



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

**A report on**

**Ysgol Golwg Y Cwm  
Hendre Ladus  
Ystradgynlais  
Swansea  
SA9 1SE**

**Date of inspection: December 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:

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

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

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**Publication date: 12/02/2016**

## Context

Ysgol Golwg y Cwm is in Ystradgynlais in Powys local authority. Currently, there are 210 pupils on roll, including 18 who attend the nursery class. The school has 10 mixed-age classes, including three specialist teaching facilities for around 25 pupils with additional learning needs, drawn from other schools within the region.

Nearly all pupils are of white British ethnicity and speak English as their home language. Around 35% of pupils are eligible for free school meals, which is well above the Wales average of 20%. The school identifies around 37% of pupils as having additional learning needs, which is above the national average of 25%.

The headteacher took up her post in 2012, when the school opened, following the reorganisation of schools in the Ystradgynlais area. This is the school's first inspection.

The individual school budget per pupil for Ysgol Golwg y Cwm in 2015-2016 means that the budget is £4,189 per pupil. The maximum per pupil in the primary schools in Powys is £7,431 and the minimum is £3,035. Ysgol Golwg y Cwm is 21st out of the 84 primary schools in Powys in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school is good because:

- Most pupils make good progress in line with their abilities as they move through the school
- Standards of pupils' wellbeing are high and pupils behave very well
- Most pupils are motivated and enthusiastic learners
- The curriculum provides pupils with a good range of interesting learning experiences
- Nearly all teaching is good
- The school provides pupils with excellent levels of care, support and guidance
- High quality provision ensures that pupils with additional learning needs make good progress towards their individual targets
- Teachers use the physical environment well to promote learning

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher sets a clear strategic direction and is very effective in inspiring staff to share her vision
- She leads a committed team of staff effectively
- The governing body fulfils its role as critical friend diligently
- Rigorous and wide-ranging self-evaluation procedures provide an accurate picture of the school's strengths and areas for improvement
- Improvement plans include clear targets that focus strongly on improving pupils' attainment and wellbeing
- Pupils derive numerous benefits from the school's work with a wide range of partners
- The school manages its budget and grants efficiently, and provides good value for money

## Recommendations

R1 Raise the attainment of boys and pupils who are eligible for free school meals

R2 Improve standards of handwriting and presentation of work in key stage 2

R3 Develop key stage 2 pupils' ability to review and improve their own writing

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many pupils enter the school with levels of skills that are well below those expected of pupils of a similar age. During their time at school, most pupils make good progress towards their individual targets.

Throughout the school, nearly all pupils have good listening skills. They settle quickly to their lessons and show keen interest in what their teachers say. Many younger pupils in the Foundation Phase are unable to express themselves clearly and lack the skills to engage in meaningful dialogue with adults. However, as they move from class to class, most pupils make at least appropriate, and often good, progress in oracy.

Many pupils at the end of the Foundation Phase read confidently and accurately. They describe the characters in their stories and explain the plot simply. Nearly all pupils understand the relationship between letters and sounds and use their knowledge well to sound out unfamiliar words.

Many pupils in key stage 2 make good progress in reading. They read accurately and with understanding, and most older pupils read aloud with good expression. At the end of key stage 2, many pupils are developing good higher-order skills such as inference and deduction, and they skim and scan text efficiently when seeking information from non-fiction books.

In the Foundation Phase, many pupils make appropriate progress in developing their writing skills. The majority of pupils form letters accurately, with consistent size and present their work neatly. Most write appropriately for different purposes. For example, they use connectives correctly when writing a set of instructions for growing a pumpkin, and they write stories with a clear structure. Around half of pupils at the end of the Foundation Phase use capital letters, full stops and question marks correctly and occasionally use exclamation marks in their newspaper reports. Many pupils spell commonly used words accurately in their independent writing in other areas of learning.

Most pupils in key stage 2 make suitable progress in developing their writing skills. They adapt their style to suit their purpose and intended audience. Many become increasingly confident in their choice of vocabulary and use basic punctuation well to make their meaning clear. However, a minority of younger pupils in key stage 2 do not spell accurately and often neglect basic punctuation. The majority of older pupils make good progress in developing their writing. They use varied vocabulary in complex sentences effectively. Most use a range of strategies to plan their writing, but only a few reflect on, edit and redraft in order to improve their work. Around half of pupils produce consistently neat work, but few pupils write in a fluent cursive script. Most pupils apply their literacy skills equally well in English lessons and in other subjects.

As they move through the Foundation Phase, most pupils make steady progress in developing their numeracy skills. They read and write numbers up to 1,000 and recognise that a digit's position within a number signifies its value. Most use their understanding of basic mathematical ideas to add, subtract, multiply and divide numbers within 1000 and money up to ten pounds. Most pupils draw symmetrical patterns and measure length, weight and capacity using non-standard and metric units with increasing accuracy. Most older pupils apply their numeracy skills well in solving problems. For example, they investigate the frequency of each digit in a sequence of numbers up to 100 and recognise that there is a pattern. They design symmetrical variants of Joseph's coat of many colours and use the different prices of each colour to calculate their cost.

By the end of key stage 2, most pupils make good progress in mathematics. They solve problems that involve multiple calculations, for example when comparing prices related to household budgets to determine best value, converting fractions and decimals to percentages. They use reflective and rotational symmetry effectively when describing the properties of two-dimensional shapes. Many perform calculations using simple algebraic formulae. Many pupils apply their numeracy skills well for a range of purposes and collect data carefully in science investigations. For example, when investigating the effect of exercise on heart rates, most record measurements in a table and present the data in a bar or line graph appropriately.

In the mainstream classes and the specialist teaching facilities, most pupils with additional learning needs make good progress towards their individual targets.

Throughout the school, most pupils make good progress in learning Welsh. In the Foundation Phase, pupils count in Welsh, know the names of colours, body parts and describe the weather. They respond appropriately to questions about their likes and dislikes and join in simple conversations about themselves and their school. In key stage 2, many pupils build well on their Welsh vocabulary. A majority conduct simple conversations confidently. Older pupils write accurately in Welsh. For example, they compile factsheets about Welsh celebrities and answer each other's questions correctly.

Many pupils in key stage 2 make good progress in acquiring and applying skills in information and communication technology (ICT). For example, older pupils in key stage 2 use formulae in spreadsheets confidently to compare the exchange rates of different currencies.

In the Foundation Phase, pupils' attainment at the expected outcome 5 in literacy and mathematical development consistently places the school in the upper 50%, when compared with similar schools. At the higher-than-expected outcomes, pupils' attainment in literacy generally places the school in the lower 50%, and in the bottom 25% for mathematical development, when compared with similar schools.

In recent years, pupils' attainment at the expected level 4 in key stage 2 in English, mathematics and science has fluctuated between placing the school in the top 25% and the bottom 25% when compared with similar schools. There is no clear trend of improvement. At the higher-than-expected level, pupils' attainment in all three subjects frequently places the school in the upper 50% or top 25%, when compared

with similar schools. However, the school's performance against that of similar schools includes pupils from the specialist classes. This makes comparisons unreliable. Overall, the standard of pupils' work seen in their books and in classes is higher than the published data suggests.

Pupils who are eligible for free school meals do not attain as well as others, although the difference is reducing over time. In recent years, girls have performed better than boys in most areas of learning and subjects at the expected and higher-than-expected levels.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and are confident that adults will promptly resolve any conflicts that may occur. Pupils have a good understanding of how to keep safe when using the internet and mobile telephones. Most are enthusiastic and attentive learners. They engage fully in their lessons, apply themselves well and adopt a positive approach to learning in groups and individually. Pupils' behaviour is consistently good, both during lessons and around the school.

Nearly all pupils have positive attitudes towards and a good understanding of maintaining a healthy diet and taking regular exercise. Most benefit from taking part in extra-curricular activities that include netball, hockey, football and other ball skills. A few older pupils organise enjoyable activities, such as dance, for younger pupils.

Over the last three years, the school's attendance compares well with that of similar schools. Most pupils are punctual and enjoy attending the breakfast club.

The school council carries out its responsibilities effectively. It meets regularly and makes decisions that have a positive effect on the life of the school. For example, pupils' strong opinions about peer assessment have influenced the school's marking policy. Pupils embrace being in a rights respecting school and devise ways of incorporating its values into their day-to-day activities. For example, they reward one another for special acts of thoughtfulness and kindness, through the school's 'apache pebbles' scheme.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

All teachers plan a wide and well-balanced variety of interesting learning experiences. They plan effectively, taking account of pupils' prior learning and the range of ages and abilities in their classes. The school provides pupils with many opportunities to enrich the curriculum and extend learning. For example, there are visits to places of educational and cultural interest. They visit the opera theatre at Craig y Nos, Mumbles lifeboat station and Langland Bay. Older pupils take part in an entrepreneurial project, making and selling photo gift cards. The school provides a range of valuable interventions in literacy and numeracy for pupils who need additional support. A well-attended programme of extra-curricular clubs includes netball, hockey, dance and a choir.



Teachers' planning carefully integrates the National Literacy and Numeracy Framework into their lessons. They provide good opportunities for pupils to develop their literacy, numeracy and ICT skills effectively across the curriculum.

Teachers plan well for Welsh language development and nearly all use Welsh naturally in lessons. They provide effective opportunities for pupils to learn about their locality and Welsh heritage and culture. For example, pupils take part in the Urdd eisteddfod and learn about Josef Herman, a local artist.

The school is in the heart of the community and provides pupils with exciting experiences. For example, pupils visit the local Indian restaurant and sample different flavours in preparation for holding their own World Café event in school.

The school promotes sustainable development and global citizenship positively across the curriculum. The well-established eco tribe have introduced effective practices such as recycling and energy saving. Through fund raising and shoebox appeals, pupils are developing a good understanding of their role as global citizens.

### **Teaching: Good**

All teachers and support assistants maintain positive working relationships with the pupils in their classes. They provide interesting experiences that engage pupils' interest. Most teachers have high expectations and match the level of challenge in tasks to pupils' different abilities carefully. Most lessons proceed at a brisk pace and teachers use an appropriate range of teaching methods, including the use of ICT, that retain pupils' interest well. Most teachers question pupils skilfully to develop their understanding. They expect pupils to consider answers carefully and to answer fully. This helps to develop pupils' problem solving and speaking skills in particular. Classroom assistants support pupils' work well. In the specialist classes, teachers and assistants are particularly adept at supporting pupils with a wide range of additional needs.

All lessons have clear learning objectives and this enables teachers and pupils to assess the progress that they make accurately. Teachers use a wide range of assessment for learning strategies that enable pupils to assess their own work successfully. All teachers mark pupils' work regularly. Their comments focus appropriately on the lessons' learning objectives and indicate what pupils do well and what they need to do to improve. Pupils pay good attention to their individual targets for improvement. The school has comprehensive systems for measuring and tracking pupils' progress. Clear reports to parents provide good information about their children's progress.

### **Care, support and guidance: Excellent**

The quality of care for pupils is exemplary. Staff work very closely with the community manager who is based at the school. Together, they co-ordinate many specialist agencies, which offer a very high level of educational and emotional support for pupils and their families. The school has highly effective policies and procedures to ensure that pupils attain high levels of emotional and physical wellbeing. The extent of provision for nurturing and supporting vulnerable pupils is outstanding.

There is a wide range of innovative initiatives that, taken together, provide pupils and their parents, with support that meets individual needs. For example, the 'Cwtch' caters for pupils who benefit from a period of quiet time out of the classroom, and the 'Rocket' group provides tailored support for pupils who are not engaging with their work. Further family-oriented examples include support during bereavement and help for parents seeking employment. The effect of this provision is apparent in the high levels of pupils' wellbeing and the good progress that most make. Parents value highly the support the school provides.

The school provides many valuable opportunities for pupils to promote their social and moral development. Most are strongly aware of their rights and responsibilities towards one another. For example, older pupils act in a caring way supporting younger ones on the playground. Most engage in the 'Apache Pebbles' scheme, where members of the school community routinely reward one another for demonstrating values such as kindness and care for the environment. Through daily collective worship and charitable initiatives, pupils develop good spiritual and cultural awareness. Pupils have reacted to the illness of a member of the school community by donating a significant sum of money to a medical charity.

Arrangements for safeguarding pupils meet requirements and give no cause for concern. There are consistent whole-school policies and procedures to promote good behaviour. The school encourages good attendance appropriately and has reliable procedures for following-up absences. Arrangements for promoting healthy eating and drinking are appropriate.

Provision for pupils with additional learning needs is a strength of the school. There are well established systems in place both in mainstream classes and in the specialist teaching facilities for identifying needs and preparing highly effective individualised support programmes. A wide range of beneficial interventions support the needs of pupils well. The high standard of co-ordination of provision for pupils with additional learning needs is exceptional. This has a very positive effect on pupils' wellbeing and progress towards their individual targets.

The local authority encourages other primary and secondary settings both within and beyond the local cluster, to make visits to observe the school's outstanding practice.

### **Learning environment: Good**

The school is a vibrant learning community with a warm, positive and caring ethos, which is calm and inclusive. Staff and pupils treat others equally and with mutual respect. All pupils have equal access to the school curriculum and opportunities to succeed in all aspects of school life.

Accommodation in the new building is of very high quality. The school is clean and well maintained with a good range of resources and areas that support the needs of all pupils. All classrooms are spacious and colourful and provide a stimulating learning environment. Attractive and interesting displays support learning and celebrate pupils' work successfully.

The extensive outdoor area provides many facilities and learning opportunities. For example, the forest area provides pupils with a wide range of physical and creative challenges. This support the self-esteem of all pupils well, especially boys.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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**Leadership: Good**

The headteacher leads the school effectively. She has accomplished much since the school opened. Her clear vision and high expectations are shared by staff and governors who work closely together to pursue clear targets linked to suitable strategic priorities.

Regular senior management meetings and staff meetings contribute well to improvements in teaching and learning. All members of staff have clear responsibilities and job descriptions and they undertake their duties well.

A rigorous performance management system contributes effectively to improvements in teaching and learning and assists staff in extending their professional development. For example, staff training on a programme of behaviour management has enabled most pupils to develop a growing understanding of how to behave caringly and respectfully towards others.

The headteacher ensures that the governing body are well informed through regular comprehensive reports. Governors know the school's strengths and areas that require development and fulfil their statutory obligations conscientiously. They support and challenge the school as a critical friend diligently.

The school responds well to local and national priorities. For example, revised planning focuses well on developing pupils' literacy, numeracy and Welsh language skills.

**Improving quality: Good**

The headteacher and senior management team have an accurate understanding of the school's strengths and areas for development. They have well-defined aims for the school, which have a positive impact on raising standards. The senior leadership team and governors use relevant information about pupil performance to identify the school's strengths and areas for improvement accurately. A detailed monitoring programme ensures that all aspects of pupils' learning and wellbeing feature in a strategic evaluation process. A wide range of first-hand evidence includes a detailed data analysis of pupils' attainment, regular observations of teaching, scrutiny of pupils' work and the views of governors, parents and pupils. For example, pupils make a valuable contribution through learning walks, which have led to improved displays around the school.

There are clear links between the self-evaluation process and the school improvement plan. The plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has clear and measurable success criteria, realistic timescales and costings. There is a strong link between improvement

priorities and the management of teachers' performance. Implementation of the plan is having a positive effect on provision and standards in the school. For example, actions have led to improvements in problem solving in mathematics. All staff are aware of the school's priorities for improvement and their role in bringing about the desired results.

### **Partnership working: Excellent**

The school has established a particularly strong network of partnerships, which make a significant contribution to pupils' achievement and wellbeing. All staff are proactive in engaging with parents and supporting families with a range of social and emotional issues. Parents feel very welcome in school and the school values and acts upon their views and opinions. The school has responded to parents' requests for programmes and materials to help them support pupils' learning at home by setting up regular 'help and share' sessions in the school's community room.

The school plays an important and highly active role within the local community. It works proactively with partner agencies, including health, social services and welfare groups, to meet the needs of pupils and their families. Many pupils have a wide range of, often complex, needs and the school co-ordinates many specialist agencies efficiently to provide effective support. Due to the unusually large number of agencies involved, and the impact that their involvement has on pupils' wellbeing and progress, these partnerships are outstanding. For example, the school works closely with a children's charity to ensure that support for parents continues at home.

The well-co-ordinated work with the community manager ensures that there are valuable opportunities for parents to contribute to their children's education. For example, a family learning project takes place at school, where many parents attend a variety of useful and engaging activities regularly such as a big book club and community coffee mornings. The school supports parents with their digital skills, cookery and offers advice in searching for jobs. The highly successful savings scheme supports pupils' numeracy development and encourages life skills that continue into the home environment.

There are strong links with the local authority for joint planning to ensure pupils' wellbeing and learning. As a result of these close links, pupils with additional needs make very good progress. For example, the headteacher leads the joint management of all specialist centres within the cluster in order to ensure good support for all pupils with additional learning needs.

The school works well with other primary schools in the area on a range of highly effective activities, including the moderation and assessment of pupils' work. This ensures the reliability of teachers' assessment at the end of the Foundation Phase and key stage 2. In addition, teachers have shared their good practice in classroom management with a number of other local schools. There is a very strong partnership with the nearby secondary school that ensures a successful transition for pupils. As a result, the receiving secondary school has modified its approach to teaching to bring this in line with primary practice.

## **Resource management: Good**

Leaders manage staff and resources well. The school deploys its staff well to deliver the curriculum effectively and to meet the needs of all pupils.

Performance management arrangements identify and meet staff development needs in line with school improvement priorities. Members of staff attend valuable training events that support new curricular programmes, contributing well to raising pupil standards in literacy and numeracy.

The school is a strong learning community and initiates many effective networks of professional practice, which have a significant effect on pupils' standards and learning experiences. Staff share examples of their good practice actively across the local authority. For example, the school has shared good practice in behaviour management, and the organisation of provision for additional learning needs with other schools.

Governors monitor the school's budget effectively and challenge the school well on its use of resources. The school uses its pupil deprivation grant carefully to support the needs of pupils who are eligible for free school meals. For example, all pupils access increased sporting opportunities, which raise their physical and emotional wellbeing.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6662150 - YSGOL GOLWG Y CWM

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	30.1
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	*	21	26	21
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	*	81.0	84.6	90.5
Benchmark quartile	*	2	2	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	21	26	21
Achieving outcome 5+ (%)	*	85.7	92.3	90.5
Benchmark quartile	*	1	1	2
Achieving outcome 6+ (%)	*	14.3	11.5	28.6
Benchmark quartile	*	3	4	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	*	21	26	21
Achieving outcome 5+ (%)	*	85.7	88.5	90.5
Benchmark quartile	*	2	2	2
Achieving outcome 6+ (%)	*	9.5	11.5	14.3
Benchmark quartile	*	4	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	*	21	26	21
Achieving outcome 5+ (%)	*	95.2	96.2	95.2
Benchmark quartile	*	2	2	3
Achieving outcome 6+ (%)	*	19.0	23.1	42.9
Benchmark quartile	*	4	4	3

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.

**6662150 - YSGOL GOLWG Y CWM**

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	30.1
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	*	23	25	19
<b>Achieving the core subject indicator (CSI) (%)</b>	*	78.3	92.0	57.9
Benchmark quartile	*	2	1	4
<b>English</b>				
Number of pupils in cohort	*	23	25	19
Achieving level 4+ (%)	*	78.3	96.0	68.4
Benchmark quartile	*	3	1	4
Achieving level 5+ (%)	*	30.4	32.0	31.6
Benchmark quartile	*	2	2	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	*	23	25	19
Achieving level 4+ (%)	*	78.3	92.0	57.9
Benchmark quartile	*	3	2	4
Achieving level 5+ (%)	*	34.8	44.0	36.8
Benchmark quartile	*	1	1	2
<b>Science</b>				
Number of pupils in cohort	*	23	25	19
Achieving level 4+ (%)	*	78.3	96.0	68.4
Benchmark quartile	*	3	1	4
Achieving level 5+ (%)	*	26.1	40.0	31.6
Benchmark quartile	*	2	2	3

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.	92	86 93%	6 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	92	75 82%	17 18%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	93	86 92%	7 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	93	90 97%	3 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	93	89 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	92	82 89%	10 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.	92	92 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	92	87 95%	5 5%	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.	90	75 83%	15 17%	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.	93	84 90%	9 10%	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.	92	62 67%	30 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	90	74 82%	16 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 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.	34	23 68%	6 18%	5 15%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	34	24 71%	8 24%	1 3%	1 3%	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.	34	23 68%	11 32%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	34	24 71%	9 26%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	32	20 62%	6 19%	4 12%	2 6%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	33	23 70%	7 21%	3 9%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	23 68%	10 29%	1 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	34	22 65%	12 35%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	33	21 64%	7 21%	2 6%	3 9%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	21 62%	13 38%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	33	22 67%	8 24%	2 6%	1 3%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	33	22 67%	10 30%	0 0%	1 3%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	34	21 62%	7 21%	3 9%	3 9%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	34	23 68%	5 15%	2 6%	4 12%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	33	20 61%	8 24%	2 6%	3 9%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	34	21 62%	13 38%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	14 52%	10 37%	2 7%	1 4%	6	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	34	20 59%	11 32%	3 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	34	22 65%	6 18%	3 9%	3 9%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mrs Aileen Patricia Brindley	Team Inspector
Mrs Michaela Leyshon	Lay Inspector
Mrs Anne Webster-Blythe	Peer Inspector
Mrs Judith Hickey (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.