



Report on

**Ysgol Gymraeg Dyffryn y Glowyr
Heol Bethel
Lower Cwmtwrch
Swansea
SA9 2PT**

Date of inspection: 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 Gymraeg Dyffryn y Glowyr, which is an area school, is situated in the village of Lower Cwmtwrch and it is maintained by Powys local authority. The school was newly established in September 2012 under the leadership of the current headteacher, as a result of merging two local primary schools. It moved into the new building in January 2013. The catchment area includes the local area and nearby villages.

There are 293 pupils on roll, which includes 50 full-time nursery-age children and 12 who attend the profound needs centre. They are divided into 12 classes, which include four classes that have mixed-age pupils.

Forty-seven per cent of pupils come from Welsh-speaking homes. Very few come from an ethnic minority background. A little over 10% of pupils are eligible for free school meals. About 17% of pupils have additional learning needs (ALN) but very few have a statement of special educational needs.

This is the school's first inspection.

The individual school budget per pupil for Ysgol Gymraeg Dyffryn y Glowyr in 2014-2015 is £3,829. The maximum per pupil in primary schools in Powys is £13,848 and the minimum is £3,007. Ysgol Gymraeg Dyffryn y Glowyr is in 34th position of the 86 primary schools in Powys 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 is good because:

- It has an inclusive Welsh, familial and industrious ethos, which encourages pupils to be friendly towards each other and to enjoy learning
- Nearly all make good progress in their learning and pupils' literacy and numeracy skills are developing well
- Pupils who have additional learning needs, including those who are in the profound needs centre, make effective progress against the targets that are set for them
- Pupils' behaviour in lessons and around the school, almost without exception, is very good
- The school council is enthusiastic, considers pupils' aspirations and the school's objectives seriously and acts on them
- Staff plan carefully in order to provide a wide, varied and interesting range of learning experiences for pupils
- The standard of teaching is consistently effective across the school and all teachers have high expectations
- Staff make effective use of a range of assessment procedures
- The school has very thorough arrangements for identifying individuals' additional learning needs and staff act quickly and purposefully on them
- The building contains excellent facilities to support learning effectively

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision and high expectations for developing the school as an inclusive and stimulating community
- Leaders have established a cohesive team of conscientious practitioners, and a range of effective procedures in order to ensure education of a consistently high quality in a very short time
- Staff and leaders respond positively to a number of local and national priorities regularly
- Members of the governing body are very supportive of the life and work of the school and undertake their duties conscientiously
- The school has a comprehensive self-evaluation procedure that develops staff's understanding of the school's strengths and the few areas to be improved
- The senior management team uses a wide range of direct evidence and trends in relevant data effectively to identify progress and aspects to be developed
- The priorities in the school improvement plan arise directly from the areas to be

developed that were identified in the self-evaluation report

- The school co-operates energetically with a wide range of partnerships to ensure a variety of valuable and stimulating experiences for pupils, which contributes considerably to their wellbeing and achievement
- The school has an especially beneficial and creative partnership with another primary school in a nearby county, which has led to specific provision that is sector-leading
- The school manages its resources well, and ensures appropriate staffing arrangements to teach the curriculum effectively
- The headteacher and governors monitor and manage finances carefully

Recommendations

R1 Plan more opportunities for pupils in the Foundation Phase to make choices in relation to their learning

What happens next?

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

Estyn will invite the school to prepare a case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils begin at the school with very varied literacy and numeracy skills. However, during their time there, nearly all make good progress in their learning.

Nearly all pupils' listening and oral skills are very good. Pupils listen attentively to teachers' presentations and to each other in learning sessions, and respond confidently orally, using increasingly correct vocabulary and syntax in Welsh and also in English in key stage 2. At the top end of the school, many pupils are able to conduct a debate and express an opinion in a mature way in both languages.

Most pupils across the school are developing as keen and mature readers. By the end of the Foundation Phase, they use appropriate strategies to build unfamiliar words confidently. They read increasingly accurately and discuss the contents of their books in a mature manner. By the end of key stage 2, most read with clear expression and vary their tone of voice when reading at a level that is appropriate to their age and ability.

Most pupils' writing skills are developing well. By the end of the Foundation Phase, many pupils are able to write confidently, spelling familiar words correctly, varying the beginnings of sentences, and using various verb forms where appropriate. They write increasingly correctly in a range of various forms and in various contexts across the areas of learning. For example, they record facts about insects, write a portrait of a wolf, or a creative recipe in order to perform 'magical acts'. They punctuate correctly and use full stops, exclamation marks, question marks and quotation marks where appropriate. By the end of key stage 2, nearly all pupils are able to write interesting and correct extended pieces in both languages, in a wide range of various forms and in various contexts across the curriculum. Specific examples include a portrait of Monet when studying his work in art lessons, and a report to a newspaper based on Swansea at the time of the Blitz in history lessons. There is a notable example of extended writing of a high standard, where older pupils at the school co-operate with pupils at another school. They work jointly, through an electronic medium, on a project to write a long story entitled 'The Woman in Black'.

Pupils' numeracy skills develop successfully across the school. Most are able to apply their mathematical skills increasingly correctly in a range of different contexts. They count, measure and handle data at a level that is appropriate to their age and ability and address interesting tasks in various areas across the curriculum. Specific examples in the Foundation Phase include producing a diagram to convey their conclusions when classifying insects, and producing tallies and a bar graph to denote their favourite fruit. In key stage 2, examples include analysing graphs based on the history of local miners, and measuring distances and plotting co-ordinates in geography.

Pupils' independent learning skills are developing appropriately across the school.

Pupils with additional learning needs, including those in the profound needs centre, are making good progress from their starting points and against the targets that are set for them.

It is not possible to report reliably on trends in the school's performance, as it only has verified results for two years. It is also fair to note that the school's performance data includes the results of pupils who attend the profound needs centre.

Although there is improvement in the outcomes for 2014 in comparison with 2013, pupils' performance at the end of the Foundation Phase at the expected outcomes has meant that the school has remained in the bottom 25% in comparison with similar schools in literacy and mathematical development. At the higher outcomes, performance has raised the school from the lower 50% to the upper 50% in literacy and from the upper 50% to the top 25% in mathematical development.

Pupils' performance at the end of key stage 2 at the expected levels has raised the school from the lower 50% to the upper 50% in Welsh and from the bottom 25% to the upper 50% in English between 2013 and 2014 in comparison with similar schools. The school has risen from the lower 50% to the upper 50% in mathematics, but has remained in the lower 50% in science. Performance at the higher levels has varied, but the school has been in the lower 50% overall.

Pupils' current standard of work is better than the data suggests at the expected levels and the higher levels. Considering the context of the school in full, data for the current year, although not verified, shows that the school has maintained the generally high standards that had been achieved in the previous two years at the expected levels. The data also shows considerable progress at the higher levels in mathematics, science and both languages in key stage 2.

There is no notable pattern of difference between the performance of pupils who are eligible for free school meals and the remainder, or between the performance of girls and boys.

Wellbeing: Good

Nearly all pupils enjoy coming to school and feel safe there. Nearly all are of the opinion that the school deals effectively with the rare cases of bullying.

Pupils' behaviour in lessons and around the school, almost without exception, is very good. They show respect for their peers and are welcoming and courteous towards visitors. Most work productively with others and they develop the skills to improve their own learning appropriately. However, on a few occasions, pupils in the Foundation Phase do not make enough choices in relation to their learning. Many pupils show beneficial personal qualities such as self-reliance and perseverance when solving problems.

Nearly all pupils have a clear understanding of how to eat and drink healthily and the importance of physical exercise. High levels of participation in beneficial physical activities, for example rugby, football and netball, confirm this.

Pupils' attendance has improved since 2012. Attendance rates in 2014 place the school in the upper 50% in comparison with other similar schools. Unverified data shows that the school has maintained the levels in the current academic year. Most pupils arrive at their lessons punctually.

Members of the school council and the eco council are enthusiastic and consider the aspirations of other pupils and the school's objectives seriously. As groups, they have had a positive influence on a number of aspects of school life, for example by contributing to producing an attendance and behaviour policy, and designing a rope course in the school grounds. All pupils contribute enthusiastically to activities to collect money for a range of charities.

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

The school plans carefully in order to provide a wide, varied and interesting range of learning experiences for pupils. Schemes of work, along with teachers' plans, are comprehensive and respond well to the requirements of the Literacy and Numeracy Framework, the National Curriculum, the principles of the Foundation Phase and the agreed syllabus for religious education. The school uses themes as a medium to stimulate pupils' interest successfully. The school's curriculum meets the needs of specific groups and individuals well and provides appropriate personal programmes for pupils who have specific learning needs.

Developing literacy, numeracy and information and communication technology (ICT) skills, along with pupils' thinking skills, is a strong foundation for all the planning and progress-tracking systems are robust.

Provision for developing and promoting the use of the Welsh language is effective and enables pupils to make good progress. This permeates all school life. Rich extra-curricular activities support this effectively. The valuable opportunities that are provided for pupils to learn about the history, geography and culture of Wales and the local area are one of the school's strengths, and central to its theme work.

The school provides an extensive range of stimulating experiences for pupils to learn about sustainability and global citizenship. This again is a strength. Staff, along with the eco committee, encourage pupils to be responsible citizens and to play an active part in the local community and the global community. Extensive links with individuals in other countries, including Patagonia, Mexico and Qatar, strengthen pupils' awareness of how other people live. Valuable opportunities are provided for pupils to apply for financial grants, collect money in aid of charities, recycle, use less energy, and to learn about fair trade goods. This raises their awareness of enterprise and issues related to sustainability.

Teaching: Good

The standard of teaching is consistently effective across the school. All teachers have high expectations, good subject knowledge and a sound understanding of the needs of pupils in their class. Teachers plan their lessons in detail and identify beneficial opportunities for pupils to develop their literacy and numeracy skills in a

range of interesting contexts. However, they do not always plan enough opportunities for pupils to choose their own activities in the Foundation Phase.

Nearly all teachers use an appropriate range of learning strategies effectively in order to address pupils' needs. They all share the lessons' objectives and success criteria regularly with pupils, in order for them to understand the requirements of the task. There is an effective working relationship between teachers and support staff, and also between adults and pupils. As a result, nearly all pupils make good progress in their lessons.

Teachers mark pupils' work regularly and constructively and give them useful oral and written feedback. They provide beneficial opportunities for them to act on this advice by refining and improving their work. This helps them to understand what they are doing well, and what they need to do in order to improve and apply the advice effectively. Many older pupils reflect appropriately on their personal efforts and evaluate their own and each other's work well. This practice sharpens their focus on their work, and is a tool that enables them to understand better what they are doing.

Teachers make effective use of a range of assessment procedures in order to plan appropriate activities that meet the particular needs of individuals and groups of pupils. Staff track pupils' progress regularly and in detail in order for them to measure their progress in specific areas. Pupils have appropriate targets for improvement and they know when they have attained them.

Reports to parents on their children's progress are comprehensive and meet the requirements in full.

Care, support and guidance: Good

The school has appropriate arrangements for promoting eating and drinking healthily. It teaches pupils effectively about the importance of keeping fit and personal safety. This is done successfully in lessons and in extra-curricular activities.

The school takes full advantage of the services of external agencies, such as the police and the nurse. These agencies and services provide beneficial support for pupils and enrich their knowledge and understanding of wellbeing issues, for example e-safety.

Provision for health education, personal safety and hygiene is effective. Valuable opportunities are provided for pupils to develop their awareness of spiritual and moral aspects in collective worship sessions and circle time. The school promotes pupils' cultural and social development extremely successfully through curricular and extra-curricular activities.

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

The school has very thorough arrangements for identifying individuals' additional learning needs and acts quickly and purposefully on them. The school encourages

parents to get in touch immediately to discuss issues that are causing them concern in relation to their children. Individual education plans identify appropriate targets as well as specific activities in order to ensure progress and a challenge for pupils. Parents and pupils are included appropriately throughout the review process. Members of the additional learning needs team work closely and effectively with external agencies and specialist services for pupils' benefit. The care and support for these pupils are of a high standard and help them to make good progress against their targets.

Learning environment: Good

There is a Welsh, inclusive, familial and industrious ethos, which succeeds well in encouraging pupils to be friendly towards each other and to enjoy learning. Staff emphasise the importance of courtesy, respect and good behaviour. Effective policies and procedures ensure equal access to the curriculum for all pupils. The school promotes positive attitudes to equality and diversity and encourages pupils to be tolerant and to support charities successfully.

The building is new and includes excellent facilities for supporting learning effectively. The rooms and public places include colourful and stimulating displays of a very high standard, which value pupils' work. Outdoor areas include a wide range of creative and colourful resources to develop the principles of the Foundation Phase successfully, and to facilitate the outdoor activities for key stage 2 pupils. The allotment and wild area are especially useful resources for promoting pupils' understanding of the world of nature.

The building and surrounding grounds are safe, in good condition and are maintained to a high standard.

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

The headteacher has a clear vision and high expectations for developing the school as an inclusive and stimulating community. In a short time, she has established a cohesive team of conscientious practitioners and a range of effective procedures in order to ensure education of a consistently high quality. These contribute successfully towards creating a school that is self-critical and developing continuously.

All members of staff have specific responsibilities for developing the school as an effective learning community. Through regular meetings, they have valuable opportunities to discuss progress and monitor the implementation and effect of the school improvement plan. The school has thorough performance management procedures that challenge staff to develop and improve their practice by setting purposeful objectives that accompany priorities in the improvement plan.

The school responds positively to a number of local and national priorities regularly. It implements the requirements of the Literacy and Numeracy Framework and the

local authority's Welsh Language Charter successfully. This has a positive effect on standards, especially pupils' oral skills in Welsh.

Members of the governing body are very supportive of the life and work of the school and undertake their strategic duties conscientiously. They possess thorough knowledge of the school's strengths and of the areas that need to be developed, which enables them to hold the school to account appropriately. Their regular visits to the school are valuable for them to be able to contribute to and improve self-evaluation procedures.

Improving quality: Good

The school has a comprehensive self-evaluation procedure that develops staff's understanding of the school's strengths and the few areas to be improved well. Self-evaluation arrangements are detailed and are based firmly on pupils' attainments and the quality of teaching. The senior management team uses a wide range of direct evidence and trends in relevant data effectively to identify progress and aspects to be developed. These include scrutinising pupils' work, monitoring lessons and gleaning the opinion of governors, parents and pupils. Staff contribute effectively to the process by creating comprehensive reports on the quality and effect of provision. The self-evaluation report, which arises from these procedures, is balanced and shows that leaders know their school well.

The priorities in the school improvement plan arise directly from the areas to be developed that were identified in the self-evaluation report. The plan is an active document that focuses clearly on improving standards. It includes suitable priorities for improvement, along with a thorough review of progress in relation to the previous plan. The actions for achieving the priorities are detailed and they include an implementation timetable, staff responsibilities, and financial requirements. The plan makes effective use of success indicators and challenging quantitative targets. Leaders monitor progress against these targets regularly and thoroughly. This leads to consistency in the quality of provision and progress in outcomes, especially at the higher levels.

Partnership working: Excellent

The school's staff co-operate energetically and successfully with a wide range of partnerships to ensure a range of valuable and stimulating experiences for pupils. These contacts contribute considerably towards their wellbeing and achievement.

Since it was established, the school has fostered a close and beneficial relationship with parents. As a result of a request from parents to improve communication, the school has responded positively by improving its website and developing the practice of sending text messages. This has improved communication successfully. The parent-teacher association is an enthusiastic and active body and a number of parents have contributed significantly by raising considerable sums of money and by giving their time and energy to improve the outdoor environment. The school holds revealing parents' evenings to help them to help their children and their work effectively. Parents appreciate this.

The school has valuable links with a wide range of external agencies, including the local authority and health and welfare services, that have a positive effect on pupils' wellbeing and attainment.

In a short time, the school has fostered close and beneficial links with the local community, for example by holding joint concerts with Côt y Gyrlais and visiting local chapels. An effective relationship with officers at the Brecon Beacons National Park and the Pontardawe Biodiversity Site provides valuable experiences to develop pupils' awareness of the local environment.

The school has close and beneficial links with pre-school settings that are located in the building. This ensures that they feel a part of the school and helps new pupils to settle in quickly when they transfer at the age of three. There are valuable transfer arrangements with partner secondary schools to prepare Year 6 pupils for the next stage in their education. These include visits from a teacher from one of these schools in order to provide extended mathematics experiences for pupils. The school also co-operates constructively with other primary and secondary schools to standardise and moderate pupils' work. This has led to better consistency when assessing and levelling work.

The school has an especially successful and creative partnership with another primary school in a nearby county. In Year 6, pupils in both schools take turns to devise and set a creative and ambitious challenge for each other. This is communicated by effective video conferencing organised by pupils. These challenges are powerful tools to develop pupils' thinking, ICT, literacy and numeracy skills and include interesting examples such as producing stories jointly or explaining the Fibonacci Sequence. This practice has sparked pupils' imagination and encouraged them to achieve ambitious and stimulating tasks successfully. Unverified data shows that this partnership has contributed considerably to improving pupils' achievements at the higher levels at the top end of the school.

Resource management: Good

The school manages its resources efficiently and ensures appropriate staffing arrangements to teach the curriculum effectively. Beneficial use is made of the resources that are available to enrich the curriculum, including the outdoor area, and staff have co-operated effectively to create a very stimulating and effective learning environment for pupils.

There is a range of suitable training opportunities and robust performance management arrangements to ensure that there are appropriate opportunities to meet staff's development needs and the school's priorities. Teachers use their planning, preparation and assessment time effectively and arrangements are managed well. By using a specialist teacher to take other teachers' classes during these times, the school develops pupils' physical skills extremely effectively across the school.

There are effective networks or professional practice with other schools and partners. They have a positive effect on pupils' standards and attainment, especially in improving the use of literacy, numeracy and ICT across the curriculum.

The headteacher and governors monitor and manage funds carefully and use grants effectively to improve provision and raise standards, for example to develop a wild area in the school grounds. Expenditure decisions link closely with priorities for improvement. The school uses the Pupil Deprivation Grant effectively to raise pupils' standards of reading and numeracy, as well as their emotional and social skills. This has had a positive effect on the standards and wellbeing of a specific group of pupils.

Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6662152 - Ysgol Gymraeg Dyffryn y Glowyr

Number of pupils on roll	284
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	37	33
Achieving the Foundation Phase indicator (FPI) (%)	*	59.5	81.8
Benchmark quartile	*	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	*	37	33
Achieving outcome 5+ (%)	*	62.2	84.8
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	27.0	36.4
Benchmark quartile	*	3	2
Mathematical development (MDT)			
Number of pupils in cohort	*	37	33
Achieving outcome 5+ (%)	*	70.3	84.8
Benchmark quartile	*	4	4
Achieving outcome 6+ (%)	*	37.8	48.5
Benchmark quartile	*	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	37	33
Achieving outcome 5+ (%)	*	83.8	97.0
Benchmark quartile	*	4	3
Achieving outcome 6+ (%)	*	56.8	75.8
Benchmark quartile	*	2	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.

6662152 - Ysgol Gymraeg Dyffryn y Glowyr

Number of pupils on roll	284
Pupils eligible for free school meals (FSM) - 3 year average	8.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	*	34	21
Achieving the core subject indicator (CSI) (%)	*	*	85.3	95.2
Benchmark quartile	*	*	3	2
English				
Number of pupils in cohort	*	*	34	21
Achieving level 4+ (%)	*	*	85.3	95.2
Benchmark quartile	*	*	4	2
Achieving level 5+ (%)	*	*	32.4	28.6
Benchmark quartile	*	*	3	4
Welsh first language				
Number of pupils in cohort	*	*	34	21
Achieving level 4+ (%)	*	*	82.4	95.2
Benchmark quartile	*	*	3	2
Achieving level 5+ (%)	*	*	23.5	28.6
Benchmark quartile	*	*	3	3
Mathematics				
Number of pupils in cohort	*	*	34	21
Achieving level 4+ (%)	*	*	88.2	95.2
Benchmark quartile	*	*	3	2
Achieving level 5+ (%)	*	*	52.9	28.6
Benchmark quartile	*	*	1	4
Science				
Number of pupils in cohort	*	*	34	21
Achieving level 4+ (%)	*	*	91.2	95.2
Benchmark quartile	*	*	3	3
Achieving level 5+ (%)	*	*	41.2	28.6
Benchmark quartile	*	*	2	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.	125	122 98%	3 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	125	120 96%	5 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	125	123 98%	2 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	125	123 98%	2 2%	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.	125	125 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	125	122 98%	3 2%	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.	125	125 100%	0 0%	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.	125	123 98%	2 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.	125	114 91%	11 9%	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.	125	124 99%	1 1%	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.	125	116 93%	9 7%	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	124	119 96%	5 4%	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.	99	49 49%	44 44%	4 4%	2 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	98	64 65%	33 34%	0 0%	1 1%	1	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.	99	68 69%	31 31%	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.	98	52 53%	41 42%	4 4%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	89	45 51%	41 46%	3 3%	0 0%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	96	50 52%	42 44%	2 2%	2 2%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	98	61 62%	36 37%	1 1%	0 0%	1	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.	91	47 52%	38 42%	2 2%	4 4%	7	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.	91	51 56%	34 37%	3 3%	3 3%	6	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.	97	66 68%	29 30%	2 2%	0 0%	1	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.	98	66 67%	28 29%	3 3%	1 1%	1	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'.	79	46 58%	26 33%	5 6%	2 3%	14	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.	97	41 42%	43 44%	10 10%	3 3%	1	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.	98	56 57%	36 37%	4 4%	2 2%	1	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.	87	36 41%	40 46%	7 8%	4 5%	10	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	90	50 56%	36 40%	3 3%	1 1%	9	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	64	31 48%	25 39%	7 11%	1 2%	25	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	97	43 44%	39 40%	10 10%	5 5%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	94	43 46%	43 46%	3 3%	5 5%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Sioned Thomas	Team Inspector
Jeffrey Davies	Lay Inspector
Sarah Richards	Peer Inspector
Emma Rofe	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.