



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

**A report on**

**Ysgol Gymraeg Ifor Hael  
Clos Meon  
Bettws  
Newport  
NP20 7DU**

**Date of inspection: May 2016**

**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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## Context

Ysgol Gymraeg Ifor Hael is located in the Betws catchment area on the outskirts of the city of Newport and it serves the northern and north-western areas of the city. There are 220 pupils on roll, including 28 part-time nursery-age pupils. It has nine classes, including one mixed-age class.

About 12% of pupils are eligible for free school meals, which is lower than the national average. The school indicates that about 19% of pupils have additional learning needs. Very few have a statement of special educational needs.

Very few pupils come from Welsh-speaking homes. About 6% of pupils are from an ethnic minority background.

The school is currently a 'curriculum pioneer school'. This means that it is working with the Welsh Government and other schools that are pioneering with the curriculum to develop a pilot of a new curriculum for Wales.

The school was last inspected in February 2010. The headteacher was appointed in September 2010.

The individual school budget per pupil for Ysgol Gymraeg Ifor Hael in 2015-2016 is £3,238. The maximum per pupil in primary schools in Newport is £4,827 and the minimum is £2,734. Ysgol Gymraeg Ifor Hael is in 28<sup>th</sup> place of the 44 primary schools in Newport in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is excellent because:

- Most pupils make very good progress from their starting point and develop their ability to work independently in an excellent way
- Most pupils have thinking skills of a high standard
- Most pupils' speaking and listening skills are excellent across the school
- Most pupils have higher reading skills of a very high standard
- Most write very effectively for various purposes in both languages and succeed in gaining the readers' interest very effectively through use of rich vocabulary and by varying sentences skilfully
- Most pupils' numeracy skills are developing very well across the school
- Nearly all pupils' behaviour and self-discipline are exceptionally good throughout the school
- The school provides a range of rich learning experiences, which gain most pupils' interest successfully
- Nearly all teachers have high expectations of all pupils, which contributes strongly to the exceptional progress that they make
- Staff use a wide range of assessments, including standardised tests, to assess pupils' attainment thoroughly
- There is excellent provision to support pupils who have additional learning needs
- There is an obvious relationship of respect and care between adults and pupils, with a great emphasis on equality, diversity and respect

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The school's leadership is exceptionally effective and ensures provision and outcomes of a very high standard for all pupils
- The headteacher has a clear vision that focuses on developing happy and ambitious individuals
- Leaders promote very high expectations among staff and pupils, which ensures that all aspects of school life have a very positive influence on their attainment and wellbeing
- Governors have a comprehensive understanding of the school's strengths and of the areas that need to be developed further, and they challenge the school successfully to maintain standards and ensure high quality provision
- The school's arrangements for self-evaluation and planning for improvement are of a very high standard and there is a very good track record of improvement

- It has a range of partners that have a positive effect on pupils' standards and wellbeing and extend their learning experiences well
- Leaders have created a strong culture of co-operation across the school, which contributes very valuably to ensuring consistency in teaching and learning across the school

## Recommendations

R1 Develop more opportunities for pupils to assess their own work and that of their peers, where appropriate, in each class

R2 Ensure that the self-evaluation report highlights the excellent practice that exists in the school just as clearly as it does the areas that need improvement

### What happens next?

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

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

## Main findings

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

Excellent

#### Standards: Excellent

Many pupils' basic skills on entry to the school are appropriate to their age. However, most of them make very good progress in their learning from their starting point. They recall previous learning successfully and develop their ability to work independently in an excellent way. Most pupils' thinking skills are especially good, for example when producing reasons in favour of building a new secondary school in Newport.

Most pupils' speaking and listening skills are excellent across the school. Although most of them enter the school without being able to speak Welsh, they grasp the language at a very early stage. By the end of the Foundation Phase, most communicate naturally with adults and their peers and use an increasing range of vocabulary very successfully. Across key stage 2, most listen to each other with courtesy, and speak confidently and clearly in Welsh and English. By the end of key stage 2, most use subject vocabulary particularly effectively, for example when discussing the characteristics of graphs in mathematics lessons.

In the Foundation Phase, nearly all pupils speak enthusiastically about reading. They make effective use of their phonological knowledge to read unfamiliar words. By Year 2, most read fluently and vary their voice intonation to hold the interest of listeners very effectively. More able pupils discuss the features of books very well and discuss their favourite characters in a story skilfully. Across key stage 2, most read a wide range of texts confidently in both languages. By Year 6, most pupils have higher reading skills of a very high standard, for example when making sense of information from various websites and when comparing the styles of two texts.

Across the school, most pupils' writing skills are excellent. Most pupils' early writing skills are developing particularly well. They form letters correctly and write simple sentences to convey meaning, for example when retelling the story of the butterfly. By the end of Year 2, most pupils' writing skills are of high quality. They have an effective understanding of a wide range of written forms. When writing at length, they structure their work correctly and use basic punctuation successfully, for example when writing a monologue about the donkey travelling to Jerusalem in their religious education work. By the end of key stage 2, most are able to write very effectively for various purposes in both languages. They succeed in gaining the readers' interest very effectively by making use of rich vocabulary and varying sentences skilfully. Many pupils redraft pieces of work effectively and improve their initial efforts conscientiously. Nearly all pupils write to the same standard across the curriculum in both languages as they do in language lessons, for example when writing a persuasive piece in favour of and against evacuation during the Second World War in Welsh. By Year 6, most pupils write extended pieces of a very high standard.

Most pupils' numeracy skills are developing very well across the school. Across the Foundation Phase, most apply their numeracy skills very successfully in learning

areas and in the outdoor area, for example when weighing ingredients to create 'drinks' in the mud kitchen. By Year 2, most of them use their numeracy skills effectively when solving problems. They add money by using decimal notation accurately. As they move through the school, most continue to build on their numeracy skills very well. By Year 6, most pupils are able to apply their numeracy skills excellently across the curriculum, for example when calculating the fraction of types of house that are for sale on a new housing estate.

Nearly all pupils who have additional learning needs make good progress towards attaining their targets and many make progress above expectations. Pupils of higher ability attain high standards in their literary and numeracy skills.

In general, pupils' standard of work in their books and in classes is better than the data suggests at the expected levels and the higher levels.

In the Foundation Phase, over the last four years, the school's performance at the expected outcome (outcome 5) has placed it consistently high and in the upper 50% in comparison with similar schools for literacy. During the same period, the school's performance in mathematical development in general has placed it in the lower 50%. Performance at the higher outcome than expected (outcome 6) places the school generally in the upper 50% of similar schools for literacy and mathematical development.

As only two years of attainment data exist, in key stage 2, it is not possible to reach a meaningful judgement on trends in performance.

Over the last two years, the school's performance at the expected level (level 4) has fallen, moving the school from the top 25% in every core subject to the bottom 25% in English, mathematics and science and to the lower 50% in Welsh, in comparison with similar schools. The school's performance at the higher level than expected (level 5) has risen in all core subjects, and placed the school among the top 25% of similar schools last year.

The number of pupils who are eligible for free school meals is low, and therefore comparing their performance against that of other pupils is not reliable.

### **Wellbeing: Excellent**

Nearly every pupil's behaviour and self-discipline is exceptionally good throughout the school. They are courteous and show real respect for each other, staff and visitors. This leads substantially to creating an effective learning atmosphere. Nearly all pupils respond enthusiastically and maturely to the high expectations of them. In all lessons, they co-operate very well with their peers and persevere in order to solve problems very effectively, for example when discussing old photographs to reach historical conclusions. The way in which pupils work independently and make decisions about their learning is a strong feature through the school. For example, pupils in the Foundation Phase make regular decisions when choosing activities in the continuous provision.

Nearly all pupils feel safe at school and speak about the excellent support that is available to them if they are anxious. An excellent example of this is the 'Cyfeillion Caredig' (Kind Friends), who look after pupils during break times. This enriches pupils' self-confidence and wellbeing particularly effectively.

Nearly all pupils have an especially good awareness of how to eat and live healthily. For example, older pupils calculate the fractions of various foods that they need for a balanced diet. They know of the importance of taking regular physical exercise in order to live healthily. This is supported by the wide variety of extra-curricular activities that are available to them. Many pupils attend these clubs, which contribute positively to their fitness.

Members of the school council, the eco committee and information and communication technology (ICT) champions play a key part at the school. They collect ideas from their peers effectively by meeting them regularly and by using a suggestion box. They consider pupils' suggestions effectively and prioritise aspects to be improved, for example in developing the outdoor area.

The school's attendance is good and, in general, has placed it in the top 25% of similar schools over the last four years. Nearly all pupils arrive at school punctually.

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

The school provides a wide range of rich learning experiences that gain most pupils' interest successfully. These respond to the needs of all pupils effectively and meet the requirements of the National Curriculum, the principles of the Foundation Phase and the agreed syllabus for religious education in full.

Staff enrich the curriculum effectively by arranging visits to the community regularly for pupils, for example visiting the local supermarket to compare the prices of Fair Trade products with other products.

The school has built on the principles of the Foundation Phase very effectively. Staff plan stimulating activities across all areas of learning and make valuable use of the indoor and outdoor areas regularly, for example when planning outdoor activities in the 'Den Dysgu' (Learning Den).

The school has embedded the requirements of the Literacy and Numeracy Framework successfully in its schemes of work. Long-term schemes of work are concise, comprehensive and ensure appropriate achievement. Termly planning ensures consistency across the subjects and promotes progression and continuity in learning successfully. The school provides valuable opportunities for pupils to apply a wide range of literacy, numeracy and ICT skills in a skilful variety of different contexts across the curriculum. As a result, most pupils' numeracy and literacy skills are very good.

Provision for developing the Welsh language is promoted successfully, for example by holding school eisteddfodau and celebrating Welsh days. Nearly all members of

staff model the language well. As a result, nearly all pupils emulate and use language patterns, rich vocabulary and syntax very effectively. The school promotes the Welsh dimension successfully by studying the work of artists, poets and musicians from Wales. This promotes pupils' understanding of Welsh culture effectively.

Planning for developing pupils' awareness of sustainability and global citizenship is consistently good; for example, the school studies a number of foreign countries and the way of life there. As a result, pupils' understanding of other cultures is developing successfully.

### **Teaching: Excellent**

Nearly all teachers have high expectations of all pupils. This principle contributes strongly to the very good progress made by pupils. Teachers plan stimulating lessons that gain the interest of almost all pupils regularly. They provide high quality tasks that meet the needs of pupils of all abilities very effectively. A strong feature of the teaching is the close co-operation that exists between teachers and teaching assistants, which creates an atmosphere in which all pupils feel safe and are keen to learn.

The way in which the school ensures consistency in the high quality of teaching across the school is an excellent feature. Staff meet regularly in order to discuss their expectations in terms of teaching and assessment, and ensure that they are consistently high. For example, they analyse level descriptions in detail and decide how to interpret them effectively in the classroom. This enables them to plan learning experiences that are consistently of a good standard and have a very positive effect on pupils' outcomes. As a result, the standard of teaching is consistently good with many excellent features across the school.

There is a good pace to nearly all lessons, which ensures that pupils stay on task for extended periods. All teachers share lesson objectives and success criteria with pupils successfully. In the best practice, teachers encourage pupils to set their own success criteria. Most teachers are good language models and ask questions of a high standard in order to assess pupils' understanding of pupils and to encourage them to think. As a result, most pupils' thinking skills are of a high standard.

Teachers provide valuable oral feedback to pupils, which enables them to refine and improve their work confidently. The written comments that are made on pupils' work celebrate their successes well and suggest a clear way ahead for them on how to improve their work. As a result, most of them redraft their work skilfully in order to improve their initial efforts. The self-assessment and peer assessment process is developing effectively in many classes. However, the practice has not developed to the same extent in all classes.

The school has very effective arrangements for tracking pupils' progress. Staff use a wide range of assessments, including standardised tests, to assess pupils' attainment thoroughly. They use the information particularly effectively in order to plan lessons and to identify pupils who need intervention in literacy and numeracy and provide appropriately for them.

Reports to parents are comprehensive and provide beneficial information for them about their child's progress and wellbeing.

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

The school has exceptionally effective arrangements for managing pupils' behaviour. Through the excellent and consistent use of the 'Cadi'r Crwban' (Cadi the Tortoise) strategy, staff set high expectations for pupils in terms of behaviour and their commitment to their activities. As a result, nearly every pupil's behaviour and self-discipline are excellent in lessons and around the school. The ethos of co-operation and co-existence enables all pupils and staff members to attain standards that are far above expectations.

The school has excellent provision for supporting pupils who have additional learning needs. Teachers identify pupils' needs at a very early stage and provide intervention programmes for them that are appropriate and of a high standard. Assistants work very effectively under the guidance of the co-ordinator to implement the wide range of intervention programmes effectively. This enables pupils to make high quality progress in their literacy and numeracy skills as they move through the school. All pupils who have additional learning needs have an individual education plan that includes measurable and appropriate targets. These plans are reviewed regularly jointly with pupils and parents. As a result, nearly all of these pupils make progress that is at least good and many make progress that is far above expectations.

The school provides skilfully for developing pupils' spiritual and cultural aspects. Pupils have regular, appropriate opportunities to reflect in collective worship sessions and daily assemblies, for example through appreciating and celebrating the differences between people. The school provides particularly effective opportunities to promote pupils' social and moral skills by using various strategies. This has a very positive effect on their ability to co-operate and respect each other's views.

The school has very effective arrangements for promoting eating and drinking healthily. The use of the 'five a day' strategy ensures that most pupils make healthy choices during break time and lunch time. Many extra-curricular after-school activities reinforce their understanding of how to keep fit effectively.

The school makes very effective use of external specialist services and guidance, for example speech and language services, to support pupils who have specific language needs. Similarly, the very good use that is made of the counselling service across the cluster helps vulnerable pupils to discuss their feelings in a sensitive way and increase their confidence.

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

### **Learning environment: Excellent**

The school is a friendly and happy environment, which has an exceptionally caring and inclusive ethos. One of the school's strengths is the obvious relationship of respect and care that exists between adults and pupils. All members of staff promote

a very supportive learning atmosphere that encourages all pupils to try their best and to persevere. As a result, nearly all pupils develop as independent learners who use their thinking skills very effectively to solve problems.

The school places great emphasis on equality, diversity and respect. As a result, nearly all pupils develop very well as well-rounded individuals. The school is completely inclusive and all pupils are treated equally, ensuring full access to all activities. The school has a range of effective policies and procedures that meet statutory requirements.

Stimulating and attractive displays of pupils' work create a stimulating learning environment and support learning effectively. A good example of this is the 'Coeden Ffa Garedig' (Kind Beanstalk), that celebrates pupils' successes particularly well. As a result, nearly all pupils show pride in their school and work.

The school provides very good facilities for its pupils and staff make purposeful use of them. The site and building are extremely well maintained and provide a stimulating environment for learning and play. The school has developed the outdoor area to create a stimulating learning environment of a high standard. Staff plan very valuable activities for this area. For example, they grow vegetables in the garden and sell the produce in the school fair. Staff in the Foundation Phase plan successfully to develop pupils' skills outdoors.

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

The school's leadership is exceptionally effective and ensures provision and outcomes of very high standard for all pupils. The headteacher has a clear vision that is based on developing happy and ambitious individuals. She has shared this vision very successfully with staff, pupils, parents and governors. As a result, the school has a caring and inclusive ethos in which pupils attain high standards in their work. This is an excellent feature of the school's life and work.

The headteacher is supported excellently by members of the senior management team. Together, they promote very high expectations among staff and pupils. This ensures that all aspects of school life have a very positive effect on pupils' attainment and wellbeing.

All members of staff are aware of their roles and responsibilities. Operational systems within the school are very robust and support staff to achieve their responsibilities effectively. They co-operate very closely as a team and meet regularly to discuss and plan jointly. They are very willing to share their expertise in order to improve provision. This is a very prominent and effective feature that creates a strong foundation to address the task of raising standards.

An excellent feature of leadership is the way in which leaders ensure accountability from all members of staff. They do this by ensuring very effective leadership opportunities for staff at all levels. They use their performance management arrangements especially effectively to hold members of staff to account for their

performance in relation to pupils' outcomes. This has led to considerable improvements in the standard of teaching and learning across the school. As a result, most pupils make very good progress from their starting point.

Governors have a comprehensive understanding of the school's strengths and areas that need to be developed further. They update their knowledge regularly by attending relevant training. They are very supportive of the school's work and co-operate closely with leaders to ensure that it has a clear strategic direction. Through regular meetings and frequent visits to the school, they hold the school to account successfully in maintaining standards and ensuring high-quality provision.

The school responds very well to local and national priorities. The principles of the Foundation Phase are implemented effectively and the Literacy and Numeracy Framework has been embedded fully in teachers' plans. The school has acted effectively to reduce the effect of poverty and deprivation on vulnerable pupils and to ensure good attendance.

### **Improving quality: Excellent**

The school's arrangements for self-evaluation and planning for improvement are of a very high standard. Leaders have used the processes especially effectively to ensure that it has a successful history of improvement. As a result, they have established a successful school by identifying their strengths and areas to be improved very well. This has led to outcomes for pupils that are above expectations.

The self-evaluation process focuses appropriately on collecting and using evidence from a wide range of sources. These include a thorough analysis of the school's comparative performance data, the outcomes of internal assessment systems and results of standardised tests. All teachers are responsible for using data regularly to identify the needs of pupils in their classes. As a result, they have a particularly good understanding of what is needed in order to improve their pupils' standards. Scrutinising books, checking schemes of work, speaking to pupils and observing lessons are an integral part of the process. The practice of revisiting aspects regularly to monitor the effects of new priorities and to ensure the quality of the school's usual procedures is very strong in the process. Information from these processes is used very effectively to identify strengths and areas to be improved. Governors are also part of the process of scrutinising books and observing lessons. This enables them to hold the school to account effectively.

The self-evaluation processes feed into the self-evaluation document effectively and ensures that leaders know the school very well. However, although it does not have an adverse effect on pupils' standards, leaders tend to focus more on the areas that need to be improved further rather than celebrating the excellent practices that exist.

The school seeks the views of parents and pupils effectively. Leaders make good use of this information to improve aspects of school life. For example, pupils' views have led to an improvement in the supply of resources for ICT that is available across the school. As a result, most pupils' ICT skills are consistently good.

The school development plan is clear and detailed, with an appropriate number of suitable priorities. It links very well to the outcomes of the self-evaluation procedure and the requirements of national priorities. Plans and actions identify responsibility for action and responsibilities for monitoring and evaluation clearly. Each plan identifies measurable success criteria and have been funded astutely.

The senior management team monitors and evaluates progress against success criteria consistently and thoroughly. This is a strong feature of the school's work and has a very positive effect on raising standards across the school.

### **Partnership working: Good**

The school works successfully with a range of partners, which has a positive effect on pupils' standards and wellbeing and extends their learning experiences well.

There is a valuable partnership between the school and parents. The school informs parents well about its procedures through newsletters, the website and by inviting them to regular assemblies. The school has an open door policy and nearly all parents feel confident in coming to discuss any necessary issues. The school provides valuable information about what its pupils are learning by holding curricular workshops, such as mathematical workshops, in order to raise their awareness of the teaching methods that are used. This helps parents to help their children at home. The friends of the school association is very active and raises money regularly. The money is used purposefully in order to enrich the experiences that are provided for pupils, for example to support the school in meeting the cost of educational visits. This ensures that all pupils have full access to all the school's activities.

In order to ensure that pupils settle in quickly in the nursery class, the school co-operates beneficially with settings in the community that provide pre-school care. This ensures smooth transition for pupils who are new to the school.

The school makes good use of the expertise that exists in the local community, for example the use of the police to promote pupils' understanding of how to keep safe.

Transition arrangements that exist between the school and the local secondary schools ensure that effective transfer take place as its older pupils begin the next stage in their education. There is successful co-operation with these schools and primary schools in the catchment area to standardise and moderate examples of pupils' literacy, numeracy and science work jointly. This ensures the validity of levels at the end of key stages.

There is a useful link with nearby schools, which encourages purposeful co-operation in order to improve pupils' standard of work. This promotes staff's professional development successfully. For example, by working with a triad of nearby schools, staff have improved the quality of teaching across the schools.

### **Resource management: Excellent**

Leaders use resources extremely effectively in order to ensure an effective learning environment. They identify the strengths and interests of individual teachers

particularly well and, as a result, allocate responsibilities to them very effectively. They use teaching assistants successfully to ensure the best use of their expertise and experience. For example, teaching assistants give excellent support to intervention groups and to developing pupils' ICT skills across the school. Arrangements for planning, preparation and assessment meet statutory requirements.

Leaders create a strong culture of co-operation across the school. Staff observe each other in order to improve practice. This makes a very valuable contribution to ensuring consistency in teaching and learning. This has a very positive effect on pupils' standards of attainment.

Performance management processes are used particularly influentially to identify staff's training needs. The school makes very effective use of internal and external training in order to improve provision across the school, for example by improving pupils' higher reading skills.

The headteacher, the administrative officer and the governing body manage the budget and monitor the effect of expenditure thoroughly. The school's expenditure links well to its improvement plans.

Leaders make effective use of the Pupil Deprivation Grant, for example by employing assistants to work with pupils to improve their literacy and numeracy skills. This provision is of a very high standard and has a positive effect on the outcomes of pupils who are eligible for free school meals.

Considering pupils' high standards of achievement and the robust quality of teaching, the school provides excellent value for money.

## Appendix 1: Commentary on performance data

### 6802320 - Ysgol Gymraeg Ifor Hael

Number of pupils on roll	207
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	34	36	27	28
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	88.2	88.9	88.9	92.9
Benchmark quartile	2	2	3	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	34	36	27	28
Achieving outcome 5+ (%)	91.2	91.7	92.6	96.4
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	17.6	33.3	40.7	39.3
Benchmark quartile	3	2	2	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	34	36	27	28
Achieving outcome 5+ (%)	94.1	91.7	92.6	92.9
Benchmark quartile	2	3	3	3
Achieving outcome 6+ (%)	23.5	30.6	37.0	42.9
Benchmark quartile	3	2	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	34	36	27	28
Achieving outcome 5+ (%)	100.0	100.0	100.0	100.0
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	26.5	38.9	77.8	75.0
Benchmark quartile	3	3	1	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.

There are many very small cohorts in many of the years of performance data in key stage 2 for this school. In such a case, we do not include a performance data table.

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 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	87 87%	13 13%	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	96 96%	4 4%	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	100	98 98%	2 2%	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.	99	93 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	100	95 95%	5 5%	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.	99	99 100%	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.	99	98 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.	99	75 76%	24 24%	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.	99	96 97%	3 3%	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.	98	66 67%	32 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	100	93 93%	7 7%	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 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.	35	23 66%	12 34%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	30 86%	5 14%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	35	28 80%	7 20%	0 0%	0 0%	0	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.	35	22 63%	13 37%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	35	22 63%	13 37%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	34	23 68%	11 32%	0 0%	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.	35	25 71%	10 29%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	16 46%	14 40%	2 6%	3 9%	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.	35	26 74%	9 26%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	35	27 77%	8 23%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	33	26 79%	7 21%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	20 59%	12 35%	2 6%	0 0%	0	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.	35	22 63%	11 31%	2 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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	24 71%	8 24%	2 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	32	15 47%	16 50%	1 3%	0 0%	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.	35	22 63%	13 37%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	12 44%	12 44%	2 7%	1 4%	8	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.	34	20 59%	13 38%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	35	26 74%	9 26%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Jonathan Cooper	Reporting Inspector
Rosemarie Wallace	Team Inspector
Meleri Cray	Lay Inspector
Richard Evans	Peer Inspector
Bethan Parry-Jones	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.