenship is adequate.

Teaching: Good

Teachers across the school create a working atmosphere in which pupils feel safe and are able to trust staff. This valuable relationship ensures that pupils' behaviour is

good in all classes and around the school. The effective co-operation between teachers and assistants is one of the school's strengths. They are all extremely valuable language models and the standard of pupils' oral skills reflects this. Many teachers and assistants use open-ended questions effectively in order to develop pupils' thinking skills and to ensure that they understand the work. Nearly all pupils make effective links with previous work and this helps pupils to make good progress during the lesson. However, provision does not ensure that more able pupils are challenged regularly enough across the school. In a very few exceptions, teachers' expectations are too low and, as a result, pupils do not achieve enough in the lesson and presentation of work is untidy.

Assessment for learning strategies across the school are developing well. Where it is at its best, pupils share objectives and discuss success criteria thoroughly with pupils. Nearly all teachers mark pupils' work regularly and provide constructive comments. Many pupils have opportunities to reflect and correct their own work and that of their peers. This promotes independence in learning successfully. Many teachers ensure that all pupils have opportunities to respond in writing in order to help them to improve the standard of their work.

The school has effective arrangements for assessing and recording pupils' progress. The school make suitable use of the data to monitor pupils' progress and to provide additional educational programmes as needed. Annual reports to parents about their children's progress and wellbeing give them useful, good quality information.

Care, support and guidance: Good

The school promotes pupils' health and wellbeing well. Pupils' understanding of the importance of physical exercise is successful and this is complemented by promoting a variety of activities in lessons and after school. The school has appropriate arrangements to promote eating and drinking healthily by ensuring that a supply of water is available to all, and a daily opportunity to buy fruit.

The school promotes pupils' spiritual, moral, social and cultural development successfully. As a result, nearly all pupils show respect and care for others. Pupils have equal opportunities to join in the range of extra-curricular opportunities.

The school is an inclusive community that ensures that all pupils have equal opportunities. It gives high priority to its pupils and effective procedures are in place. Staff know pupils' welfare needs well and the school has an effective programme of support to develop pupils' emotional health and behaviour. The support programme is embedded in the school and is effective in promoting pupils' personal development. This develops pupils' life skills effectively.

The school co-operates effectively with a number of specialist organisations such as the police and health and social services, according to need.

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

Provision for additional learning needs is comprehensive. The school identifies pupils who need support at an early stage and provides suitable individual programmes for them. The programmes are reviewed regularly and parents are part of the process. The school provides a beneficial numeracy and literacy intervention programme for groups of pupils and individuals. As a result, these pupils make good progress against their targets.

Learning environment: Good

The school is a friendly and caring community in which there is a healthy relationship of mutual respect among staff and pupils. This arises from the school's robust vision of the four Cs, namely 'Cymreictod' (Welshness), 'cwrteisi' (courtesy), 'caredigrwydd' (kindness) and 'ceisio'n gorau glas' (trying our very best). This is central to all the school's activities. The school provides a safe and welcoming environment for all pupils and opportunities within the provision to display tolerant attitudes. The school commits itself actively to raising money for good causes locally and nationally, for example the Save the Children Fund. This increases pupils' awareness of equality and diversity successfully. All pupils are included in all the school's curricular and extra-curricular activities.

Purposeful use is made of the school grounds and building for play and learning. The school council were part of developing these areas by acting on their fellow pupils' recommendations, especially through establishing a shelter and renovating the boys' toilets. The outdoor areas are being developed, and help staff to fulfil the principles of the Foundation Phase and enrich pupils' experiences. There are purposeful resources in the classrooms and teachers make good use of them to promote learning. Inside the classrooms and corridors, there are various displays that include pupils' work and a record of their experiences and successes. The whole site is safe and is well maintained.

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

Leadership: Good

The headteacher has a clear vision and high expectations for the school. He conveys the vision successfully to staff, pupils, parents and governors. This ensures a clear and robust direction for the school. The senior management team and all staff co-operate closely as a team and support the headteacher well. All members of staff have clear job descriptions and specific responsibilities for developing the school as an effective learning community.

The school and the senior management team make purposeful use of the school's data and identify areas to be improved. All staff work together effectively to achieve improvements to strengthen provision and raise standards. The school responds positively to a number of local and national priorities and this has a positive effect on the school's standards and provision. The continuous development of literacy, numeracy and ICT is a good example of this.

Staff meetings and governors' meetings are used to discuss priorities and progress regularly, and clear attention is given to raising standards. Governors receive

comprehensive reports that refer to pupils' performance and their attainment, and the progress against the school's priorities for improvement. This includes detailed monitoring reports based on classroom observations and scrutinising books by the headteacher and the senior management team. In addition, governors receive reports on performance data which have led to a better understanding of the school's performance in comparison with that of other similar schools. As a result, the governors make beneficial contributions as 'critical friends' and contribute to the school's strategic planning processes.

Improving quality: Good

The headteacher has developed robust and detailed self-evaluation procedures that use a wide range of direct evidence. The school collects the views of pupils, parents and other stakeholders effectively and acts on conclusions that are beneficial to pupils' education and wellbeing. For example, the school has recently held sessions for parents on developing their children's phonics and reading skills, which have a positive influence on many pupils' standards of reading.

Self-evaluation reports are detailed and give an objective and accurate picture of the school's current situation regarding learning, teaching and standards. All members of staff and governors understand their roles and responsibilities in the self-evaluation process and provide a valuable input to the discussions. The outcomes of these processes provide an accurate assessment of the school's strengths and areas to be developed, and, as a result, leaders know the school well.

The school improvement plan is an active document that includes a reasonable number of appropriate priorities. These priorities agree with the issues that are identified in the self-evaluation. All members of staff and governors have appropriate roles in creating, implementing and monitoring specific aspects of the priorities in the development plan. The implementation of the plan, along with the effect of developments on the school, is discussed regularly in staff and governing body meetings.

Partnership working: Good

The school has successful strategic partnerships with parents, the community and other schools. This has a very positive effect on pupils' standards and wellbeing. Parents are very supportive of curricular issues sessions that develop their understanding of literacy and how to help their children at home. The school has developed its strategic link with parents further by establishing a successful parents' council that meets to discuss school issues with the headteacher. As a result, parents have an opportunity to observe lessons in order to make them aware of the latest learning strategies.

The school's parents and friends of the school association organise successful activities to raise money to buy resources for the school, for example ICT equipment and resources for the outside playground.

Effective links with the nursery groups in the catchment area ensure that pupils settle quickly in the Foundation Phase. The school works purposefully with schools in the

cluster and schools in the authority on various projects that lead to raising standards, for example the ICT project. The school has successful partnerships with the local secondary schools, for example to ensure that pupils transfer smoothly from the primary to the secondary sector. Suitable standardisation and moderation of teachers' assessments occur in the core subjects. This ensures teachers' accuracy in assessment.

Visits to the community make a positive contribution to enriching pupils' experiences. Pupils take part in various local events such as services and concerts in the local places of worship and hospital. In addition, they support local campaigns by raising the community's awareness of keeping the local community centre open and joining the local library. This close relationship enriches pupils' experiences very effectively and deepens their awareness of belonging to the community.

The beneficial partnership between the school and specialist agencies ensures an appropriate response to support vulnerable pupils when needed. An example of this is the service the local nurse provides so that parents can call in to see her if they have any concerns about their children.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately and good use is made of individuals' expertise to enrich learning and teaching. A notable example of this is the internal training that is provided for all teachers on purposeful use of ICT in teaching. This is has a very positive effect on teachers' confidence and on the wide experiences that pupils receive. This good practice is shared very effectively with other schools and the school is a referral centre for one of the main international companies.

Teachers make purposeful use of their planning, preparation and assessment time and arrangements for this are managed well. As a result of the performance management process, training is planned in relation to the school's priorities and individuals' needs sensibly.

The school shares resources successfully with local schools. An example of this is developing mathematics resources jointly by using a grant to enable staff to co-operate appropriately.

The headteacher, the secretary and the finance sub-committee monitor and manage expenditure carefully and make purposeful use of reserve funds in order to improve the school's internal appearance and ICT resources. The school's expenditure decisions link appropriately to the priorities in the development plan for raising pupils' standards and wellbeing.

The school makes beneficial use of the Pupil Deprivation Grant by using assistants to support these pupils. Pupils make good progress against their personal targets. Effective use of the money is made by funding provision to solve pupils' behavioural and emotional problems.

Considering the good standards, the school provides good value for money.

Appendix 1: Commentary on performance data

6742364 - Ysgol Gymraeg Abercynon

Number of pupils on roll	361
Pupils eligible for free school meals (FSM) - 3 year average	16.4
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	40	40	47
Achieving the Foundation Phase indicator (FPI) (%)	85.0	80.0	91.5
Benchmark quartile	2	3	2
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	40	40	47
Achieving outcome 5+ (%)	87.5	82.5	91.5
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	35.0	25.0	31.9
Benchmark quartile	1	3	3
Mathematical development (MDT)			
Number of pupils in cohort	40	40	47
Achieving outcome 5+ (%)	87.5	87.5	95.7
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	25.0	37.5	31.9
Benchmark quartile	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	40	40	47
Achieving outcome 5+ (%)	95.0	95.0	95.7
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	70.0	25.0	51.1
Benchmark quartile	1	4	2

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.

6742364 - Ysgol Gymraeg Abercynon

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FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	22	46	31	45
Achieving the core subject indicator (CSI) (%)	90.9	89.1	90.3	88.9
Benchmark quartile	1	2	2	2
English				
Number of pupils in cohort	22	46	31	45
Achieving level 4+ (%)	90.9	89.1	90.3	88.9
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	27.3	23.9	29.0	51.1
Benchmark quartile	3	3	3	1
Welsh first language				
Number of pupils in cohort	22	46	31	45
Achieving level 4+ (%)	90.9	84.8	90.3	88.9
Benchmark quartile	1	3	2	2
Achieving level 5+ (%)	27.3	21.7	25.8	51.1
Benchmark quartile	2	2	2	1
Mathematics				
Number of pupils in cohort	22	46	31	45
Achieving level 4+ (%)	95.5	93.5	90.3	95.6
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	27.3	19.6	22.6	35.6
Benchmark quartile	3	4	4	2
Science				
Number of pupils in cohort	22	46	31	45
Achieving level 4+ (%)	95.5	97.8	90.3	91.1
Benchmark quartile	1	2	3	3
Achieving level 5+ (%)	22.7	23.9	16.1	37.8
Benchmark quartile	3	3	4	2

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 website, My Local School, in the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Primary Survey (All Pupils)

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.	94		94	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	94		86	8		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			91%	9%		
			92%	8%		
I know who to talk to if I am worried or upset.	94		92	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	94		93	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	94		94	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	93		84	9		Rwy'n gwneud yn dda yn yr ysgol.
			90%	10%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	94		94	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	94		92	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
			98%	2%		
My homework helps me to understand and improve my work in school.	94		89	5		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			95%	5%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	93		92	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	94		76	18		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			81%	19%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	93		77	16		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			83%	17%		
			84%	16%		

Response to the parent questionnaire

Fewer than 10 responses were received. No data is shown.

Appendix 3

The inspection team

Mr Maldwyn Ellis Pryse	Reporting Inspector
Ms Delyth Mainwaring	Team Inspector
Ms Sioned Hywel Thomas	Team Inspector
Dr Glenda Jones	Lay Inspector
Mr Ceri Scourfield	Peer Inspector
Mr Jonathan Cooper	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.