



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

Report on

**Ysgol Gynradd Gymraeg Y Login Fach
Roseland Road
Waunarlwydd
Swansea
SA5 4ST**

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 Gymraeg Y Login Fach is situated on the outskirts of the village of Waunarlwydd, in the county of Swansea.

There are 254 pupils aged between 3 and 11 on roll. Pupils are taught in eight classes, which include one mixed-age class for reception class pupils and the part-time nursery class.

Nearly 9% of pupils are eligible for free school meals, a figure that is considerably lower than the average for Wales. About 6% come from Welsh-speaking homes. Welsh is the main medium of teaching and learning and the aim is to ensure that all pupils are fluent in Welsh and English by the end of key stage 2.

About 20% of pupils have additional learning needs, which is lower than the average for Wales.

The headteacher was appointed in September 2006 and the school was last inspected in May 2010.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Y Login Fach in 2014-2015 is £3,141. The maximum per pupil in primary schools in Swansea is £7,839 and the minimum is £2,665. Ysgol Gynradd Gymraeg Y Login Fach is in 64th place of the 80 primary schools in Swansea in terms of the school budget per pupil.

Summary

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

Current performance

Current performance is good because:

- Most pupils make sound progress in their learning and during their time at the school
- Nearly all pupils feel safe at the school and know to whom to turn if they have any concern
- The school provides a wide range of valuable learning experiences that meet the requirements of the National Curriculum and the Foundation Phase
- The school has an effective procedure to track pupils' progress
- There is an obvious inclusive and community ethos throughout the whole school

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a robust vision and strong commitment to raising standards and providing stimulating experiences for all pupils
- The governing body is committed to the development of the school and undertakes its duties conscientiously
- There are robust self-evaluation procedures that draw on a wide range of direct evidence
- The school has successful strategic partnerships that lead to improving pupils' standards and wellbeing
- The school is staffed appropriately and makes good use of the staff's expertise to enrich teaching and learning
- The school provides good value for money in terms of pupils' outcomes, the quality of provision and learning experiences

Recommendations

- R1 Increase the percentage of pupils who reach higher than expected levels
- R2 Provide more opportunities for pupils to apply their literacy skills across the curriculum
- R3 Provide more opportunities to expand pupils' knowledge of issues involving global citizenship
- R4 Ensure that standards of teaching are consistently good or better across the school

What happens next?

The school will produce an action plan that shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils have a low level of ability in the basic skills on entry to the school. Many pupils make sound progress in their learning and achieve well during their period at the school. They use their skills effectively and show interest and perseverance in lessons. Most pupils work diligently, stay on task for appropriate periods and achieve their work effectively.

Most pupils across the school listen attentively to adults and to their peers. They are keen to contribute orally in discussions and when responding to specific questions. Welsh is rarely used as a medium by the youngest pupils in the Foundation Phase. However, many of them have an appropriate understanding. By the end of the Foundation Phase, most pupils are able to converse clearly and use the Welsh language naturally. They discuss experiences and events skilfully and offer comments and ask appropriate questions. As pupils move through key stage 2, nearly all pupils possess a wide vocabulary and communicate confidently in both languages. They present information clearly and effectively.

In the Foundation Phase, pupils are familiar with a range of reading strategies. They have an interest in books and most pupils choose books independently and use a wide range of ways to enable them to read unfamiliar words. In key stage 2, most pupils read a wide range of materials with fluency across the curriculum. They are able to glean information about specific subjects from more than one source effectively.

Across the school, many pupils write successfully for a variety of purposes and audiences in full sentences, using punctuation increasingly accurately. They vary sentence structures successfully in order to create emphasis and effect when creating extended pieces of writing, for example T. Llew Jones' biography. Most pupils use clear handwriting and present work neatly. However, pupils' literacy skills have not developed fully across all other areas of the curriculum.

Most pupils develop their numeracy skills effectively as they move through the school. By the end of key stage 2, most pupils are able to multiply numbers and decimals accurately and estimate length and probability sensibly. In science and geography, many pupils apply their measuring and data handling skills effectively; for example measuring how much energy various electrical equipment uses and then presenting the information accurately by using bar graphs. Most pupils apply their numeracy skills well in other areas of the curriculum.

The performance of pupils who are eligible for free school meals has improved and they now compare favourably with other pupils. In general, there is no significant difference between boys' performance in comparison with that of girls. Pupils who have additional learning needs make good progress towards achieving the targets that are set for them. However, pupils of higher ability do not achieve as well as they could.

In comparison with similar schools, the school's performance in the Foundation Phase over the last three years has varied, moving it between the top 25% and the lower 50% for literacy. Pupils' performance in mathematical development has moved the school between the bottom 25% and the top 25%.

During the same period, the proportion of pupils who achieved at the higher outcome in literacy has placed the school consistently in the lower 50% of similar schools. In mathematical development, pupils' performance has varied, moving the school between the bottom 25% and the top 25%.

In comparison with similar schools, pupils' performance in key stage 2 at level 4 during the last four years has varied, moving it between the bottom 25% and the upper 50% for Welsh and English. Pupils' performance in mathematics and science has moved the school between the bottom 25% and the lower 50%.

Pupils' performance at the higher levels in the four core subjects has varied over a period of four years. Performance in Welsh and mathematics has moved the school between the lower 50% and the upper 50% of similar schools. Performance in English and science has moved it between the bottom 25% and the upper 50%.

Wellbeing: Good

Nearly all pupils feel safe at school and know to whom to turn if they have any concerns. Nearly all pupils' standards of behaviour across the school are good and they are courteous towards each other and towards adults. They work well independently and jointly with others, and develop a sound understanding of their strengths and areas to be improved. They understand the importance of eating and drinking healthily and taking regular physical exercise.

Many pupils are prepared to shoulder responsibilities and fulfil their roles diligently. For example, sports ambassadors contribute beneficially to pupils' wellbeing in the Foundation Phase by organising games for them during breakfast club and at break times.

Most pupils have good social and life skills. Members of the school council and the eco committee ask for their peers' opinions regularly. They help to make purposeful decisions about the outdoor area that have a positive effect on the school's provision for learning outdoors.

The school's average attendance for the last year is 95.4%. This has improved over previous years and places the school in the upper 50% in comparison with similar schools. Almost all pupils' punctuality is good.

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

The school provides a wide range of valuable learning experiences that meet the requirements of the National Curriculum and the Foundation Phase appropriately. Cross-curricular themes are exciting, inspire pupils effectively and provide valuable experiences for them.

The school has responded to the requirements of the Literacy and Numeracy Framework in its termly and weekly plans appropriately. There is a wide range of opportunities for pupils to use their numeracy skills across the curriculum regularly. However, provision for developing literacy in other areas is less effective.

Provision for the Welsh language and the Welsh dimension in a variety of contexts is effective and central to all the school's work. By visiting local historical sites, such as Swansea maritime museum, and taking part in eisteddfodau, pupils have valuable opportunities to develop their awareness of their heritage.

Education for sustainable development is developing well and the school promotes it effectively through the work of the eco committee and the curriculum themes. Members of the committee have held a recycling fashion show to promote this aspect. However, provision for expanding pupils' knowledge of global citizenship has not developed fully.

Teaching: Adequate

There is a good relationship between pupils and most of the staff.

In a minority of classes, teaching is good or better. In these classes, teachers' enthusiasm contributes successfully to gaining pupils' interest and enthusiasm. They have high expectations and lessons have definite aims. Teachers plan a range of activities that have an appropriate level of challenge to meet pupils' learning needs and they plan for developing pupils' independent learning skills and thinking skills skilfully.

However, the standard of teaching is inconsistent across the school. Where teaching is least successful, teachers do not have high enough expectations of what pupils are able to achieve, and they do not adapt learning effectively enough to challenge all pupils at an appropriate level. Teachers are not good language models to ensure pupils' consistent effective development in the Welsh language. They do not manage behaviour purposefully and, as a result, pupils do not make enough progress in their learning. The pace of the majority of lessons is too slow.

The school has an effective procedure to track pupils' progress. This enables teachers to set targets for improvement and ensure that they identify any underachievement at an early stage. Pupils assess their own learning and their peers' work successfully. Teachers mark pupils' work regularly and, on the whole, the comments help pupils to improve their work.

Annual reports to parents give them appropriate information about their children's progress and achievement.

Care, support and guidance: Good

The school is a happy and caring community. It makes appropriate arrangements to promote eating and drinking healthily. There is suitable provision for moral and social development and spiritual development receives appropriate attention in collective worship sessions. Visits to local chapels and theatre productions enrich pupils' cultural experiences effectively. The school promotes good behaviour through robust strategies on pupils' rights and responsibilities.

The school engages well with a suitable range of external agencies in order to support pupils. For example, staff co-operate closely with education psychologists and the families and children trust to help vulnerable children and families effectively.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for additional learning needs is comprehensive. Pupils' individual education plans include targets that have a clear focus and pupils and parents contribute to them effectively. Teachers evaluate these regularly and they are reviewed twice a year with parents. The school provides detailed intervention programmes for literacy and numeracy for focus groups in each class. As a result, most pupils who undertake these programmes make good progress. The open door policy and weekly call-in sessions for parents to discuss concerns about their children are a strong element of the provision.

Learning environment: Good

There is an obvious inclusive and community ethos throughout the whole school. All individuals have equal opportunities to develop in a happy atmosphere. There is a warm, welcoming feeling in which adults and pupils deal with each other with respect and care. All staff ensure that pupils are free from disruption.

The school has plenty of good quality resources support pupils' learning effectively. This includes computer equipment which is used purposefully by pupils and teachers to support learning and teaching. Staff and pupils make the best possible use of the school's buildings and rooms. The hall is a valuable resource that is used effectively by teachers to hold physical education lessons and other community activities. Colourful and stimulating displays in classrooms and in corridors support learning well. However, pupils contribute little to these displays. The outdoor learning environment contributes well to developing all pupils' physical and social skills.

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

The headteacher has a robust vision and a strong commitment to raising standards and providing stimulating experiences for all pupils. The quality of leadership that is provided in disseminating this vision ensures a clear and purposeful direction for the school.

In the short time since the appointment of the deputy headteacher and establishing a new senior management team, there is a strong commitment to developing and promoting continuous improvements through effective co-operation. This has led to fostering successful teamwork with all staff. As a result, most pupils across the school benefit from imaginative learning experiences that have a positive effect on standards and achievement. Leaders use staff meetings effectively to discuss planning, and progress in priorities for development, regularly.

The school responds positively to a number of local and national priorities. The use of the Numeracy and Literacy Framework in order to map skills across the curriculum is beginning to have a positive effect, especially in numeracy. The school has specific and effective arrangements to improve the wellbeing and achievement of more vulnerable pupils.

The governing body is committed to the school's development and undertakes its duties conscientiously. Members have a thorough knowledge of the school's strengths and the areas to be developed. Their regular visits to the school help to give strategic support and direction, and enable them to contribute more effectively to the self-evaluation process. They have the appropriate knowledge in order to support and they are beginning to challenge the school purposefully.

Improving quality: Good

The school has robust self-evaluation procedures, which are based on a wide range of direct evidence. This evidence includes thorough data analysis, lesson observations and scrutinising pupils' work. The headteacher includes the views of parents, pupils and governors as part of the procedure. This information is used effectively to identify the schools' strengths and the areas that need to be improved.

The summative self-evaluation report gives a clear picture of the effect of the provision and leadership on pupils' standards and wellbeing. The report is honest and is evidence that leaders know the school well.

The school uses the information that arises from the self-evaluation procedure effectively to set clear priorities to be included in the school development plan. Planning is detailed and includes a summary of the relevant data, a timetable, monitoring arrangements, staff responsibilities and costs. The actions are already beginning to have a positive effect on improving the standards of work of boys who are underachieving and on most pupils' standard of writing across the school.

Partnership working: Good

The school has successful strategic partnerships that lead to improving pupils' standards and wellbeing.

The school has a strong relationship with parents. Staff inform parents well about curricular matters, especially about the current methods of teaching reading and numeracy. This enables them to support their child's learning effectively. They also contribute regularly to fund-raising activities to buy resources and equipment for the school, for example information technology equipment.

A flourishing link exists between nearby schools, which encourages purposeful co-operation in order to improve pupils' standard of work in literacy and numeracy, in addition to promoting staff's professional development.

There is also a strong partnership with the local community. Pupils' contribution to community activities, such as the 'Wythnos Dacluso' (Tidy-up Week), along with opportunities to discuss with the extensive number of visitors who come to the

school, enriches learning experiences effectively. This has also promoted pupils' sense of the importance of community and their pride in the local area. Opportunities to visit an old people's home and hold various services in the chapels also provide valuable experiences.

Effective links with pre-school units ensure that pupils settle quickly in the Foundation Phase. The school has a strong partnership with the local secondary school, and successful transition arrangements and purposeful visits by members of staff ensure smooth transition at the end of their time at this school. The successful co-operation with primary and secondary schools in the catchment area, to standardise and moderate jointly, ensures the validity of levels at the end of key stage 2.

Resource management: Good

The school manages its resources effectively. It is staffed appropriately and good use is made of individuals' expertise to enrich teaching and learning. Effective support is given to teachers by classroom assistants. They make a valuable contribution to pupils' standards of attainment and wellbeing.

Teachers make purposeful use of their planning, preparation and assessment time, and arrangements for this are managed well. As a result of the performance management process, training is planned carefully in relation to the school's priorities and individuals' needs.

The school is developing as a strong learning community. Staff develop their professional skills by co-operating with other schools within professional learning networks. Successful co-operation to develop strategies within the cluster such as rich numeracy tasks and raising boys' standards of literacy are good examples of this.

Thorough funding arrangements and effective expenditure are linked well with the school's objectives, targets and priorities. The headteacher and governors monitor and manage expenditure effectively. The school makes good use of the pupil deprivation grant to improve further the provision for developing the literacy skills of pupils who are eligible for free school meals.

The school provides good value for money in terms of pupils' outcomes, the quality of provision and learning experiences.

Appendix 1: Commentary on performance data

6702229 - YSGOL GYMRAEG Y LOGIN FACH

Number of pupils on roll	254
Pupils eligible for free school meals (FSM) - 3 year average	9.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	26	30	28
Achieving the Foundation Phase indicator (FPI) (%)	80.8	100.0	85.7
Benchmark quartile	3	1	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	26	30	28
Achieving outcome 5+ (%)	88.5	100.0	85.7
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	11.5	26.7	28.6
Benchmark quartile	3	3	3
Mathematical development (MDT)			
Number of pupils in cohort	26	30	28
Achieving outcome 5+ (%)	84.6	100.0	85.7
Benchmark quartile	4	1	4
Achieving outcome 6+ (%)	11.5	40.0	28.6
Benchmark quartile	4	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	26	30	28
Achieving outcome 5+ (%)	92.3	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	26.9	43.3	60.7
Benchmark quartile	3	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.

6702229 - YSGOL GYMRAEG Y LOGIN FACH

Number of pupils on roll	254
Pupils eligible for free school meals (FSM) - 3 year average	9.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	24	23	28	28
Achieving the core subject indicator (CSI) (%)	79.2	87.0	89.3	85.7
Benchmark quartile	3	3	3	3
English				
Number of pupils in cohort	24	23	28	28
Achieving level 4+ (%)	87.5	91.3	92.9	82.1
Benchmark quartile	3	2	2	4
Achieving level 5+ (%)	33.3	26.1	42.9	35.7
Benchmark quartile	2	4	2	3
Welsh first language				
Number of pupils in cohort	24	23	28	28
Achieving level 4+ (%)	83.3	91.3	85.7	85.7
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	25.0	26.1	25.0	32.1
Benchmark quartile	2	2	3	3
Mathematics				
Number of pupils in cohort	24	23	28	28
Achieving level 4+ (%)	83.3	87.0	89.3	92.9
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	25.0	34.8	42.9	35.7
Benchmark quartile	3	3	2	3
Science				
Number of pupils in cohort	24	23	28	28
Achieving level 4+ (%)	83.3	91.3	89.3	92.9
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	20.8	34.8	42.9	35.7
Benchmark quartile	4	3	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 the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104	102 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	100 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	103 98%	2 2%	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	104	100 96%	4 4%	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.	105	103 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	99 97%	3 3%	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.	105	103 98%	2 2%	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.	105	101 96%	4 4%	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.	103	101 98%	2 2%	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.	105	103 98%	2 2%	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.	94	58 62%	36 38%	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	103	93 90%	10 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	31	21 68%	9 29%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	21 68%	9 29%	0 0%	0 0%	1	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.	31	20 65%	9 29%	1 3%	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.	31	18 58%	13 42%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	31	21 68%	7 23%	1 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	31	19 61%	10 32%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	20 65%	9 29%	0 0%	0 0%	2	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.	31	17 55%	10 32%	1 3%	0 0%	3	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%	1%		
Staff treat all children fairly and with respect.	31	18 58%	10 32%	1 3%	1 3%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	31	17 55%	10 32%	2 6%	1 3%	1	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.	31	20 65%	9 29%	1 3%	0 0%	1	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.	25	10 40%	11 44%	1 4%	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.	30	15 50%	11 37%	3 10%	1 3%	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.	31	19 61%	8 26%	1 3%	2 6%	1	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.	31	14 45%	12 39%	0 0%	1 3%	4	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.	31	17 55%	11 35%	0 0%	0 0%	3	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.	28	12 43%	5 18%	1 4%	0 0%	10	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.	31	15 48%	13 42%	0 0%	1 3%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	31	18 58%	10 32%	1 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Eleri Hurley	Reporting inspector
Hazel Hughes	Team inspector
Michaela Leyshon	Lay inspector
Dylan Wyn Evans	Peer inspector
Undeg Evans	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.