



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

A report on

**Ysgol Mynydd Bychan
New Zealand Road
Cathays
Cardiff
CF14 3BR**

Date of inspection: November 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 Mynydd Bychan is situated in the Cathays area, in the city of Cardiff. The school's catchment area includes Mynachdy, Gabalfa, Cathays, the Heath, Splott and Cardiff Bay. There are 236 pupils on roll, including 35 part-time nursery pupils. It has eight classes.

About 7% of pupils are eligible for free school meals, which is lower than the national average. The school identifies that 25% of pupils have additional learning needs. Very few have a statement of special educational needs.

A few pupils come from Welsh-speaking homes. About 18% of pupils are from an ethnic minority background.

The school was last inspected in March 2010. The headteacher was appointed in September 2007.

The individual school budget per pupil for Ysgol Mynydd Bychan in 2015-2016 is £3,343. The maximum per pupil in primary schools in Cardiff is £6,099 and the minimum is £2,901. Ysgol Mynydd Bychan is in 71st 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:

- Most pupils make good progress during their time there
- Most pupils' literacy and numeracy skills are good
- Most pupils' standard of oracy is very good in Welsh in the Foundation Phase and in both languages in key stage 2
- Nearly all pupils' behaviour is very good
- The attendance percentage is consistently good and places the school among the top 25% of similar schools
- Staff plan a wide range of experiences that gain pupils' interest well and stimulate them to learn successfully
- Teachers create an effective work atmosphere in which most pupils feel safe and keen to learn

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision and high expectations
- The senior management team is enthusiastic and plays a full role in setting a clear strategic direction for the school's work.
- Governors have comprehensive knowledge and a thorough understanding of the school's performance
- The school has detailed self-evaluation processes that include a wide range of direct evidence based on the quality of teaching and learning.
- The school co-operates successfully with a wide range of partnerships to develop pupils' wellbeing and standards.
- An effective professional learning community exists between the school and primary schools in the cluster that develops aspects of literacy and numeracy well among pupils

Recommendations

- R1 Refine and ensure consistency in assessment for learning procedures across the school
- R2 Ensure that learning activities in all classrooms respond fully to the needs of all pupils
- R3 Improve the quality of monitoring reports so that they highlight specific aspects for improvement clearly

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

On entry to the school, most pupils' overall skills correspond to what is expected for their age. Most of them make good progress during their time at the school. Most pupils' thinking skills are good and many of them develop their independence skills effectively. Pupils who have additional learning skills make very good progress against their targets.

Although few pupils come from Welsh-speaking homes, most make good progress in their use of Welsh quickly after starting at the school. By the end of the Foundation Phase, they speak clearly and are beginning to use an increasing range of vocabulary and sentence patterns very successfully. By the end of key stage 2, most talk about their work confidently in both languages. They respond to teachers' questions eagerly and explain their ideas clearly. Pupils' oral skills are very strong in both languages.

In the Foundation Phase, most pupils read meaningfully and change voice intonation appropriately in order to hold listeners' interest. They are able to discuss the content of a book and characters effectively. Many pupils in key stage 2 read fluently and with appropriate expression. Most are able to glean information from a text successfully, for example when finding information about the camp at Llangrannog. By the end of the phase, most pupils' higher reading skills are good. They are able to use the contents and index of factual books effectively and use their skim reading skills successfully to find information.

Most pupils in the Foundation Phase develop early writing skills continuously. By the end of Year 2, most write effectively in a wide range of forms, for example forming factual text on Caerphilly Castle. Most pupils' spelling skills develop in line with their age and ability. More able pupils are beginning to vary their sentences successfully to create effect. Many pupils in key stage 2 write effectively for various purposes across the curriculum, for example when producing a debate about the first landing on the moon. By the end of Year 6, most write clearly and interestingly, using paragraphs and punctuation correctly in both languages. Most of them choose a wide range of words creatively in order to create effect. However, a few pupils' standards of handwriting and presentation of work in key stage 2 are not always consistently good.

In the Foundation Phase, most pupils' numeracy skills are good. By Year 2, they use their addition and subtraction skills successfully in order to solve problems. Most read the time on analogue and digital clocks to the nearest half hour and quarter hour, and the more able pupils read the time to the nearest five minutes successfully. Most are able to convert pennies into pounds well. Many pupils use their number skills appropriately across the curriculum, for example when comparing rainfall in Wales with that in Botswana.

Most pupils' numeracy skills in key stage 2 are sound. Most of them are able to use their number skills successfully in order to solve mathematical challenges. More able pupils use a wide range of strategies when solving number problems skilfully. Most pupils are able to calculate the perimeter of shapes accurately and make purposeful use of data across the curriculum, especially when creating a line graph independently on the weather in Patagonia.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome (outcome 5) has placed it consistently high and in the upper 50% in comparison with similar schools in literacy. During the same period, the school's performance has been inconsistent in mathematical development and has varied, moving the school between the bottom 25% and the upper 50%. Performance at the higher outcome than expected (outcome 6) is consistently below the median in literacy and mathematical development.

At the end of key stage 2, the school's performance at the expected level (level 4) over the last four years is consistently higher than the median in Welsh. Performance in English has varied, moving the school between the lower 50% and the upper 50% in comparison with similar schools. Overall, performance in mathematics and science has shown an increase and placed the school in the upper 50% last year. The school's performance at the higher level than expected (level 5) in Welsh has placed it consistently in the upper 50% in comparison with similar schools. Performance in English is inconsistent, and has varied, moving the school between the bottom 25% and the lower 50%. Performance in mathematics and science has shown an increase and placed the school in the upper 50% of similar schools last year.

The number of pupils who are eligible for free school meals is low, and therefore comparisons of their performance against that of other pupils are unreliable.

Wellbeing: Good

Nearly all pupils have a sound awareness of the importance of eating healthily and keeping fit. For example, many take advantage of sports clubs that promote pupils' health and fitness effectively. Nearly all pupils feel safe at school and know to whom to turn if they are worried.

Nearly all pupils' behaviour is very good in classrooms and around the school. They show respect for adults, visitors and their peers. The Criw Clên (Friendly Crew) are very caring towards others and this has a positive effect on other pupils' wellbeing.

Across the school, many pupils are developing as independent learners. They are able to improve their own work successfully. Nearly all pupils are enthusiastic and keen to learn. Most of them show commitment in lessons and are able to persevere with tasks for extended periods well. Most pupils' participation in lessons is effective.

The school council plays a prominent part in the school. Members listen to other pupils' opinions effectively. Through this, they have an appropriate input into the school's work, for example by raising pupils' awareness of internet safety effectively.

Pupils play a valuable part in the community. A good example of this is visits to local businesses. As a result, they have pride in their local community and the wider community.

Pupils' attendance percentage is consistently good and has placed the school among the top 25% in comparison with similar schools over four years. Most pupils arrive punctually at the beginning of the school day.

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

The school has detailed schemes of work that embed the principles of the Foundation Phase effectively and respond fully to the requirements of the National Curriculum and the agreed syllabus for religious education. It provides a wide range of interesting experiences that gain pupils' interest and stimulates them to learn successfully. The number of visitors that come to the school, as well as extra-curricular activities, reinforce and enrich learning effectively, for example the use of specialists from the media to support the work in the animation theme.

The school presents the principles of the Literacy and Numeracy Framework appropriately. Schemes of work generally identify suitable opportunities for pupils to use their numeracy and literacy skills well across a variety of areas.

Provision for promoting the Welsh language and the Welsh dimension is very effective across the school. By studying local history, legends and the work of Welsh poets and artists, the school promotes pupils' understanding of the culture of Wales successfully.

The school promotes pupils' sustainable development successfully through practical activities on the school site, including recycling, reducing the use of energy and caring for the allotment. As a result, pupils' awareness of the importance of caring for the world is good. Provision for promoting pupils' understanding of global citizenship is effective. For example, through links with foreign countries and studying their way of life there, pupils' understanding of other cultures is developing successfully.

Teaching: Good

Teachers plan lessons carefully and in detail. As a result, they stimulate most pupils' interest and enthusiasm successfully. Teachers succeed in creating an effective learning atmosphere in which most pupils feel safe and keen to learn. In about half the classes, where teaching is creative, teachers use a wide range of extremely effective resources in order to gain pupils' interest very well. In these classes, teachers plan stimulating activities that develop pupils' independence successfully and consistently. Nearly all teachers model good language. This has a robust effect on most pupils' correctness of oracy. Many teachers and classroom assistants use open-ended questions effectively to develop pupils' thinking skills well. In the few classes where teaching is less effective, the level of challenge does not respond fully to all pupils' needs.

Teachers' use of assessment for learning strategies varies across the school. Where practice is effective, teachers present educational aims successfully to pupils and set purposeful success criteria for them. However, the use made of procedures is not consistent across the school. As a result, marking is not always incisive enough to lead to improvement in those classes.

The school has comprehensive systems for recording assessments and tracking pupils' progress. The good use that teachers make of systems is developing well and having a positive effect on pupils' standards.

Annual reports for parents include valuable comments on their children's progress, as well as suitable targets in order to improve.

Care, support and guidance: Good

The school makes effective arrangements for promoting eating and drinking healthily and provides a wide variety of appropriate opportunities for pupils to keep fit, as part of the curriculum and extra-curricular activities. A very good example of this is the fitness sessions that older pupils at the school plan and conduct during lunchtimes.

The school promotes pupils' spiritual, moral, social and cultural development effectively through the caring ethos that exists in it. Collective worship sessions ensure beneficial opportunities for pupils to reflect on the messages, for example when discussing the importance of giving as well as receiving in the period up to Christmas.

Effective arrangements are in place to help pupils to control their feelings and develop self-image and self-respect. Effective use is made of external agencies and specialist services to support this. As a result, the quality of care and support for pupils is good.

Arrangements for safeguarding meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is comprehensive. The school identifies pupils' needs at a very early stage and uses a wide range of effective strategies to meet their needs. Individual education plans are of a high quality and identify clear, specific and measurable targets effectively. These are reviewed regularly and have a positive effect on pupils' attainment.

Learning environment: Good

Ysgol Mynydd Bychan is a community with a Welsh atmosphere, which has a caring and inclusive ethos. It ensures equal opportunities for all pupils in all aspects of its work. The school places an extremely important emphasis on equality, diversity and respect. Pupils' appreciation of various cultures is developed successfully. One of the school's strengths is the way in which it challenges stereotypes imaginatively. A notable example of this is the way in which it works closely with the local comprehensive school on providing training for older pupils on challenging homophobic attitudes. As a result, pupils' awareness of equality is especially good. The school has very effective policies, plans and procedures that meet statutory requirements. The staff give a high priority to this work on a daily basis.

The school has a wide range of good quality learning resources. Displays across the school are of a high standard and celebrate pupils' achievements successfully. This engenders pupils' pride in their work. Considering the age of the building and the lack of space, staff make effective use of all areas in order to promote and enrich learning effectively. The school buildings and grounds are well-maintained.

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 a successful community. She has shared this vision with all the school's staff, governors, parents and pupils effectively. The senior management team is enthusiastic and plays a full role in setting a clear strategic direction for the school's work. Through regular meetings, leaders monitor progress against the school's development plans well. This has led to raising the school's standards of performance at the end of the Foundation Phase and key stage 2 successfully.

The school's staffing structure is effective and enables all teachers and support staff to take joint responsibility for specific aspects of the work. This ensures their full role in the school's learning community. The school has thorough performance management procedures that encourage staff to develop and improve their practice by setting purposeful objectives that match the school's priorities.

The school responds positively to local and national priorities. For example, the Literacy and Numeracy Framework is developing appropriately and the school is acting effectively to reduce the effect of poverty and deprivation on pupils' outcomes.

Governors have comprehensive knowledge and a thorough understanding of the school's performance and processes. They update their knowledge regularly by attending relevant training. They are very supportive of the school's work and co-operate closely and very effectively with leaders to ensure a clear strategic direction. Through regular meetings and frequent visits to the school, they challenge the school successfully to maintain and improve standards and ensure good quality provision.

Improving quality: Good

The self-evaluation report shows that leaders know their school well. The school's self-evaluation procedures are detailed and include a wide range of direct and appropriate evidence, which is based on the quality of teaching and learning. The arrangements have been embedded firmly in the life and work of the school and include activities such as scrutinising work, monitoring lessons and gathering the views of governors, parents and pupils. The senior management team uses evidence that arises from data from national tests and internal assessments effectively to identify progress and note relevant aspects to be developed. Comprehensive reports, although rather descriptive in places, feed effectively into the self-evaluation document. However, reports do not always highlight clearly enough the aspects to be improved.

There is an effective link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan is an active document that focuses clearly on raising standards. It includes specific priorities for improvement. The beneficial actions for achieving priorities include a detailed action timetable and identify staff's responsibilities and funding requirements clearly. Leaders monitor progress against these targets regularly. This has a positive effect on pupils' outcomes and the school's performance.

Partnership working: Good

The school co-operates successfully with a wide range of partnerships to develop pupils' wellbeing and standards. A good relationship and successful communication exist between the school and parents. News about events and work in classrooms is shared effectively through a regular newsletter, the school website and social media. By sharing a variety of useful handbooks with parents, the school ensures their commitment in the learning process. An example of this is the spelling, reading and mathematical guidance booklets. The school's Parent and Teachers Association is very supportive of its work and raise considerable sums to buy resources. An example of this is the electronic system they have bought for the school library recently. This has had a positive effect on pupils' standards of reading and their desire to read.

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

There is a successful partnership between the school and the local community. Pupils' contribution to community activities, such as services in the churches, strengthens the link between the school and the local community.

There are good arrangements with a number of secondary schools. Older pupils receive a number of useful opportunities to visit the schools and take part in a variety of sports activities. This promotes effective transition to the next stage of their education. The school co-operates very successfully with a range of primary schools in the catchment area to share good practice in teaching and to develop the child's voice in the school's work. This ensures that pupils take an active role in their own learning.

Staff co-operate effectively with the staff of primary and secondary schools in the catchment area to standardise and moderate assessments jointly. This leads to consistency and accuracy when levelling pupils' work.

Resource management: Good

The school has an appropriate level of staff to ensure that they respond fully to the principles of the Foundation Phase and the requirements of the National Curriculum and the agreed syllabus for religious education. Through the effective use of staff expertise in activities such as art, music, design and technology and religious education, the school enriches pupils' learning experiences successfully. Staff are used effectively to give support to individuals and groups of pupils.

The school has a detailed plan for using the Pupil Deprivation Grant, which identifies purposeful support for disadvantaged pupils. An example of this is the provision for individuals and groups of pupils to raise mathematical standards. The school monitors the effectiveness of provision on pupils' outcomes successfully.

Through the performance management process, the school identifies staff's development needs well and responds appropriately when addressing those needs.

A very effective professional learning community exists between the school and primary schools in the cluster, which develops aspects of literacy and numeracy among pupils successfully. As a result, it has a positive effect on most pupils' standards of reading and numeracy. Teachers use their planning, preparation and assessment time very successfully and arrangements are managed well in order to ensure consistency in planning and assessment.

Expenditure decisions link closely to the priorities for improvement. The headteacher, the secretary and governing body monitor expenditure carefully and thoroughly.

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

Appendix 1: Commentary on performance data

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Number of pupils on roll	263
Pupils eligible for free school meals (FSM) - 3 year average	9.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	29	27	29	29
Achieving the Foundation Phase indicator (FPI) (%)	86.2	85.2	86.2	96.6
Benchmark quartile	2	3	3	1
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	29	27	29	29
Achieving outcome 5+ (%)	93.1	88.9	93.1	96.6
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	20.7	11.1	20.7	34.5
Benchmark quartile	3	4	3	3
Mathematical development (MDT)				
Number of pupils in cohort	29	27	29	29
Achieving outcome 5+ (%)	89.7	88.9	86.2	96.6
Benchmark quartile	3	3	4	2
Achieving outcome 6+ (%)	17.2	18.5	6.9	34.5
Benchmark quartile	3	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	29	27	29	29
Achieving outcome 5+ (%)	89.7	88.9	96.6	100.0
Benchmark quartile	4	4	3	1
Achieving outcome 6+ (%)	20.7	14.8	48.3	96.6
Benchmark quartile	4	4	3	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.

6812180 - YSGOL MYNYDD BYCHAN

Number of pupils on roll	263
Pupils eligible for free school meals (FSM) - 3 year average	9.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	29	29	28	30
Achieving the core subject indicator (CSI) (%)	86.2	82.8	89.3	96.7
Benchmark quartile	3	4	3	2
English				
Number of pupils in cohort	29	29	28	30
Achieving level 4+ (%)	89.7	93.1	92.9	96.7
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	27.6	34.5	32.1	43.3
Benchmark quartile	3	3	4	3
Welsh first language				
Number of pupils in cohort	29	29	28	30
Achieving level 4+ (%)	89.7	93.1	92.9	93.3
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	24.1	34.5	35.7	40.0
Benchmark quartile	2	2	2	2
Mathematics				
Number of pupils in cohort	29	29	28	30
Achieving level 4+ (%)	86.2	89.7	92.9	96.7
Benchmark quartile	4	3	3	2
Achieving level 5+ (%)	27.6	37.9	39.3	50.0
Benchmark quartile	3	2	3	2
Science				
Number of pupils in cohort	29	29	28	30
Achieving level 4+ (%)	93.1	93.1	96.4	96.7
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	34.5	34.5	39.3	50.0
Benchmark quartile	3	3	3	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.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	108	104 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	108	104 96%	4 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.	108	104 96%	4 4%	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	108	105 97%	3 3%	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.	108	105 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	107	105 98%	2 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.	108	107 99%	1 1%	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.	108	107 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	107	102 95%	5 5%	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.	106	90 85%	16 15%	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	84 80%	21 20%	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	108	95 88%	13 12%	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 Medi 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.	79	67 85%	11 14%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	79	67 85%	9 11%	2 3%	1 1%	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.	79	64 81%	15 19%	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.	75	49 65%	25 33%	0 0%	1 1%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	79	53 67%	26 33%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	76	52 68%	23 30%	1 1%	0 0%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	77	59 77%	18 23%	0 0%	0 0%	2	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.	74	36 49%	37 50%	1 1%	0 0%	5	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.	76	59 78%	15 20%	2 3%	0 0%	3	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.	77	59 77%	18 23%	0 0%	0 0%	2	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.	79	61 77%	17 22%	1 1%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	67	43 64%	24 36%	0 0%	0 0%	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.	77	36 47%	36 47%	5 6%	0 0%	2	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.	78	53 68%	23 29%	1 1%	1 1%	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.	67	32 48%	30 45%	5 7%	0 0%	12	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.	74	52 70%	22 30%	0 0%	0 0%	4	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.	50	37 74%	11 22%	2 4%	0 0%	27	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.	76	42 55%	33 43%	1 1%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	78	65 83%	12 15%	1 1%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan Cooper	Reporting Inspector
Anwen Griffith	Team Inspector
Gwen Aubrey	Lay Inspector
Meinir Jones	Peer Inspector
Sian Evans	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.