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

A report on

Brynhyfryd Primary School
Giants Grave Road
Briton Ferry
Neath
SA11 2ND

Date of inspection: February 2017

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.

Context

Brynhyfryd Primary School is in Briton Ferry in the Neath Port Talbot County Borough. The school has 114 pupils, including 15 pupils who attend the nursery on a part-time basis. There are three mixed-age classes and two single-age classes.

Around 42% of pupils are eligible for free school meals, which is well above the national average of around 19%. The school identifies around 40% of pupils as having additional learning needs, which is well above the national average of around 25%. A very few pupils have statements of special education needs. No pupils speak Welsh as their first language at home. No pupils are in the care of the local authority. A very few pupils speak English as an additional language.

The local authority has announced its intention to close the school in August 2018.

The headteacher took up her post in January 2015. The deputy headteacher was acting headteacher at the time of the inspection during the headteacher's leave of absence. The school's last inspection was in 2009.

The individual school budget per pupil for Brynhyfryd Primary School in 2016-2017 means that the budget is £3,795 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £6,224 and the minimum is £2,851. Brynhyfryd Primary School is 17th out of the 57 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Pupils generally make good progress in relation to their starting points
- Nearly all pupils with additional learning needs make good progress in meeting their targets
- Most pupils' oracy, reading and information and communication technology (ICT) skills develop well
- Many pupils participate enthusiastically in extra-curricular activities
- Most pupils are very well behaved and eager to learn
- Nearly all pupils have a high awareness of how to stay healthy through appropriate diet and exercise

However:

- Many pupils do not achieve good enough standards in writing and the quality of the presentation of their work in books is not high enough
- Too many more able pupils do not achieve as well as they could
- Pupils' ability to apply their numeracy skills across the curriculum is limited
- Attendance levels are low in comparison with those of similar schools

Prospects for improvement

The school's prospects for improvement are good because:

- Self-evaluation processes are thorough and give leaders and managers a good understanding of the strengths of the provision and weaknesses that need improvement
- There is strong team work in the school
- The school development plan is effective in driving forward improvement
- The school has a good track record of managing change and delivering improvements for the benefit of pupils, for example in improving the standards of attainment in Welsh
- The deputy headteacher deputises effectively for the headteacher and provides clear leadership
- The governing body supports and challenges the school effectively
- Staff provide a good level of care and support for pupils and this has a positive impact on standards of wellbeing
- Teachers identify and address the needs of pupils with additional learning needs (ALN) effectively

- The school provides a broad curriculum that engages pupils well
- The school makes effective use of the pupil deprivation grant to raise standards of identified pupils

Recommendations

R1 Raise the standards of pupils' writing skills

R2 Improve pupils' presentation of their written work

R3 Improve the performance of more able pupils

R4 Raise level of attendance

R5 Provide more opportunities for pupils to apply their numeracy skills across the curriculum

R6 Improve the consistency and accuracy of assessment judgement

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?	Adequate

Standards: Adequate

Many pupils enter the school with skill levels that are below those normally expected for pupils of their age. Pupils generally make good progress from their starting points and achieve well by the time they leave the school.

In the Foundation Phase, nearly all pupils listen attentively to adults and join in with class discussions, responding appropriately to questions. By the end of Year 2, a majority discuss their work and explain what they are doing clearly, such as describing their design of a cape for a superhero. Many pupils in key stage 2 speak and listen well when working in pairs and groups. By the end of Year 6, many develop good oral skills. For example, they can explain the importance of constant and variable aspects of a scientific experiment.

As they move through the school, pupils' reading develops appropriately for their age and ability. Most pupils in the Foundation Phase learn suitable ways to tackle unfamiliar words. Year 2 pupils describe the stories in the books they read and can make predictions about what might happen next. They know the difference between an illustrator and an author. A minority use their reading less effectively when reading more unfamiliar writing in lessons. By the end of key stage 2, most pupils read effectively to carry out their tasks. Year 6 pupils show pleasure in reading fiction, discuss their preferences and use appropriate expression for different characters when reading aloud.

In the Foundation Phase, many pupils make good progress in early literacy skills, learn the shapes of letters and write words appropriately. As they continue through the Foundation Phase, pupils undertake a suitable range of written tasks. However, clear letter formation and use of capital letters and full stops are weak in the writing of too many pupils by the end of Year 2. Their ability to develop sentences and write longer pieces is too limited. In key stage 2, pupils make adequate progress in learning to write for different purposes, such as stories, descriptions or instructions, and they make suitable use of different ways to plan their writing. However, a majority have not developed good spelling, punctuation and handwriting skills and do not present various types of written work clearly enough. Their ability to develop fluent, more complex sentences or extended writing in paragraphs is too limited.

Most pupils develop their mathematical skills well. In Year 2, many pupils count confidently in multiples of 10 and 20, recognise and sequence odd and even numbers and develop their knowledge of multiplication tables appropriately. Many add and subtract correctly using tens and units and know about place value. By the end of key stage 2, most pupils apply suitable calculation strategies using the four rules of number to solve problems. They have a good understanding of shape and area and most use different units correctly for measuring and weighing. Many use their numeracy skills well when applying them in mathematics lessons and exercises, but their ability to apply these skills when working in other areas of the curriculum is limited.

Most pupils who receive targeted support to improve their literacy skills make strong progress in intervention groups. Most pupils who have support for additional learning needs make good progress in relation to their individual targets.

Nearly all pupils have a positive attitude towards learning Welsh and many use basic language patterns well during informal activities. In the Foundation Phase, most pupils respond well to basic questions and instructions and conduct simple conversations about themselves. By the end of key stage 2, most pupils engage effectively in simple conversations with other pupils and adults, giving reasons for their likes and dislikes. More able pupils write successfully and many older pupils use the past tense correctly. However, pupils do not use connectives regularly enough in their writing. Many pupils read successfully from a variety of suitable texts showing a good understanding of the main themes or content.

Many pupils develop their ICT skills appropriately across the curriculum. Foundation Phase pupils develop their early skills well to programme a mobile device to move around a grid. As they move through the Foundation Phase, most use ICT packages to make suitable presentations of their work and use art applications to create illustrations. Pupils in key stage 2 are able to use ICT to research, combine text and add media files effectively when recording their visit to a local football stadium. Nearly all pupils use the internet safely and effectively to search for information. However, only a few pupils develop an understanding of how to handle or create spreadsheets.

Over the last four years, the performance of pupils in achieving the expected outcome in literacy and numeracy at the end of the Foundation Phase has tended to place the school in the lower 50% when compared with similar schools. However, it improved to the higher 50% last year. At the higher outcome, performance has varied, the school ranging from the top to bottom 25% of similar schools over the last four years.

At the end of key stage 2, over the last four years, pupils' performance at the expected level in English, mathematics and science has tended to place the school in the lower 50% when compared with similar schools. However, it moved to the bottom 25% last year. At the higher level, pupils' performance has tended to place the school mostly in the lower 50% for English but has varied greatly from year to year in mathematics and science.

Pupils eligible for free school meals tend to do almost as well as other pupils at the end of the Foundation Phase, but less well than other pupils at the end of key stage 2.

Wellbeing: Good

Most pupils behave well and their general conduct around the school is good. Nearly all are polite and welcoming to visitors. Pupils of all ages play together well at breaks and lunchtime. They share playground toys and play games in a friendly spirit. Most say that they feel safe and happy at school. They readily speak to adults and feel confident that staff listen to their concerns and help them deal with any problems.

Nearly all pupils understand the importance of eating and drinking healthily and exercising regularly. Many use the fruit tuck shop run by pupils at playtime and can explain sensibly why they choose fruit as a healthy snack.

Almost all pupils are enthusiastic in their lessons. Most are very keen to learn and have a positive attitude in lessons. Many make good progress in developing their social and learning skills. They collaborate well and most work together productively. In the Foundation Phase, pupils make choices from different activities offered. Pupils in Years 5 and 6 tackle group projects well and readily work in small teams to complete a shared task in a timely way.

Most pupils throughout the school demonstrate suitable awareness of the importance of good attendance. Attendance rates tend to place the school in the higher 50% when compared with similar schools, but attendance rates dropped notably last year. Pupils are responding positively to measures in place to promote good attendance and rates have improved thus far this year. Most pupils arrive on time, but a few pupils were late during the inspection period.

Many pupils take on roles of responsibility. They serve as 'playground buddies', setting out equipment and helping playtimes run smoothly for younger pupils. Many pupils take an active part in school life through involvement with the elected school council. For example, they prepare posters to support school council campaigns to improve attendance or to use more Welsh. The eco-committee carries out useful activities to promote recycling and to save energy.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides an interesting and broad range of experiences that responds well to the requirements of the Foundation Phase, the National Curriculum and religious education. Visitors to school and regular educational trips link to topics that pupils study and further enrich pupils' learning effectively.

Teachers give appropriate attention to the national literacy and numeracy framework in their schemes of work. For example, in the Foundation Phase, plans show skills progression over time and this ensures that teachers are able to see at the end of a theme those skills that they will need to focus on during the next theme. However, the use of opportunities identified to develop pupils' numeracy skills in the wider school curriculum is not strongly evident in pupils' work. The school has an ICT scheme of work that develops effectively and has a strong impact on the classroom experiences that pupils receive.

There is a good range of effective support programmes for pupils who need additional help with their learning.

The school ensures that pupils consider the culture and heritage of Wales regularly and staff provide valuable experiences to promote the Welsh dimension of the curriculum. They make interesting visits to places of historical significance to Wales. Good displays of pupils' work around the school strongly reflect their learning. For example, Welsh artists visit the school and work with the pupils to produce striking visual art and paintings.

Provision for promoting pupils' understanding of sustainable development is successful. The eco committee's work reinforces this element effectively. Pupils have a good awareness of the importance of saving energy, reducing waste and recycling. There are suitable opportunities for pupils to learn about the wider world by fundraising for different charities. The school has beneficial links with a school in Uganda.

Teaching: Adequate

Teachers and teaching assistants have positive working relationships with pupils and most establish a calm, purposeful learning environment. All teachers and support staff work efficiently together to support individuals and groups of pupils well, especially those with additional needs.

In most lessons, teachers deliver interesting activities that engage pupils well. Many lessons have clear learning objectives that enable pupils to judge their own progress. All teachers have good up-to-date subject knowledge and use questioning effectively to challenge pupils' thinking and to check their understanding. The pace of many lessons is brisk and purposeful. In many instances, teachers have appropriate expectations and generally adapt tasks well to meet pupils' needs. However, in promoting pupils' writing skills, teachers in the Foundation Phase and in key stage 2 do not create sufficient opportunities to allow pupils to write extended pieces. Teachers do not give enough attention in classes to improving pupils' spelling and punctuation skills or ensuring that more able pupils write as well as they could.

Teachers provide pupils with helpful feedback during lessons and by marking their books. Their written comments praise good work well and indicate what pupils can do to improve their work. Teachers ensure that many pupils develop an awareness of how well they are performing through involvement in assessing their own work. Teachers establish daily timetabled 'response time' so that pupils can look back at what they need to do to improve. This works well.

The school uses a wide range of assessments and tests to measure and track pupils' progress effectively. Teachers participate in standardising activities involving local schools and acquire useful information to inform their judgements. However, assessment judgements on pupils' work, especially their writing, are not always consistent and reliable.

Most annual reports to parents provide valuable information about their children's progress and what they must do to improve.

Care, support and guidance: Good

The school has appropriate arrangements to promote healthy eating and drinking. Teachers and all staff encourage pupils to make healthy choices of snacks and lunches. There are good opportunities and facilities for pupils to play and to take regular exercise during the school day and in extra-curricular sport.

The school monitors pupils' attendance carefully and follows up any issues by working closely with the local authority's welfare officers. There are constructive links

with external specialists, including Flying Start, health and social services to ensure appropriate support for pupils, parents and staff. For example, the school has received valuable specialist training on emotional wellbeing, which has enabled staff to support specific pupils appropriately on a daily basis.

Assemblies include prayers and singing of hymns. They take place regularly in class and as whole-school occasions. They provide effective opportunities for reflection and to promote pupils' personal and moral development.

Good working relationships between staff and pupils contribute strongly to pupils' wellbeing. Lessons provide frequent opportunities for pupils' cultural and social development. Most staff apply positive approaches for managing pupils' behaviour consistently and effectively. As a result, most pupils remain well motivated towards school activities.

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

Teachers identify pupils with additional learning needs (ALN) at an early stage and provide good support. They set pupils specific targets that link well to their individual education plans. The school ensures that parents and pupils take a full part in the process of producing the individual learning and behaviour plans. The ALN co-ordinator regularly reviews the provision and monitors progress well. Teaching assistants have efficient timetables to ensure support for individuals and groups of learners to develop their numeracy and literacy skills or to help with improving their behaviour.

Learning environment: Good

The school is an inclusive community, which promotes equal opportunities and the positive aspects of diversity well. It encourages all pupils to participate fully in the life and work of the school. It offers a warm and welcoming environment for pupils.

The school has sufficient resources, including books and ICT equipment, to meet pupils' learning needs and to deliver the curriculum. Classrooms are well proportioned and light and the buildings have plenty of space to accommodate the number of pupils in the school. Throughout the school's classrooms, corridors and hall, there are interesting examples of pupils' work and displays that show their responsibilities and achievements. These create an attractive and constructive learning environment.

The school makes appropriate use of its outdoor areas in order to provide stimulating spaces in which Foundation Phase pupils can learn and play. Staff use the outdoor playgrounds purposefully for all pupils and there is good provision of outdoor play equipment suited to pupils of different ages.

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

Leadership: Good

The acting headteacher provides effective leadership and management. The headteacher and senior leaders have created a clear vision for the school, which they share effectively with teachers, support staff, governors and parents. The roles of the leadership team support the school's aims efficiently. For example, each leader is responsible for an identified area of improvement and focuses well on the achievement of good standards and provision. Regular staff meetings and half-termly review meetings consider important issues, such as the analysis of pupil performance. As a result, leaders track the progress of pupils rigorously and work well with staff to ensure that many pupils make good progress.

The governing body discharges its responsibilities appropriately and its committee structure supports effective decision-making. Governors support the school actively and visit it regularly. They have a suitable understanding of how well the school performs compared with similar schools. They are aware of the strengths and shortcomings within the school and they have contributed appropriately to setting the school's improvement priorities. They offer a suitable level of challenge to the school's leaders and contribute effectively to self-evaluation processes.

The school addresses national priorities successfully. Leaders have a clear focus on reducing the impact of poverty on pupils' outcomes. There is a strong focus on improving attendance and raising standards of literacy and numeracy.

Improving quality: Good

The school has put in place effective systems to identify the school's strengths and areas for improvement. The school's self-evaluation report has clearly identified priorities for improvement. Leaders use a wide range of evidence to feed into the self-evaluation process, including the purposeful analysis of data, scrutiny of pupils' books and lesson observations. The school gathers the views of staff, governors, parents and pupils regularly. Leaders use the information from these processes to highlight areas of underperformance and to identify relevant school priorities that they communicate well to staff and governors.

Links between the self-evaluation report and the school improvement plan are clear. The school development targets are visible in various locations around the school and staff are well aware of their role in helping to meet them. The school council takes part in improvement planning and older pupils have a sound awareness of different school targets, including the requirement to improve attendance. In the improvement plans, leaders identify manageable targets, timescales and success criteria for each priority. They allocate funding and staff responsibilities appropriately, and relevant individuals and groups implement the plans well.

The school is making good progress in delivering its improvement priorities and leaders monitor and evaluate the impact of improvements effectively. For example, the school's focus on the teaching of Welsh in every class for a specific period each day has improved pupils' oracy and writing skills in Welsh across the school. A focus

on raising standards of reading for those eligible for free school meals has proved successful.

Partnership working: Good

The school has a good range of partnerships. There is effective communication with parents through use of emails, texts and newsletters. Parents are generally supportive of school activities. The school's active parent-teacher association has made a useful contribution to purchasing resources, such as outside sports equipment for playtimes.

The school has strong links and effective transition arrangements with its receiving secondary school. Teachers from the secondary school come to the school to teach numeracy, drama and art lessons. These links help older pupils to prepare for the next stage in their learning and add specialist teaching to the school's provision. Teachers from the school and neighbouring primary schools work usefully with colleagues from the secondary school to inform teacher assessment. This provides valuable information but it is not used consistently enough throughout the school.

Pupils benefit from a range of outside visits and visitors to school. Links with the community are diverse and they broaden opportunities for pupils to collaborate and develop social skills. For example, the school has taken part in a community event about the life and works of Roald Dahl that involved nine other schools and led to an event where pupils presented their work to parents and the public.

Resource management: Adequate

The school has sufficient well-qualified teachers and support staff to meet pupils' needs and the requirements of the curriculum. Teachers deploy support staff well in classes. Teaching assistants are knowledgeable and have a positive impact on the quality of pupils' learning experiences and the standards they achieve.

There are suitable arrangements for teachers' planning, preparation and assessment time. The school provides sufficient management time for senior leaders to carry out their duties effectively. It puts in place appropriate performance management systems for teachers and support staff that identify the development needs of staff appropriately. The school provides suitable training to meet staff professional learning requirements and to take forward improvement priorities.

The school makes effective use of the Pupil Deprivation Grant to raise the standards of pupils eligible for free school meals. For example, the employment of teaching assistants to deliver effective intervention programmes boosts the achievement of identified pupils well.

The headteacher and governing body manage the school's finances efficiently. They allocate resources appropriately to priorities for improvement and plan well for future anticipated spending needs.

In view of the standards achieved by pupils and the overall quality of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6712113 - Brynhyfryd Primary School

Number of pupils on roll   131
Pupils eligible for free school meals (FSM) - 3 year average   42.4
FSM band   5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	12	14	12	23
Achieving the Foundation Phase indicator (FPI) (%)	66.7	78.6	75.0	87.0
Benchmark quartile	3	3	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	12	14	12	23
Achieving outcome 5+ (%)	75.0	92.9	75.0	87.0
Benchmark quartile	3	1	4	2
Achieving outcome 6+ (%)	16.7	42.9	8.3	30.4
Benchmark quartile	3	1	4	2
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	12	14	12	23
Achieving outcome 5+ (%)	75.0	78.6	75.0	87.0
Benchmark quartile	3	3	4	2
Achieving outcome 6+ (%)	16.7	21.4	0.0	30.4
Benchmark quartile	3	2	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	14	12	23
Achieving outcome 5+ (%)	100.0	85.7	91.7	87.0
Benchmark quartile	1	4	3	4
Achieving outcome 6+ (%)	66.7	28.6	8.3	52.2
Benchmark quartile	1	3	4	2

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6712113 - Brynhyfryd Primary School

Number of pupils on roll   131
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FSM band   5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	15	18	16	9
Achieving the core subject indicator (CSI) (%)	73.3	83.3	81.3	55.6
Benchmark quartile	3	2	3	4
English				
Number of pupils in cohort	15	18	16	9
Achieving level 4+ (%)	73.3	83.3	81.3	55.6
Benchmark quartile	3	2	3	4
Achieving level 5+ (%)	20.0	16.7	25.0	22.2
Benchmark quartile	3	4	3	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	15	18	16	9
Achieving level 4+ (%)	80.0	83.3	81.3	55.6
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	33.3	22.2	31.3	22.2
Benchmark quartile	1	3	2	4
Science				
Number of pupils in cohort	15	18	16	9
Achieving level 4+ (%)	80.0	83.3	81.3	55.6
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	40.0	11.1	25.0	33.3
Benchmark quartile	1	4	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.

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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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	52		52	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	51		50	1		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			98%	2%		
			92%	8%		
I know who to talk to if I am worried or upset.	52		52	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	52		51	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	52		52	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	52		51	1		Rwy'n gwneud yn dda yn yr ysgol.
			98%	2%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	52		52	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	52		52	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	52		49	3		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			94%	6%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	52		52	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	44		41	3		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			93%	7%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	52		51	1		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			98%	2%		
			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.	22	7 / 32%	12 / 55%	3 / 14%	0 / 0%	0		Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%			
My child likes this school.	22	9 / 41%	11 / 50%	2 / 9%	0 / 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%			
My child was helped to settle in well when he or she started at the school.	22	13 / 59%	8 / 36%	0 / 0%	1 / 5%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%			
My child is making good progress at school.	22	10 / 45%	9 / 41%	2 / 9%	1 / 5%	0		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%			
Pupils behave well in school.	22	6 / 27%	6 / 27%	6 / 27%	1 / 5%	3		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%			
Teaching is good.	22	7 / 32%	13 / 59%	2 / 9%	0 / 0%	0		Mae'r addysgu yn dda.
		61%	36%	2%	0%			
Staff expect my child to work hard and do his or her best.	22	10 / 45%	11 / 50%	0 / 0%	0 / 0%	1		Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%			
The homework that is given builds well on what my child learns in school.	22	3 / 14%	14 / 64%	4 / 18%	0 / 0%	1		Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%			
Staff treat all children fairly and with respect.	22	10 / 45%	7 / 32%	5 / 23%	0 / 0%	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.	22	9 / 41%	11 / 50%	2 / 9%	0 / 0%	0		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%			
My child is safe at school.	22	6 / 27%	15 / 68%	0 / 0%	0 / 0%	1		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%			
My child receives appropriate additional support in relation to any particular individual needs'.	22	7 / 32%	12 / 55%	3 / 14%	0 / 0%	0		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%			

	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 am kept well informed about my child's progress.	22	5 23%	11 50%	5 23%	1 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	22	7 32%	12 55%	3 14%	0 0%	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.	22	6 27%	11 50%	2 9%	2 9%	1	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.	22	9 41%	11 50%	1 5%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	22	5 23%	9 41%	4 18%	1 5%	3	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	3 14%	15 68%	4 18%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	22	7 32%	11 50%	2 9%	1 5%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Mr Gregory John Owens	Reporting Inspector
Mr Gwilym Alun Huw Rees	Team Inspector
Ms Sarah Botterill	Lay Inspector
Mr David Kenneth Davies	Peer Inspector
Mr John Webb (Acting head)	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.