



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

A report on

**Ysgol Gymraeg Bro Ogwr
Princess Way
Brackla
Bridgend
CF31 2LN**

Date of inspection: June 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 08/08/2017

Context

Ysgol Gynradd Gymraeg Bro Ogwr is a Welsh-medium school that is situated in the town of Bridgend in Bridgend local authority.

There are 428 pupils between 3 and 11 years old on roll. The school has 16 classes, which include two mixed-age classes and two nursery classes. There are 46 pupils in the full-time nursery and 11 in the part-time pre-nursery class. Approximately 5% of pupils come from Welsh-speaking homes. Very few come from ethnic minority backgrounds.

Approximately 18% of pupils are eligible for free school meals, which is significantly lower than the average for Wales. Approximately 11% of pupils have additional learning needs (ALN). Very few pupils are looked after by the local authority.

An acting headteacher has been in charge of the school since October 2016. The school was last inspected in June 2010.

The individual school budget per pupil for Ysgol Gymraeg Bro Ogwr in 2016-2017 is £2,952. The maximum per pupil in primary schools in Bridgend is £4,484 and the minimum is £2,872. Ysgol Gymraeg Bro Ogwr is in 46th place of the 48 primary schools in Bridgend in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make good progress in their learning
- Nearly all pupils feel happy and safe at school, and know whom to approach if they need help or support
- Staff provide comprehensive learning experience for pupils, which engage their interest and motivate them well
- Staff apply the requirements of the Literacy and Numeracy Framework purposefully to their schemes of work to enable most pupils to make good progress in their literacy and numeracy skills over a period of time
- Provision for the Welsh language and the Welsh dimension is effective
- The quality of teaching is effective in many classes
- It is a caring community in which pupils' wellbeing is a clear priority, and all pupils treat each other with respect and care
- There is a homely and inclusive ethos

Prospects for improvement

Prospects for improvement are good because:

- The acting headteacher, with the valuable support and contribution of the senior management team, sets a purposeful strategic direction for developing the school
- Leaders evaluate the quality of the school's work systematically by implementing a cycle of effective monitoring activities that have been planned well
- The school development plan is comprehensive and identifies a number of relevant improvement targets
- The school works successfully with a variety of partners in a way that has a positive effect on pupils' standards and wellbeing, and expands their learning experiences well
- The school is staffed effectively and makes successful use of individuals' expertise to enrich teaching and learning
- Support staff are an integral part of the team and contribute significantly towards the success of learning
- The school provides good value for money

Recommendations

- R1 Respond to the health and safety issues that were raised during the inspection
- R2 Improve pupils' information and communication technology (ICT) skills
- R3 Improve pupils' ability to work independently and take responsibility for their own learning
- R4 Share best practice in the Foundation Phase across the phase
- R5 Develop the strategic role of governors to enable them to challenge the school effectively about its performance

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to the school, many pupils' basic skills are low considering their age. However, during their time at the school, most make good progress in their learning.

Considering their linguistic background, most pupils' oral skills in the Foundation Phase develop at an early stage and, by the end of Year 2, they have the skills to speak with increasing accuracy and confidence. Pupils across the school respond eagerly to teachers' questions and a majority at the top of key stage 2 are able to hold extended conversations in both languages, with most willing to contribute to class discussions confidently.

Most pupils' reading skills are developing effectively and in line with their ability. By the end of the Foundation Phase, most read with increasing fluency and re-tell stories confidently. Most discuss their books sensibly and have an increasing knowledge of different types of books. In key stage 2, many pupils read correctly and with an understanding that is in line with their age and ability in both languages. They discuss the main events and characters in their books confidently. Most use their higher order reading skills effectively to find information to support their class work, for example when researching famous women of the world, such as Anne Frank. In lessons, many pupils apply their scanning and skimming skills effectively in order to find information quickly.

Many pupils' early writing skills are developing well. They form letters correctly and write simple sentences to convey meaning, for example when writing a postcard to Mum. By the end of the Foundation Phase, most pupils write interestingly in Welsh in an appropriate range of writing forms. They write sensible sentences and punctuate correctly. As more able pupils re-write the story of 'Sglod a Blod', they begin to vary their sentences skilfully in order to maintain the reader's interest. However, older pupils in the Foundation Phase do not write independently often enough.

In key stage 2, most pupils write successfully in both languages. They write for a variety of purposes and audiences in full sentences, and use punctuation with increasing accuracy. By Year 6, they write imaginatively in a variety of forms, and develop their ideas interestingly. They are able to transfer their skills effectively when writing across the curriculum, for example a letter to a friend describing a visit to a Mosque, and a report on their holiday to Llangrannog. Across the school, most pupils present their work appropriately by using purposeful handwriting.

In the Foundation Phase, most pupils have sound mathematical skills. They apply their numeracy skills confidently, but rarely transfer them across all areas of learning. By the end of the Foundation Phase, many have a firm grasp of number facts and use simple lists, tables and diagrams to record and present information correctly. Many understand simple measurements well and they have a sound knowledge of the properties of shapes.

In key stage 2, most pupils have a sound understanding of numeracy strategies. By the end of the key stage, many use their knowledge of percentages successfully to solve word problems. More able pupils are able to develop their own strategies when undertaking investigative tasks. They gather and present information systematically and correctly in the form of tables and graphs as they record the results of an experiment on dissolving. Most pupils have sound mathematical skills and transfer them effectively to other areas of the curriculum, for example reading a scale to calculate the distance around Australia.

Pupils make suitable use of their ICT skills to support their work across the curriculum. By the end of the Foundation Phase, most use word processing programs appropriately to present information. A majority begin to control a toy confidently to follow a specific path. In key stage 2, most pupils' ICT skills are developing purposefully. They present their work creatively and create simple programs and add sound confidently. Many create moving pictures and images effectively. They are able to use software on electronic tablets to support their learning successfully. However, there are few examples of pupils developing their skills to gather and display data. Across the school, most pupils have a sound understanding of how to stay safe on the internet.

The performance of pupils who are eligible for free school meals has varied over the last four years. It now compares more favourably with the performance of other pupils. Overall, there is no significant difference between the performance of boys and girls. Pupils with additional learning needs make good progress towards achieving the targets that are set for them.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected and higher outcomes is usually consistently high and has been above average in comparison with levels in similar schools over the last four years. At the end of key stage 2, pupils' performance at the expected (level 4) and higher (level 5) levels over the last four years in English, Welsh, mathematics and science has usually placed the school between the upper 50% and the top 25%, in comparison with similar schools.

Wellbeing: Good

Nearly all pupils feel happy and safe at school, and know whom to approach if they need help or support. Most pupils have a sound understanding of the importance of eating and drinking healthily. They take part in regular physical education lessons, in addition to a number of extra-curricular activities, such as the running club, rugby and football.

Most pupils are well behaved during lessons, at lunch time and during playtime. They treat each other, staff and visitors with respect. Most show positive attitudes towards their work. They are enthusiastic learners who contribute well in lessons. However, older pupils do not always work independently enough or take enough responsibility for their own learning.

Many pupils shoulder additional responsibilities effectively; for example, the work of digital leaders to raise their peers' awareness of internet safety is effective. Members

of the school council, eco council and library give successful consideration to their fellow pupils' comments. The school council raises money regularly for a variety of charities and, as a result, pupils understand that there are people who are less fortunate than themselves. They have also introduced Cymry Cŵl, which has had a positive effect on all pupils' pride in the Welsh language. Most pupils develop a good awareness of enterprise by creating and selling goods and running the fruit shop.

Most pupils develop a purposeful awareness of their role in the local community. They take advantage of valuable opportunities to perform in a few concerts, and visit local businesses. These opportunities ensure that pupils develop as well-rounded and responsible members of their community.

Nearly all pupils arrive punctually in the morning and the school's attendance rate, in comparison with similar schools, has placed it between the upper 50% and top 25% consistently over the last four years.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides comprehensive learning experiences for its pupils, which engage their interest and motivate them well. Provision meets the requirements of the National Curriculum and religious education successfully. There are effective opportunities for younger pupils in the Foundation Phase to develop as independent learners. However, the balance between adult-led tasks and those led by children is less effective in the older classes in the phase.

Staff apply the requirements of the Literacy and Numeracy Framework purposefully to their schemes of work to enable most pupils to make good progress in their literacy and numeracy skills over a period of time. They include regular and effective opportunities to develop pupils' communication and thinking skills. However, provision to develop all aspects of pupils' ICT skills is appropriate.

Staff provide a wide range of effective intervention programmes across the school, which have a strong influence on the standards of pupils who need support.

Extra-curricular and additional activities, such as education visits to, for example, Llancaiach Fawr, workshops and presentations by visitors, such as the Children's Laureate for Wales, enrich pupils' knowledge and social skills further effectively.

Provision to develop the Welsh language and the Welsh dimension is comprehensive. Resident artists are invited to work with pupils, and these visits have a positive effect on their standards of achievement. A prominent place is given to developing pupils' awareness of local and national culture, for example by competing in the Urdd Eisteddfod and discussing newly-released books on the Tir Na Nog shortlist.

Under the guidance of the eco committee, the school provides valuable opportunities for pupils to develop their awareness of sustainability. They recycle waste and learn about the school environment by developing the forest area and the wildlife area.

There are effective opportunities for them to learn about global citizenship, which foster their understanding of the lives of people in other countries. A good example of this is the activities that teach them about the work of Fair Trade farmers.

Teaching: Good

The quality of teaching is effective in many classes across the school. A majority of teachers have good subject knowledge and link their lessons clearly with previous elements of learning. They plan interesting tasks for pupils and make purposeful use of equipment and resources to stimulate their interest. There is a robust working relationship between teachers and pupils in all classes. Support staff play an effective role in supporting learning. In the few examples in which teaching is less effective, teachers' expectations are not high enough to ensure that all pupils achieve to the best of their ability. In these cases, teachers over-direct activities and limit pupils' ability to be sufficiently independent learners. All staff model language well and use effective questioning and enquiry methods regularly.

The school has effective procedures to track pupils' progress. This enables teachers to set targets for improvement and identify any underachievement at an early stage. Opportunities for pupils to assess their own learning and the work of their peers are beginning to have a positive effect on improving the standard of their work. A majority discuss their targets simply, in addition to what they need to do to improve their work. Teachers give pupils feedback on their work regularly and, in the best practice, comments help them to improve their work effectively.

Annual reports for parents provide them with purposeful information about their children's progress and achievement.

Care, support and guidance: Good

The school is a caring community in which its pupils' wellbeing is a clear priority, and all pupils treat each other with respect and care. The school provides valuable opportunities for pupils to take part in social and cultural activities, and they are given regular opportunities to promote their moral development. There are effective opportunities to promote pupils' spiritual development through curricular activities and periods of collective worship, in which they are given opportunities to reflect and consider important values, such as being grateful. The school makes appropriate arrangements to promote eating and drinking healthily. There are effective processes in place at the school to promote values and nurture good behaviour, and procedures that are in place to encourage good attendance have had a positive effect on attendance rates.

The school has robust arrangements to identify and support pupils with additional learning needs. Through early intervention and careful planning, the school provides good support to pupils who need additional support with their work. This enables many of them to make good progress and cope successfully with the requirements of the curriculum. The school co-operates effectively with specialist agencies in order to support pupils' wellbeing and learning successfully. They also support parents appropriately, when necessary, for the benefit of pupils.

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

Learning environment: Adequate

The school has a homely and inclusive ethos. It promotes a caring and happy atmosphere, celebrates diversity and values the contribution of all learners. The school's main aim is to provide the best possible experiences for pupils to prepare them successfully for the next stage in their lives. All pupils are given equal opportunities to access all of the school's provision. Policies, plans and procedures are in place that promote equality and social diversity successfully. There is a very supportive and caring relationship between the older and younger pupils during playtime, which encourages respect and care.

Displays in the classrooms support learning successfully and celebrate a purposeful range of the pupils' work. Some displays around the school also reflect its wider activities effectively. A varied supply of high quality resources match pupils' needs appropriately.

Although there is a shortage of space in the building, the school makes effective use of the space that is available to it. The building and grounds are well maintained. However, limited use is made of the outdoor environment to promote pupils' learning across the school, and the outdoor area has not been developed in full for the learning needs of the Foundation Phase. Governors' attention was drawn to an issue relating to health and safety during the inspection.

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

Leadership: Adequate

Since her appointment, the acting headteacher, with the valuable support and contribution of the senior management team, sets a purposeful strategic direction for developing the school. The team has high expectations to ensure that nearly all pupils achieve their full potential. They have a clear aim to include all stakeholders in the school's processes, promote pupils' wellbeing and work closely with parents. The acting headteacher and senior management team have implemented a number of new and robust procedures during this period. However, it is too early to see the full effect of these on the standards of pupils' work and the school's arrangements.

All staff work together effectively and meet regularly to discuss and monitor progress against the school's priorities. As a result, everyone is beginning to share responsibility for the school's strategic direction. Effective performance management arrangements contribute towards improvements in learning and teaching, and provide valuable opportunities to promote staff's professional development successfully.

Members of the governing body are very supportive of the school. They have an in-depth knowledge of performance data, in addition to sound knowledge of the standards of pupils' work. They have begun to visit the school recently to observe lessons and scrutinise pupils' work. However, this practice has not yet had enough

time to become embedded or to have an effect on developing their strategic role. They do not monitor the targets in the improvement plan or ensure that the school meets statutory health and safety requirements regularly.

The school is making good progress in introducing initiatives that meet local and national priorities, such as the Literacy and Numeracy Framework. The school has specific and effective arrangements to improve the wellbeing and achievement of more vulnerable pupils. However, the school has not made enough progress towards responding in full to the requirements of the Foundation Phase.

Improving quality: Good

Leaders evaluate the quality of the school's work systematically by implementing a cycle of monitoring activities that have been planned well. These encompass most aspects of its work and follow a consistent format across the school. They include a detailed analysis of data by considering regular reviews of pupils' performance and an analysis of diagnostic tests. This helps leaders to plan provision for pupils effectively. Since the appointment of the acting headteacher, all staff contribute appropriately to self-evaluation processes and setting priorities for improvement.

Members of the school council have begun to contribute to self-evaluation activity on occasion. Leaders have responded to their suggestions and have established a sports council, which has a positive effect on pupils' wellbeing and enjoyment during playtimes. They have also acted on the suggestion to establish a 'Playground Buddies' system.

On the whole, the self-evaluation procedure provides leaders with accurate information about the school's main strengths and areas for improvement. The self-evaluation report does not reflect all of the procedure's outcomes in enough detail. However, there are numerous arrangements to review progress, identify areas for improvement and take effective steps to address improvements successfully.

The school development plan is comprehensive and identifies a number of relevant improvement targets. The document derives from the findings of the self-evaluation report and focuses effectively on improving the standards of pupils' learning and wellbeing. Plans identify measurable targets with a timetable, staff responsibilities and short-term and long-term outcomes. All priorities are funded suitably and there is a clear focus on developing pupils' skills and enriching provision over a period of time. Actions are already having a positive effect on pupils' outcomes, for example improving oral and reasoning skills.

Partnership working: Good

The school works successfully with a variety of partners in a way that has a positive effect on pupils' standards and wellbeing and expands their learning experiences well. Leaders and staff communicate effectively with parents by using social networks and termly letters. Ffrindiau Bro Ogwr make valuable financial contributions to enrich pupils' learning experiences, for example by funding improvements to the school's woodland.

The school's frequent links with the local community have a beneficial influence on pupils' wellbeing, their awareness of their community and the importance of contributing to it. For example, pupils perform in an annual concert in a local chapel, and links with local businesses strengthen pupils' entrepreneurial skills successfully.

There are effective transition arrangements for pupils who move to the school from the local playgroups, which help them to settle quickly in their new setting. Police and professional health workers support the school's personal and social education programme successfully in relation to staying safe in the wider community and by promoting personal hygiene.

The school works successfully with the cluster schools and the secondary school to standardise pupils' work. This has improved teachers' understanding of assessment requirements and enables them to level pupils' work more accurately. A beneficial link with the local secondary school helps pupils to transfer smoothly from one sector to the other and to prepare them for the next step in their learning.

Resource management: Good

The school is staffed effectively and makes successful use of individuals' expertise to enrich teaching and learning. The school's support staff are an integral part of the team and contribute significantly to the success of learning.

All staff's continuous professional development links clearly with the school's improvement objectives, and there are appropriate arrangements for teachers' planning, preparation and assessment time.

The school works effectively within professional learning communities with schools in the cluster and the family, and this makes a valuable contribution towards enriching the school's provision. One successful example is the way in which staff have worked together to raise standards of literacy.

The headteacher and governors manage the school's budget efficiently and make the best use of the funding and resources that are available to them. Funding for the school's improvement priorities is earmarked clearly and used successfully to respond to specific needs.

The school's current arrangements for allocating the Pupil Deprivation Grant focus effectively on a variety of intervention programmes to improve the literacy and numeracy skills of pupils who are eligible for free school meals. It also has a valuable effect on the wellbeing and confidence of these pupils.

Considering pupils' standards, the school provides good value for money.

Appendix 1: Commentary on performance data

6722298 - YSGOL GYMRAEG BRO OGWR

Number of pupils on roll	429
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	46	57	68	44
Achieving the Foundation Phase indicator (FPI) (%)	97.8	91.2	97.1	97.7
Benchmark quartile	1	2	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	46	57	68	44
Achieving outcome 5+ (%)	97.8	91.2	97.1	97.7
Benchmark quartile	1	2	2	1
Achieving outcome 6+ (%)	34.8	38.6	38.2	50.0
Benchmark quartile	2	2	2	1
Mathematical development (MDT)				
Number of pupils in cohort	46	57	68	44
Achieving outcome 5+ (%)	97.8	94.7	98.5	97.7
Benchmark quartile	1	2	1	1
Achieving outcome 6+ (%)	39.1	43.9	36.8	52.3
Benchmark quartile	1	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	46	57	68	44
Achieving outcome 5+ (%)	97.8	98.2	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving outcome 6+ (%)	50.0	66.7	66.2	68.2
Benchmark quartile	2	1	2	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.

6722298 - YSGOL GYMRAEG BRO OGWR

Number of pupils on roll	429
Pupils eligible for free school meals (FSM) - 3 year average	18.8
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	29	51	39	46
Achieving the core subject indicator (CSI) (%)	96.6	92.2	100.0	97.8
Benchmark quartile	1	2	1	1
English				
Number of pupils in cohort	29	51	39	46
Achieving level 4+ (%)	96.6	94.1	100.0	97.8
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	48.3	45.1	51.3	45.7
Benchmark quartile	1	1	1	2
Welsh first language				
Number of pupils in cohort	29	51	39	46
Achieving level 4+ (%)	96.6	94.1	100.0	97.8
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	41.4	39.2	46.2	45.7
Benchmark quartile	1	2	1	1
Mathematics				
Number of pupils in cohort	29	51	39	46
Achieving level 4+ (%)	96.6	92.2	100.0	97.8
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	44.8	37.3	53.8	47.8
Benchmark quartile	1	2	1	2
Science				
Number of pupils in cohort	29	51	39	46
Achieving level 4+ (%)	96.6	92.2	100.0	97.8
Benchmark quartile	2	3	1	2
Achieving level 5+ (%)	44.8	39.2	48.7	41.3
Benchmark quartile	1	2	2	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	100	98 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	97 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	98 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	99	99 100%	0 0%	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.	100	98 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	100	96 96%	4 4%	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.	100	100 100%	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.	100	99 99%	1 1%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	100	94 94%	6 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	100	98 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.	100	66 66%	34 34%	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	100	66 66%	34 34%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	82	43 52%	31 38%	7 9%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	82	54 66%	24 29%	3 4%	0 0%	1	Mae fy mhleintyn 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.	82	55 67%	22 27%	5 6%	0 0%	0	Cafodd fy mhleintyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	81	45 56%	31 38%	2 2%	1 1%	2	Mae fy mhleintyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	82	37 45%	32 39%	6 7%	0 0%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	82	42 51%	32 39%	3 4%	0 0%	5	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	82	48 59%	31 38%	0 0%	0 0%	3	Mae'r staff yn disgwyl i fy mhleintyn 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.	82	36 44%	28 34%	10 12%	0 0%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhleintyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	82	41 50%	25 30%	9 11%	1 1%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	82	38 46%	24 29%	12 15%	3 4%	5	Caiff fy mhleintyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	82	42 51%	30 37%	8 10%	0 0%	2	Mae fy mhleintyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	80	34 42%	18 22%	8 10%	3 4%	17	Mae fy mhleintyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	81	33 41%	35 43%	7 9%	6 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhleintyn.
		48%	41%	9%	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.	82	37 45%	28 34%	8 10%	9 11%	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.	82	34 41%	28 34%	10 12%	6 7%	4	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.	82	36 44%	34 41%	5 6%	2 2%	5	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.	80	31 39%	19 24%	5 6%	2 2%	23	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.	82	20 24%	29 35%	19 23%	12 15%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	81	32 40%	32 40%	12 15%	3 4%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Eleri Hurley	Reporting Inspector
Hazel Hughes	Team Inspector
Gwen Aubrey	Lay Inspector
Aled Davies	Peer Inspector
Anita Tucknutt	Peer Inspector
Louise Morris	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.