



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol y Cribarth
School Road
Abercrave
Swansea
SA9 1XD**

Date of inspection: March 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 y Cribarth is in the village of Abercraf in the Swansea Valley and is in the Powys local authority. Currently, there are 138 pupils on roll between the ages of three and eleven. The school has six classes, of which four have a mixed-age range.

Around 18% of pupils are eligible for free school meals. This is slightly lower than the average for Wales. A very few pupils come from ethnic minority backgrounds. No pupils speak Welsh as their first language or have English as an additional language. The school identifies around 12% of pupils as having additional learning needs, which is lower than the Wales average. A very few pupils have a statement of special educational needs.

The school opened in 2012 following the closure of a number of smaller schools in the locality, and this is its first inspection. The headteacher took up his post when the new school opened.

The individual school budget per pupil for Ysgol y Cribarth in 2014-2015 means that the budget is £3,986 per pupil. The maximum per pupil in the primary schools in Powys is £13,848 and the minimum is £3,007. Ysgol y Cribarth is 29th out of the 86 primary schools in Powys in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- Most pupils make good progress as they move through the school and achieve well at the end of the Foundation Phase and key stage 2
- Pupils behave well, relate well to others and have an enthusiasm for learning
- All teachers plan a range of interesting and stimulating activities, which engage and enthuse pupils
- The standard of teaching is consistently good
- Pupils achieve good standards in wellbeing as a result of the caring and supportive ethos in the school
- The school's strong international links support pupils' understanding of diversity very effectively
- The new school building and grounds provide a stimulating environment for learning

Prospects for improvement

The school's prospects for improvement are good because:

- Senior leaders have developed the new school's identity successfully
- Leaders provide strong and effective management for the school, with a clear focus on raising standards
- They have the support of a knowledgeable governor body and a staff who work together as a close and successful team
- There is an effective process of self-evaluation that draws appropriately on a wide range of evidence and links directly to improvement planning
- Leaders identify clear and detailed priorities for school improvement and can demonstrate work in making improvements, for example in raising standards in Welsh
- The school has strong partnerships with parents, the community and other local schools, which have a positive impact on outcomes for pupils

Recommendations

- R1 Raise the attainment of more able boys
- R2 Improve the accuracy and presentation of pupils' writing in key stage 2
- R3 Plan more effectively to ensure pupils use a full range of numeracy skills to support their work across the curriculum
- R4 Ensure the consistent use of marking and assessment for learning strategies, so that pupils have a better understanding of how to improve
- R5 Balance the leadership and curricular responsibilities within the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

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

Most pupils make steady progress as they move through the school. They have a sound recall of previous learning, apply their knowledge confidently in new situations and build on their skills successfully.

In the Foundation Phase, pupils develop their listening skills well. Most pupils talk to adults and other pupils confidently. By the end of key stage 2, nearly all pupils contribute enthusiastically to discussions and express their ideas using an extensive vocabulary. They listen carefully and attentively in lessons.

Nearly all pupils make good progress in developing their reading skills. In the Foundation Phase, pupils talk knowledgeably about the books they are reading and the characters in the story. Pupils in Year 2 read texts accurately and use a good number of strategies to tackle unknown words. By the end of key stage 2, nearly all pupils are confident readers. Pupils who are more able read challenging texts with good understanding. They make good progress in developing higher-order reading skills, such as skimming and scanning to locate key information. They have a good understanding of how to use information books effectively.

As they move through the Foundation Phase, pupils' writing skills develop well, so that by the end of the phase many pupils write independently and with increasing fluency. Nearly all take care with the presentation of their work. Most form their letters well, use basic punctuation accurately and spell simple words correctly. Pupils who are more able begin to use different styles of writing for different purposes, such as when writing letters to their pen pals in Africa.

Pupils in key stage 2 make good progress in developing the content of their writing. They organise and present writing well in different ways, using appropriate language to suit the task. However, many pupils do not take sufficient care with handwriting, spelling and punctuation.

Throughout the school, pupils make good use of their literacy skills to support their work across the curriculum. For instance, in geography pupils in Year 4 who are more able write very clear explanations of the water cycle and pupils in Year 6 record in detail their work on contours.

In the Foundation Phase, pupils make good progress in developing their numeracy skills. They use their skills effectively to solve problems through the challenges they undertake linked to a variety of areas of learning. Older pupils use a good range of number facts with understanding, begin to measure accurately and show a developing knowledge of shapes. Pupils who are more able demonstrate a clear ability to use their knowledge skilfully, for example when estimating and measuring the size of hands and feet to the nearest millimetre.

In mathematics lessons, pupils in key stage 2 develop the full range of numeracy skills successfully. Many achieve very high standards in developing their number skills. Pupils use measurements accurately in different ways and analyse data well. Most pupils make good use of their numerical reasoning and number skills to support their work across the curriculum. However, they make insufficient use of their skills in measuring and data handling.

In the Foundation Phase, pupils make sound progress in learning Welsh. Older pupils read simple Welsh books with good pronunciation and show a good understanding of the content of the books. Many write simple Welsh sentences, linked to class topics independently. They demonstrate a strong understanding of the language and respond appropriately to simple instructions. However, a few are less confident when speaking.

By the end of key stage 2, most pupils make good progress in developing their speaking skills in Welsh. They understand the Welsh staff use and respond confidently using familiar language patterns. Pupils achieve good standards in reading and writing.

Pupils with additional learning needs achieve well against the targets in their individual education plans. Most pupils who are more able achieve high standards, although girls generally achieve better than boys.

Since the opening of the school in 2012, performance at the end of the Foundation Phase has placed the school consistently in the top 25% when compared to similar schools, with all pupils achieving the expected outcome 5 in literacy and mathematical development. At the higher-than-expected outcome 6, performance in literacy has placed the school consistently in the top 25%, with performance in mathematical development moving the school from the lower 50% to the higher 50% of similar schools.

For the last two years, nearly all pupils have achieved the expected level 4 at the end of key stage 2. In English, mathematics and science, performance has placed the school consistently in the higher 50% or top 25% of similar schools. Performance at the higher-than-expected level 5 has placed it consistently in the top 25% for science and has lifted it to the higher 50% for mathematics, but has declined in English, moving the school to the lower 50% of similar schools.

At the end of the Foundation Phase, the gap in performance between pupils eligible for free schools meals and others is reducing. At the end of key stage 2, there is no significant difference in the performance of pupils eligible for free school meals and their peers.

Wellbeing: Good

Pupils develop a sound understanding of how to stay safe, including when they use the internet, and they know whom to turn to if they have any concerns. They have a good awareness of the importance of a healthy lifestyle.

Nearly all pupils participate with enthusiasm in lessons and engage well with their learning. They develop their problem solving skills well and respond positively to

challenges. Pupils behave well, showing consideration and concern for each other. Older pupils provide good support for their peers when working as playground pals. Pupils make a valuable contribution to planning and evaluating the topics they cover. At over 94%, rates of attendance are good and compare well with those of similar schools over time.

The school council represents other pupils effectively. Older members of the council have created an informative handbook for children who are new to the school. Pupils readily take on responsibility in class and around the school. For instance, pupils confidently prepare for the community coffee morning, deciding the cost of items for sale. Such activities are helping to develop their social and life skills effectively.

Most pupils take ownership and responsibility for their own learning. They have a good understanding of their targets for literacy and numeracy. Pupils have a sound knowledge of the local community and an extensive knowledge of the wider world through their links with schools in other countries.

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

The school provides a wide range of stimulating learning experiences for pupils across the curriculum. Foundation Phase planning ensures a good balance between structured and free choice activities, using the indoor and outdoor learning environment well. A range of extracurricular activities, particularly the homework club, support pupils' learning well. The school provides good opportunities for pupils to further their learning through visits and visitors. For example, a local church group visits the school regularly to share Bible stories with the pupils and this has the effect of promoting pupils' spiritual development effectively.

Staff plan effectively for pupils to develop their literacy and information and communication technology (ICT) skills. They use the national literacy and numeracy framework well to plan suitable opportunities for pupils to use their skills across the curriculum. In the Foundation Phase, staff ensure that pupils develop their numeracy skills well in all areas of learning. Staff in key stage 2 plan effectively for pupils to use their numerical reasoning and number skills in a range of subjects. However, they provide insufficient opportunities for pupils to use their skills in measuring and data handling across the curriculum.

Provision for developing the Welsh language is good. Staff develop pupils' language skills systematically as they move through the school. The school reflects and celebrates Welsh culture and traditions enthusiastically. Staff enrich pupils' experiences by using Welsh at every suitable opportunity.

The school provides appropriate opportunities to raise pupils' awareness of improving the environment. The provision for developing pupils' awareness of the wider world is extensive and a very strong aspect of the school's work. There are worthwhile links with many schools in Europe and Africa. Older pupils undertake visits to France and Germany, while younger pupils contact other pupils using a pen pal scheme.

Teaching: Good

All teachers use their up-to-date knowledge of the curriculum well to support the development of pupils' learning. They use good questioning skills and handle pupils' responses sensitively. In all classes, teachers have good working relationships with pupils and ensure high standards of behaviour. They match tasks closely to pupils' different ability levels. Teachers present many activities in the form of challenges that engage pupils effectively. Teaching assistants support pupils' work well in lessons and withdrawal sessions.

The school has very effective procedures in place to monitor the progress that pupils make and to set challenging targets for improvement. Staff assess pupils' progress regularly and identify any who need additional support at an early stage.

Teachers mark pupils' work regularly but marking is not always effective in helping pupils to understand what they need to do to improve their work. Teachers use an appropriate range of strategies to involve pupils in the assessment of their own learning. These strategies include setting specific individual targets for improvement, involving pupils in reviewing work and sharing lesson objectives of the lesson so that pupils can assess their progress accurately. However, there is a lack of consistency in developing these strategies across the school and in a few classes this limits pupils' ability to understand clearly the next steps in their learning.

The school arranges appropriate opportunities for parents to discuss their child's progress, and provides them with annual written reports that are clear and informative.

Care, support and guidance: Good

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. Staff develop pupils' understanding of how to say safe effectively, including when they use the internet. The school encourages pupils to participate in regular physical exercise. Visits to the school by local sporting celebrities are particularly successful in promoting a healthy lifestyle. The school has the appropriate arrangements to promote healthy eating and drinking.

Staff support pupils' spiritual, cultural, moral and social development well. Visitors such as the police, fire officers and retired members of the community provide worthwhile information and experiences that assist in pupils' social and cultural development.

The school works closely with a wide range of specialist services to provide suitable support and guidance to parents and pupils with individual needs. Staff seek advice regularly from specialist services and make good use of the information they are given to improve outcomes for pupils.

There is sound support for pupils with additional learning needs. Staff identify pupils' needs at an early stage and set clear targets for improvement in their individual education plans. Staff use a suitable range of support programmes to ensure that pupils make progress in line with these agreed targets. They review pupils' progress regularly and ensure the full involvement of parents and pupils in the process.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a very positive ethos that it shares effectively with pupils, parents and the wider community. The caring ethos encourages pupils to have respect and tolerance for others. All pupils have equal access to every aspect of school life. For example, both boys and girls play football and represent the school in matches against other teams. The school promotes diversity successfully, particularly through strong international links with other schools. The international committee helps to highlight multicultural issues and a separate section of the library celebrates ethnicity. The new school building and surrounding grounds are of good quality and provide a stimulating environment for learning. The school has good quality resources to support pupils' learning, including well-stocked library areas and plentiful ICT equipment. The outdoor environment includes suitable areas, which pupils use well for creative play and outdoor learning in the Foundation Phase. There are extensive areas for pupils to engage in sporting activities and a well-planned forest school. All staff plan interesting learning experiences to make the best use of these areas for pupils to develop their wider skills.

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

The headteacher is an efficient and organised leader. He has a clear vision for the school and appropriately high expectations of staff and pupils. The deputy headteacher gives good support in managing the school. In a relatively short time, leaders have developed the new school's identity successfully.

All staff co-operate effectively, working conscientiously as a team. Regular, well-organised meetings have a clear focus on improving standards and provision. There are good communication systems in place to keep staff fully informed about all aspects of the school's work. Staff are effective in undertaking their responsibilities. However, leadership and curricular responsibilities within the school are not sufficiently balanced.

The governors share the headteacher's vision for the school. They support the school actively and have a detailed knowledge regarding the initiatives the school is developing. Governors have a clear understanding of the school's performance compared with that of similar schools. They monitor standards and provision appropriately through regular visits to the school and by undertaking learning walks and engaging in discussions with teaching staff.

The school responds to local and national priorities positively, including a clear focus on supporting vulnerable pupils. This is, for example, helping to reduce the gap in attainment between pupils eligible for free school meals and others in the Foundation Phase.

Improving quality: Good

Senior leaders have developed effective self-evaluation procedures. They consider carefully the viewpoints of staff, pupils, parents and governors. For example, leaders have responded to the views of parents by improving communication and ensuring that they place more school documentation on the outside noticeboard. Leaders analyse a wide range of evidence to evaluate the school's performance. This includes the rigorous analysis of data, lesson observations and critical discussion with staff about all aspects of school life. Leaders use the information well to compile a self-evaluation report that is concise and evaluative. The report identifies clearly and accurately the school's strengths and areas where it needs to improve.

There is a close link between the outcomes of self-evaluation and the school's improvement plan. The plan reflects the school's priorities clearly and has challenging targets and appropriate milestones. The plan identifies specific responsibilities for staff and appropriate resources to support planned actions. Managers ensure that planning for improvement has a clear focus on raising standards and improving provision. The school has been successful in addressing areas identified previously for improvement. For example, standards in mathematics, writing and Welsh have risen significantly, and rates of attendance are rising.

Partnership working: Good

The school has a strong partnership with parents and they are extremely positive about all aspects of school life. They feel welcome in school and know that the school values their support. Parents and friends of the school contribute significantly to raising funds by organising and running social events for pupils, parents and teachers. Many of the group are grandparents and this helps to keep the school at the heart of the community.

There are strong links developing with the local community and the school responds very positively to local needs. For example, it supports parents in providing facilities for a Welsh medium playgroup, which meets regularly, and it facilitates visits to the community by the local health visitor.

The school works closely with the on-site pre-school group to ensure that children settle quickly in the nursery class. There is a close partnership with the local high school, with suitable arrangements in place for supporting older pupils in transferring to the next stage of their education.

There are good opportunities for teachers to work together within their group of local schools. Staff take a lead role in many aspects of work within the group, including extensive work on ensuring consistency in the levelling of pupils' work. An effective partnership exists with local colleges, which provides training for teachers and support assistants.

Resource management: Good

The school manages its resources skilfully. The governing body deals efficiently and strategically with challenges. The school has a sufficient number of qualified teachers and teaching assistants to deliver the curriculum and to ensure the

wellbeing of all pupils. Senior managers deploy staff purposefully to make the best use of their knowledge and skills.

A coherent professional development programme has a positive impact on standards and provision across the school. The performance management system is effective and involves all staff in reviewing their work and setting targets for improvement. Managers link targets for staff appropriately to the school's priorities and individual professional development needs. This has been particularly effective in raising standards in mathematics. There are well-planned opportunities for staff to share good practice within the school and beyond.

The governing body ensures that expenditure links well to school priorities. The school makes good use of the Welsh Government's Pupil Deprivation Grant. For example, leaders use the funding to cover staff training costs, to enable the school to secure the part-time services of a wellbeing manager and to provide specific small group sessions for vulnerable pupils in order to raise standards.

The effective management of resources and the resultant impact on pupils' standards of achievement mean that the school offers good value for money.

Appendix 1: Commentary on performance data

6662149 - Ysgol y Cribarth

Number of pupils on roll	135
Pupils eligible for free school meals (FSM) - 3 year average	17.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	*	13	12
Achieving the Foundation Phase indicator (FPI) (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	13	12
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	38.5	41.7
Benchmark quartile	*	1	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	*	13	12
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	23.1	33.3
Benchmark quartile	*	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	*	13	12
Achieving outcome 5+ (%)	*	100.0	100.0
Benchmark quartile	*	1	1
Achieving outcome 6+ (%)	*	30.8	58.3
Benchmark quartile	*	3	2

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

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

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

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

6662149 - Ysgol y Cribarth

Number of pupils on roll	135
Pupils eligible for free school meals (FSM) - 3 year average	17.5
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	*	19	17
Achieving the core subject indicator (CSI) (%)	*	*	100.0	94.1
Benchmark quartile	*	*	1	1
English				
Number of pupils in cohort	*	*	19	17
Achieving level 4+ (%)	*	*	100.0	94.1
Benchmark quartile	*	*	1	2
Achieving level 5+ (%)	*	*	36.8	35.3
Benchmark quartile	*	*	2	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	*	19	17
Achieving level 4+ (%)	*	*	100.0	94.1
Benchmark quartile	*	*	1	2
Achieving level 5+ (%)	*	*	21.1	41.2
Benchmark quartile	*	*	4	2
Science				
Number of pupils in cohort	*	*	19	17
Achieving level 4+ (%)	*	*	100.0	94.1
Benchmark quartile	*	*	1	2
Achieving level 5+ (%)	*	*	52.6	47.1
Benchmark quartile	*	*	1	1

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 since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	67	67 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	67	66 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	67	67 100%	0 0%	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	67	66 99%	1 1%	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.	67	66 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	67	66 99%	1 1%	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.	67	67 100%	0 0%	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.	67	66 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.	67	64 96%	3 4%	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.	67	67 100%	0 0%	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.	67	59 88%	8 12%	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	67	65 97%	2 3%	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 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.	32	27 84%	5 16%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	25 78%	7 22%	0 0%	0 0%	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.	32	24 75%	7 22%	0 0%	0 0%	1	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.	32	26 81%	6 19%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	16 50%	14 44%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	32	21 66%	11 34%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	32	20 62%	11 34%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	14 44%	13 41%	2 6%	1 3%	2	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.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	32	21 66%	9 28%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	32	17 53%	12 38%	0 0%	0 0%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	32	24 75%	8 25%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	32	17 53%	11 34%	1 3%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	31	13 42%	14 45%	4 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	32	21 66%	10 31%	1 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	32	14 44%	14 44%	1 3%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	17 53%	14 44%	1 3%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	29	16 55%	3 10%	3 10%	0 0%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	32	17 53%	12 38%	3 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	32	21 66%	11 34%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Linda Jane Williams	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Mr Terry James Davies	Lay Inspector
Mr Jamie Keith Tennant	Peer Inspector
Mr Gwyn Williams (Headteacher)	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.