



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

A report on

**Ysgol Gymraeg Gwaun y Nant
Amroth Court
Caldy Close
Gibbonsdown
Barry
Vale of Glamorgan
CF62 9DU**

Date of inspection: October 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Ysgol Gymraeg Gwaun y Nant is a designated Welsh-medium school, which is situated in the Gibbonsdown area in Barry, Vale of Glamorgan. There are 232 pupils on roll, including 37 part-time nursery-age children. It has 10 classes, including one mixed age class.

Approximately 20% of pupils are eligible for free school meals, which is similar to the national average. The school identifies that approximately 14% of pupils have additional learning needs, which is below the national average. There are no children with a statement of special educational needs.

A few pupils come from Welsh-speaking homes. A very few pupils come from ethnic minority backgrounds.

The school was last inspected in November 2009. The headteacher was appointed in September 2010.

The individual school budget per pupil for Ysgol Gymraeg Gwaun y Nant in 2016-2017 is £3,705. The maximum per pupil in primary schools in the Vale of Glamorgan is £4,576 and the minimum is £2,773. Ysgol Gymraeg Gwaun y Nant is in 14th place of the 45 primary schools in the Vale of Glamorgan 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, including pupils with additional learning needs
- Most pupils speak naturally and clearly in both languages and express their ideas clearly
- Most pupils use their literacy and numeracy skills effectively across the curriculum
- Many pupils have very good numeracy skills, including their ability to use number strategies very effectively to solve problems
- Nearly all pupils are exceptionally well-behaved during lessons and in informal situations
- Teachers plan interesting experiences and activities that engage nearly all pupils' interest effectively
- Provision for the Welsh language and the Welsh dimension is very rich and, as a result, nearly all pupils have pride in their language, their country and their culture
- All teachers have high expectations for each pupil
- The school is a happy and inclusive community with an exceptional ethos of care in which there is a clear relationship of respect and care between pupils and adults

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision and high expectations for the school, based on developing successful and ambitious pupils in a caring and inclusive environment
- Staff support the headteacher skilfully and there is an ethos of teamwork in order to ensure that all pupils achieve well
- Governors have a comprehensive understanding of the school's strengths and areas that need to be developed further
- Governors challenge the school thoroughly
- The school has thorough procedures for self-evaluation and planning for improvement that have a positive effect on standards
- The school works very effectively with a wide range of partners that raise standards and improve pupils' wellbeing, and extend their learning experiences effectively

Recommendations

- R1 Improve spelling in English in key stage 2
- R2 Provide enough opportunities for pupils to make choices in relation to their learning and to act more independently
- R3 Review the school's priorities more regularly in order to address improvements regularly

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, the basic skills of a majority of pupils are low for their age. However, during their time at the school, most make good progress in their learning. Most pupils use their thinking skills effectively, for example when writing a debate about whether the school day should be longer. Pupils with additional learning needs make good progress against their targets.

Although most pupils are unable to speak Welsh on entry to the school, their oral skills develop effectively soon after starting school. A strong feature of the school is most pupils' ability to communicate naturally in Welsh in their lessons and around the school. In the Foundation Phase, most pupils listen attentively and speak confidently by using an increasing range of language patterns and vocabulary successfully. By the end of key stage 2, most pupils speak clearly and express their ideas clearly in both languages; for example, they discuss the features of newspaper articles skilfully and give reasons for their answers.

Many pupils' reading skills are developing well. By Year 2, many pupils read confidently and use their phonological knowledge to build unfamiliar words successfully. They discuss characters and events in their books appropriately. Their awareness of the characteristics of books is developing effectively. By Year 6, most pupils' higher order reading skills increase successfully. They use these skills effectively when working across the curriculum, for example when researching information about the life of Walt Disney in order to write a biography.

Across the school, most pupils present their work in a polished manner with handwriting of a high standard. Many pupils' early writing skills are developing well. They form letters correctly and write simple sentences to convey meaning, for example when writing a message in a bottle. By the end of the Foundation Phase, most pupils write interestingly in an increasing range of writing forms. They write sensible sentences and punctuate correctly. More able pupils vary their sentences skilfully in order to hold the reader's attention. In key stage 2, many pupils' writing skills in both languages are good. By Year 6, they write imaginatively in a variety of genres, and develop their ideas interestingly. They are able to transfer their skills effectively when writing across the curriculum, for example when writing a child's autobiography from the time of the Tryweryn incident. However, across key stage 2, the standard of a minority of pupils' spelling is not robust.

In the Foundation Phase, many pupils have very good numeracy skills. By Year 2, they use these skills effectively in order to solve problems and undertake tasks successfully across the curriculum, for example when measuring the height of different sunflowers to the nearest centimetre. By Year 6, most pupils have a very effective understanding of number strategies. They use a wide range of strategies to solve mathematical problems particularly well, for example during 'pos peth cyntaf' (first thing puzzle) activities. Many pupils use a probability line successfully. Most

pupils transfer their skills very effectively when working in other subjects, for example when calculating the mean speed and height range of different roller coasters around the world.

Most pupils use their information and communication technology (ICT) skills successfully. In the Foundation Phase, most use word processing programs confidently to present their work when creating a pamphlet about different countries of the world. They use data-handling programs effectively to present information in the form of a graph. By the end of key stage 2, most pupils research information on the internet sensibly and use the most appropriate sites to find information. By Year 6, they use spreadsheets beneficially when using a formula to calculate profit and loss. Across the school, nearly all pupils have a good awareness of how to stay safe on the internet.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome and the higher outcome in literacy and mathematical development has generally placed the school above the median.

At the end of key stage 2, pupils' performance at the expected level over the same period usually places the school above the median in all core subjects. Performance at the higher levels varies and there is no clear pattern.

There is no pattern of significant difference between the performance of pupils who are eligible for free school meals and other pupils.

Wellbeing: Good

Nearly all pupils are exceptionally well-behaved during lessons and in informal situations. They are welcoming, polite and treat each other, staff and visitors with genuine respect. This is a strength throughout the school. Nearly all pupils feel safe at school and know whom to approach in they feel anxious.

Most pupils have an effective awareness of the importance of eating and drinking healthily and exercising regularly. Many take part in extra-curricular activities enthusiastically. This has a positive effect on their fitness.

Pupils are very proud of their school and appreciate opportunities to shoulder various responsibilities. The school council and eco committee play a prominent part in school life. Members gather the views of other pupils regularly and act on their findings; for example, they make valuable decisions about the outdoor area that have a positive effect on the school's provision. Many pupils develop an effective awareness of enterprise through the business week and by running a Fairtrade coffee shop.

Most pupils show interest and motivation and they take care and pride in their work. They work with others and persevere well with tasks. However, pupils' ability to work independently and make decisions about their work has not been developed robustly enough.

The school's attendance percentage has improved over the last four years. This has placed the school above the median in comparison with other schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide and balanced curriculum for pupils that meets the needs of the Foundation Phase, the National Curriculum and religious education. Teachers plan valuable experiences and activities that engage nearly all pupils' interest effectively. Schemes of work build well on pupils' existing knowledge and understanding and show clear continuity and progression. The wide range of additional experiences, which include educational visits and opportunities to join after-school clubs, enrich pupils' experiences very effectively; for example, they arrange visits to places of worship to enrich their work in religious education.

The school has incorporated the requirements of the Literacy and Numeracy Framework effectively in its schemes of work. Detailed plans ensure a wide range of beneficial activities to develop pupils' skills successfully across the curriculum. The high quality of provision for developing numeracy, oracy and writing has a positive effect on pupils' progress. An effective example of this is the entrepreneurial activities that reinforce pupils' financial and problem-solving skills successfully.

Provision for developing the Welsh language and Welsh dimension in a variety of contexts is very rich. Visits from Welsh artists and authors add to pupils' pride in their language, country and culture. The school promotes the Welsh language among parents effectively by conducting language lessons and setting challenges for them to make occasional use of the Welsh language during Welsh weeks. This contributes to raising the status of the language among the whole of the school's community.

There are valuable opportunities to strengthen pupils' knowledge and understanding of sustainable development and global citizenship through lessons and special events; for example, when studying various countries during international weeks, pupils' understanding of other cultures develops successfully.

Teaching: Good

Nearly all teachers have high expectations for all pupils. As a result, most pupils make good progress in their learning. One of the strengths of teaching is the caring working relationship between adults and pupils. Effective use is made of learning assistants to support learning. Staff manage behaviour skilfully and sensitively. As a result, they succeed in creating a safe working environment that enables pupils to learn successfully. Nearly all teachers model correct and rich language. This has a very positive effect on the accuracy of pupils' language.

Teachers plan stimulating lessons that engage most pupils' interest successfully. They create activities that meet most pupils' needs effectively. However, teachers do not always plan enough opportunities for pupils to make decisions about their own learning, particularly in the Foundation Phase. This limits pupils' ability to develop their independent learning skills sufficiently. At times, overuse of worksheets throughout the school hinders the progress of a few pupils.

Teachers share lesson aims and success criteria regularly. In the best practice, teachers encourage pupils to set their own success criteria. This ensures that they understand what they need to do to succeed in their work. In approximately half of the classes in which teaching is at its best, teachers question pupils skilfully in order to challenge them consistently. Staff give pupils useful feedback orally and when marking their work. As a result, pupils know what is good in their work and what they need to improve.

The school has thorough procedures to assess and track pupils' progress. Information is used effectively to provide additional support, as necessary. Teachers use information that derives from assessments beneficially to plan the next steps in learning. Reports for parents provide beneficial information about their children's progress, along with useful targets for improvement.

Care, support and guidance: Good

The school is a caring community in which a high priority is given to pupils' wellbeing. Staff create a warm and welcoming environment. This contributes effectively to meeting nearly all pupils' needs. Across the school, learning experiences offer stimulating opportunities to promote pupils' social, moral, spiritual and cultural development beneficially. The school promotes high values that help pupils to treat others with respect. Stimulating collective worship sessions contribute significantly towards pupils' spiritual and personal development.

The school has effective procedures for promoting eating and drinking healthily. The advantages of healthy living and developing pupils' physical health are promoted successfully across the curriculum and in a number of extra-curricular activities. Teachers plan regular opportunities for pupils to take part in community activities such as singing in homes for the elderly in the community each year. This has a positive effect on developing their social skills.

The school makes effective use of the expertise of other agencies and charities to support pupils' wellbeing and learning successfully. As a result, the quality of care and support for pupils is good. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school has effective arrangements for identifying pupils' additional learning needs at an early stage. It uses a wide range of effective strategies to meet their needs. Individual education plans identify clear targets and specific activities to ensure progress. This enables nearly all pupils to make good progress and cope successfully with the requirements of the curriculum.

Learning environment: Excellent

Ysgol Gwaun y Nant is a happy and inclusive community with an exceptionally caring ethos. The clear relationship of respect and care between pupils and adults is one of the school's strengths. This leads to exceptionally good behaviour from nearly all pupils and creates a community in which all children are able to succeed in a safe and inclusive learning environment. Pupils treat adults and their peers with clear affection and kindness. A very effective example of this is during break time, when the 'Playground Buddies' care for other pupils on the school playground.

An excellent feature of the school's ethos is the strong focus on developing values and Welshness among pupils. This work permeates the school's day-to-day life, and pupils strive hard to show these in their everyday behaviour and actions; for example, nearly all pupils discuss their rights as children maturely and refer to values such as honesty, kindness and respect. They show these regularly when working and playing together in the classroom and during playtimes. They have a particularly good awareness of what is right and wrong, and take responsibility for their actions.

The school places an exceptionally strong emphasis on equality, diversity and respect. Teachers take advantage of every opportunity to promote these in their work and when delivering the curriculum to pupils. An effective example of this is the work with a construction company that has challenged stereotypes about working in the industry. The school is completely inclusive and all pupils are treated equally, ensuring full access to all activities.

Stimulating and attractive displays celebrate pupils' work very creatively. This engenders pupils' respect and pride in their work.

The school building is clean and very well-maintained. It is colourful and offers pupils a stimulating learning environment. The school has a very good supply of equipment. The school's resources are used successfully to prepare interesting and stimulating activities for pupils. The school has developed the outdoor areas to create a learning environment of a high standard. Staff plan valuable activities for this area. Effective examples of this are the use of the willow area and the pond for science lessons. This provides live experiences for pupils and standards of science at the school are good. Foundation Phase staff plan beneficial activities in order to develop pupils' skills outdoors.

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 the school. This vision focuses strongly on developing successful and ambitious pupils in a caring and inclusive environment. He has shared this vision successfully with pupils, staff, parents and governors. Staff support the headteacher skilfully and there is an ethos of teamwork to ensure that each pupil achieves well. This is a strong feature of the school.

Regular staff meetings focus clearly on priorities for improvement. This ensures that staff are aware of their roles and responsibilities in achieving these priorities.

Staff have detailed job descriptions that link well with their individual responsibilities. This enables them to take responsibility for specific aspects of the school's work. As a result, they play an active role in developing the school further. An effective example of this is the way in which leaders have developed numeracy throughout the school. Through specific training and careful monitoring, they ensure numeracy provision of a high standard. As a result, most pupils have very good numeracy and problem-solving skills. Performance management arrangements are appropriate and offer good opportunities to promote staff's professional development.

The school responds successfully to local and national priorities. The Literacy and Numeracy Framework has been embedded fully in the school's plans. The school acts successfully to reduce the effect of poverty and deprivation on vulnerable pupils. As a result, these pupils make good progress in their learning.

Governors have a comprehensive understanding of the school's strengths and areas that need to be developed further. They are very supportive of the school's work, and work effectively with leaders to ensure a clear strategic direction. Governors have a rigorous knowledge and understanding of the school's performance and systems. Through regular meetings and frequent visits to the school, they challenge the school successfully to maintain standards and ensure a high standard of provision.

Improving quality: Good

The school has rigorous self-evaluation procedures that focus beneficially on collecting and using evidence from a wide range of sources. Purposeful analysis of data, checking schemes of work, scrutinising books and observing lessons are all an integral part of the process. As a result, leaders have an accurate and sound understanding of the school's strengths and areas for improvement. However, leaders do not always review the school's priorities regularly enough in order to address improvements regularly.

Leaders include the views of pupils, parents and governors regularly as part of the self-evaluation procedures; for example, after consulting the parents' forum, the school has adapted its procedures for dealing with behaviour. As a result, nearly all pupils behave exceptionally well in lessons and around the school.

The school development plan is clear and detailed and has a reasonable number of appropriate priorities. It links well with the outcomes of the self-evaluation procedure and the requirements of national priorities. Plans and actions identify responsibilities for action and monitoring and evaluation responsibilities clearly. All plans identify measurable success criteria and are funded wisely. Leaders evaluate progress against success criteria effectively. Actions are already having a positive effect on pupils' outcome, for example in improving standards of numeracy throughout the school.

Partnership working: Excellent

The school works extremely effectively with a wide range of partners. This has a very positive effect on pupils' standards and wellbeing, and extends their learning experiences effectively.

Co-operation between the school and a number of other schools in the area is an excellent feature of the school's work. The school is at the forefront of leading and co-operating with other Welsh-medium primary schools to plan and develop resources jointly to boost pupils' skills; for example, the work to develop reasoning work in numeracy has a very strong influence on the standard of teaching. This has contributed very effectively to raising standards of numeracy throughout the school. As a result, most pupils have very good numeracy skills. The school has shared this work with other schools through a conference within the consortium.

The school works very successfully with the secondary school and cluster schools to provide stimulating activities that enrich the Welsh language skills of more able and talented pupils very effectively; for example, pupils have written a programme that has been broadcast on the radio. This has contributed significantly to pupils' Welsh oracy skills. Working jointly with the local secondary school ensures that pupils transfer successfully to Year 7. Arrangements include valuable visits and a varied range of beneficial curricular and pastoral activities.

Moderation and standardisation work within the cluster is effective. This work includes teachers from each school year. This ensures accuracy in assessments and that teachers have a sound awareness of the requirements of outcomes and levels.

The school has a very beneficial relationship with parents. Effective communication ensures that relevant information is always available to parents. They are given valuable opportunities to play a direct part in their children's school work through joint learning activities. An effective example of this is the visit to the 'reception class's zoo' to learn about different animals. The school supports parents very effectively to ensure the best possible achievement for their children. Through the work of 'Friends of Gwaun y Nant', the school provides strong support and clear guidance to parents on how to support their children at home. This has had a very positive effect on their children's behaviour, wellbeing and standards.

There are valuable links with the settings and agencies that provide childcare before they start at the school. This ensures that pupils settle very quickly on entry to the reception class.

Numerous links with the local community, including some effective links with local businesses, enrich provision at the school and extend pupils' experiences successfully; for example, a partnership with a construction company develops pupils' understanding of work and business effectively. This work is used successfully to expand pupils' horizons for the future.

Resource management: Good

The school has an appropriate number of teachers and support staff with relevant qualifications to teach the curriculum. Learning assistants support teachers effectively and make a valuable contribution to pupils' outcomes throughout the school. The school has a very good range of resources that are managed effectively to ensure that pupils have full access to all aspects of the curriculum.

The school responds fully to statutory requirements to reduce teachers' workloads. Teachers make effective use of their non-contact time to plan, prepare and assess pupils' progress.

All members of staff benefit from beneficial training that derives from the school's needs and priorities; for example, training on assessment for learning has improved teachers' understanding of how to implement these strategies in their classes. This has a positive effect on the quality of teaching and ensures that pupils know what they need to do in order to succeed in their work. This work has contributed to the improvement in standards, particularly at the higher levels.

The headteacher and the governing body manage the budget and monitor the effect of expenditure rigorously. The school's expenditure links well with its plans for improvement.

Leaders make effective use of the Pupil Deprivation Grant, for example by employing an assistant to work with pupils to improve their personal and social skills. This has a positive effect on pupils' confidence and self-image.

Considering the pupils' standards of achievement and the quality of provision at the school, the school provides good value for money.

Appendix 1: Commentary on performance data

6732179 - YSGOL GYMRAEG GWAUN Y NANT

Number of pupils on roll	237
Pupils eligible for free school meals (FSM) - 3 year average	22.1
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	26	24	27	25
Achieving the Foundation Phase indicator (FPI) (%)	84.6	95.8	92.6	96.0
Benchmark quartile	2	1	2	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	26	24	27	25
Achieving outcome 5+ (%)	88.5	95.8	96.3	96.0
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	11.5	29.2	44.4	52.0
Benchmark quartile	4	3	2	1
Mathematical development (MDT)				
Number of pupils in cohort	26	24	27	25
Achieving outcome 5+ (%)	88.5	95.8	96.3	96.0
Benchmark quartile	2	1	1	1
Achieving outcome 6+ (%)	15.4	29.2	40.7	48.0
Benchmark quartile	4	2	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	26	24	27	25
Achieving outcome 5+ (%)	100.0	100.0	96.3	100.0
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	11.5	20.8	70.4	84.0
Benchmark quartile	4	4	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6732179 - YSGOL GYMRAEG GWAUN Y NANT

Number of pupils on roll	237
Pupils eligible for free school meals (FSM) - 3 year average	22.1
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	16	32	18	20
Achieving the core subject indicator (CSI) (%)	81.3	96.9	94.4	95.0
Benchmark quartile	3	1	1	1
English				
Number of pupils in cohort	16	32	18	20
Achieving level 4+ (%)	81.3	96.9	94.4	95.0
Benchmark quartile	4	1	2	2
Achieving level 5+ (%)	12.5	43.8	33.3	45.0
Benchmark quartile	4	2	3	2
Welsh first language				
Number of pupils in cohort	16	32	18	20
Achieving level 4+ (%)	81.3	96.9	94.4	95.0
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	12.5	37.5	22.2	45.0
Benchmark quartile	4	2	4	1
Mathematics				
Number of pupils in cohort	16	32	18	20
Achieving level 4+ (%)	87.5	100.0	100.0	100.0
Benchmark quartile	3	1	1	1
Achieving level 5+ (%)	25.0	40.6	38.9	45.0
Benchmark quartile	3	2	2	2
Science				
Number of pupils in cohort	16	32	18	20
Achieving level 4+ (%)	93.8	100.0	100.0	100.0
Benchmark quartile	2	1	1	1
Achieving level 5+ (%)	12.5	43.8	38.9	45.0
Benchmark quartile	4	2	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 the 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.	98		96 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		88 92%	8 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	98		90 92%	8 8%	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	98		96 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.	98		96 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	97		86 89%	11 11%	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.	97		94 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	97		91 94%	6 6%	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.	97		91 94%	6 6%	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.	98		97 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.	97		65 67%	32 33%	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	97		80 82%	17 18%	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 the 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.	26	14 54%	11 42%	1 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	18 69%	8 31%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	26	19 73%	7 27%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	24	14 58%	10 42%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	26	7 27%	18 69%	1 4%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	25	15 60%	9 36%	1 4%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	26	16 62%	10 38%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	24	12 50%	10 42%	1 4%	1 4%	1	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	25	11 44%	11 44%	1 4%	2 8%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	26	12 46%	13 50%	0 0%	1 4%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	26	12 46%	13 50%	1 4%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	18	8 44%	8 44%	2 11%	0 0%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	26	8 31%	16 62%	2 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	26	15 58%	10 38%	0 0%	1 4%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	23	6 26%	16 70%	1 4%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	26	11 42%	14 54%	0 0%	1 4%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	13	5 38%	7 54%	1 8%	0 0%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	22	6 27%	14 64%	1 5%	1 5%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	26	15 58%	10 38%	1 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Jonathan Cooper	Reporting Inspector
Rosemarie Wallace	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Kevin Neil Williams	Peer Inspector
Rhydian Lloyd	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.