



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

**Report on**

**Ysgol Gymraeg Cwm Derwen  
Beech Grove  
Oakdale  
Blackwood  
NP12 0JL**

**Date of inspection: June 2015**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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**Publication date: 02/09/2015**

## Context

Ysgol Gynradd Gymraeg Cwm Derwen is in the village of Oakdale near Blackwood and is maintained by Caerphilly local authority. The school's catchment area is very wide and includes nearby villages.

The school provides bilingual education for pupils aged between 3 and 11 years. Welsh is the main medium of learning. About 4% of pupils come from Welsh-speaking homes. Very few pupils are from an ethnic minority background.

Children are admitted to the nursery class on a full-time basis in the September following their third birthday. During the inspection, there were 229 pupils on roll. Pupil numbers have increased considerably since the last inspection.

The rolling three-year average for pupils who are eligible for free school meals is about 14%, which is lower than the national average of 21%.

Twenty-two per cent of pupils are on the school's additional learning needs register. These figures are a little higher than the percentages for Wales. Very few pupils have a statement of special educational needs.

Two classes are maintained at the school by the local authority for pupils who have profound learning needs. They come from a wide area, namely the catchment area that feeds Ysgol Gyfun Cwm Rhymni.

The headteacher was appointed in September 2013. The school was last inspected in April 2010.

The individual school budget per pupil for Ysgol Gymraeg Cwm Derwen in 2014-2015 is £3,462. The maximum per pupil in primary schools in Caerphilly is £5,106 and the minimum is £2,465. Ysgol Gymraeg Cwm Derwen is in 14th position of the 75 primary schools in Caerphilly in terms of the school budget per pupil.

## Summary

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

### Current performance

The school is good because:

- Most pupils make sound progress in their lessons and during their period at the school
- Most pupils are confidently bilingual by the end of key stage 2
- Most pupils' standards of behaviour and self-discipline are good and they show courtesy, care and respect towards each other, staff and visitors
- The standard of teaching is consistently good
- Rich learning experiences are available to all pupils
- It has a familial, caring and welcoming ethos in which pupils feel safe and happy

### Prospects for improvement

The school's prospects for improvement are good because:

- Leaders have a sound understanding of the strengths and areas to be developed
- All members of staff co-operate effectively as a team
- Members of the governing body are very supportive of the life and work of the school and are beginning to challenge and hold leaders to account for its performance
- The development plan focuses clearly on raising standards
- There is a good range of partnerships, which has a positive effect on provision and pupils' achievement

## **Recommendations**

- R1 Ensure consistency in the quality of pupils' handwriting and presentation of work across the school
- R2 Improve attendance
- R3 Provide more opportunities for pupils in key stage 2 to take responsibilities for their own learning in order for them to develop as more independent learners
- R4 Provide more opportunities for pupils across the school to develop their numeracy and information and communication technology (ICT) skills
- R5 Develop governors' roles further to monitor and hold the school to account

### **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

Results of pupils' basic assessments on entry to the school show that the majority have skills that are appropriate to their age, except in Welsh, where the language is new to most of them. However, the oral skills of pupils who come from non-Welsh speaking homes develop very quickly. Most pupils, including those who receive additional support, make sound progress in their learning during their time at the school. Most participate fully in classroom activities, and build well on their previous learning experiences.

Most pupils' oracy skills in the Foundation Phase are developing well and, by the end of Year 2, they speak increasingly correctly and confidently. Pupils across the school respond eagerly to questions from teachers, and many in key stage 2 are able to hold extended conversations and respond positively to quite challenging questions. Many are prepared to contribute to discussions confidently. By the end of key stage 2, most pupils' oral skills in English are developing effectively.

Most pupils' standards of reading in Welsh in the Foundation Phase and in both languages in key stage 2 are appropriate to their age and ability. In the Foundation Phase, pupils are familiar with a range of reading strategies and are able to use them appropriately to make sense of print. By the end of the Foundation Phase, most understand what they are reading and express an opinion and discuss the content of books on a simple level. In key stage 2, most pupils read a wide range of texts fluently and are able to respond meaningfully to the content.

Pupils in the Foundation Phase make sound progress in developing their writing skills. They are able to form a variety of sentences, they have an increasing understanding of vocabulary and they are beginning to use basic punctuation in their work correctly. Most pupils are able to write for various purposes successfully across the curriculum. In key stage 2, many pupils make good progress in their writing skills in Welsh and English. Their work shows that they have an increasing grasp of accuracy and punctuation and the majority organise their work effectively in paragraphs. They use their literacy skills effectively in other subjects across the curriculum. There are good examples of writing letters, portraits, lists and reports. Pupils' standards of handwriting and presentation are varied and, at times, untidy work is seen in books.

In the Foundation Phase, most pupils develop their numeracy skills successfully in mathematics lessons. For example, in Year 2, nearly all of them add and subtract accurately, using tens and units. Most of them solve simple oral problems well, for example when calculating the cost of travelling on the little train up Snowdon.

In key stage 2, pupils' standards in mathematics lessons are good. By the end of the key stage, nearly all pupils use a range of number skills successfully. They multiply decimals, and identify the connection between fractions, decimals and percentages.

Nearly all pupils use their number skills confidently within the context of solving problems. They check their work carefully in order to ensure the accuracy of their answers. However, the majority of pupils do not apply their numeracy skills across the curriculum regularly enough.

At the end of the Foundation Phase, over a period of three years, the school's performance at the expected outcome (outcome 5) and the upper outcome (outcome 6) in comparison with similar schools has placed the school consistently higher than the median in language skills and mathematical development.

In key stage 2, over the last three years, pupil numbers have been very low. As a result, it is not possible to reach meaningful conclusions. One or two pupils' results can, at times, have a great influence on the performance of the whole cohort. However, at the end of key stage 2, the school's performance in Welsh, English, mathematics and science at the expected level (level 4) in comparison with similar schools has placed the school in the top 25% in two out of three years. Over the same period, the performance of pupils who attain the higher level (level 5) has varied, moving the school between the top 25% and the bottom 25% in all subjects.

Across the school, there is no significant pattern of differences between the performance of pupils who are eligible for free school meals in comparison with the remainder of pupils.

### **Wellbeing: Adequate**

Nearly all pupils have a good awareness of the importance of eating healthily and keeping fit. They feel safe at school and are confident that they are able to turn to anyone for help if needed.

Most pupils behave well and show high levels of motivation, interest and pride in their work. They treat everyone with respect and courtesy.

Pupils in the Foundation Phase and those in key stage 2 make appropriate decisions about the content of themes through discussion and creating simple mind maps. However, key stage 2 pupils rely too much on adults' guidance. As a result, they have not developed sufficient confidence to take responsibility for their own learning in order to develop as independent enough learners. By the end of key stage 2, many have a sound understanding of what they need to do to improve their work.

The pupil's voice receives deserved attention in all aspects of the life and work of the school. Members of the school council and eco council are very enthusiastic, and understand that they are representing the views of other pupils and take pride in what they have achieved to improve their school. For example, they have played a prominent part in discussing the school's values and have influenced the anti-bullying policy.

Many pupils contribute well to life in the local community. They take part successfully in competitions that are held by local businesses successfully, display art work in shops in the village and decorate the old people's centre every Christmas. Nearly all pupils contribute well towards raising money to support charities. The school council

chooses the main charity to sponsor every year. These activities help to develop pupils' social skills and prepare them effectively for life outside school.

Although it has showed overall improvement over four years, the school's attendance rate has not improved to the same extent as the average attendance rates of all schools in Wales. Attendance placed the school in the top 25% of similar schools in three of the four last years, but was in the bottom 25% in 2014. Nearly all pupils arrive at school punctually.

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

The school plans a variety of good learning experiences that meet the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. The detailed and comprehensive planning meets most pupils' needs effectively.

The school enriches pupils' learning experiences successfully by arranging visits and inviting visitors to the school. Extra-curricular activities such as cookery, folk-dancing and the Urdd also contribute well to pupils' experiences.

Schemes of work pay appropriate attention to the requirements of the Literacy and Numeracy Framework. Teachers evaluate plans regularly and thoroughly in order to ensure progression and continuity in pupils' skills. However, opportunities for pupils to develop their numeracy and ICT skills across the curriculum are inconsistent.

The school's mainstream staff and the staff in classes for pupils who have profound additional needs co-operate effectively. They plan jointly in order to ensure full access to the curriculum for all pupils. These arrangements are successful and are a strength at the school.

The school promotes the Welsh language successfully and encourages pupils to use it as a medium of communication continuously. Promoting pupils' knowledge of Welsh culture and history is obvious and is central to all the school's work. Pupils learn Welsh legends, study the work of artists and authors from Wales and visit important historical places. As a result, pupils show pride in their Welshness and their heritage.

The curriculum provides suitable opportunities for pupils to learn about sustainable development and global citizenship. The eco committee is successful in raising pupils' awareness of the importance of recycling and saving energy.

### **Teaching: Good**

The standard of teaching is consistently good throughout the school. Teachers have good subject knowledge and use a wide range of teaching methods and purposeful resources to support learning. They share learning objectives and discuss success criteria with pupils skilfully and question probingly in order to extend their understanding. Lessons are planned thoroughly and the contribution of support staff



to the quality of pupils' learning is considerable. There is a positive working relationship between adults and pupils in all classes and all adults promote correct Welsh consistently.

Teachers make effective use of assessment strategies. They provide useful oral feedback during lessons. They mark pupils' work thoroughly and give them constructive comments on how to improve their work, which are linked to the success criteria. This ensures that pupils are a key part of assessing their own work.

The school has thorough procedures for tracking pupils' progress, including beneficial use of standardised tests and teachers' assessments. Teachers understand pupils' needs well and use the information to set specific targets and to provide appropriate tasks in order for them to move on to the next stage in their learning.

There are suitable arrangements for reporting to parents on their children's progress and achievement and they meet statutory requirements fully.

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

The school is a happy, caring and inclusive community in which pupils feel safe. Provision for developing pupils' understanding of the importance of eating and drinking healthily and how to be safe is effective. This is supported well through physical education classes, the fruit shop and events such as the "Healthy Week".

The school promotes pupils' spiritual, moral, social and cultural development effectively by providing regular collective worship assemblies and through curriculum activities.

The close co-operation between the school and specialist services ensures good quality support and guidance to pupils and parents. The co-operation, which includes psychologists and speech therapists, has led to improving the outcomes of a specific cohort of pupils.

Provision for pupils who have additional learning needs is effective. Teachers identify pupils' needs at an early stage and ensure beneficial support. The intervention programme has been developed well and monitoring arrangements ensure that these pupils make appropriate progress in their learning. Individual education plans are of good quality and plans are reviewed regularly in consultation with parents.

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

### **Learning environment: Good**

Ysgol Cwm Derwen has an especially good ethos, in which all individuals are welcomed, respected and supported. An especially good example of this is the classes on the school's site that provide effective support for pupils who have

profound educational problems. This resource is a wholly integrated part of the school and all pupils are encouraged to participate fully in its community.

The site and building are totally accessible and the school's values and objectives lead to appreciating and celebrating diversity effectively.

There is a varied range of good quality equipment and resources in classes and in the outdoor play areas and these are used appropriately. Comprehensive use is made of the outdoor area in the Foundation Phase.

There are stimulating and attractive displays of pupils' achievements and successes in the classrooms and along the corridors. These create an interesting learning environment and support learning effectively. They also engender pupils' pride in their work.

The building and grounds are maintained well and the school uses its site appropriately. The site and building are completely safe.

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

The headteacher has a clear vision and high expectations. She shares these successfully with staff, parents, pupils and governors. The headteacher provides clear and purposeful leadership. She is supported well by the senior management team and all members of staff, thereby ensuring that all aspects of school life have a positive influence on pupils' standards and wellbeing. The school is an orderly community and clear structures and policies are in place and are implemented consistently and effectively.

Staff meetings are held regularly and focus clearly on priorities for improvement. They ensure that staff are aware of their responsibilities and roles in achieving those priorities. Teachers have detailed job descriptions that link well to their individual responsibilities.

Members of the governing body provide appropriate support for the life and work of the school. They understand the school's performance data appropriately and know how it compares with the performance data of other similar schools. Although they have begun to use this information to hold the school to account more effectively, this practice has not been embedded fully to date.

The school responds positively to a number of local and national priorities.

The principles of the Foundation Phase and the Literacy and Numeracy Framework have been established successfully and assessment for learning strategies are implemented effectively across the school.

### **Improving quality: Good**

The school has an effective self-evaluation procedure, which has been established successfully in the life of the school. Data analysis is an integral part of this process. In addition, the school collects a wide range of evidence effectively, including classroom observations, scrutinising pupils' work and listening to the views of pupils, governors and parents. These procedures have helped the school to form a useful self-evaluation report that identifies clearly its strengths and the areas that need to be developed.

There is a close link between the outcomes of the self-evaluation procedure and the priorities in the school development plan. The development plan focuses well on raising standards and expanding provision. The plan refers effectively to the steps to be taken, the success criteria, timing and individuals who are responsible, in addition to the monitoring and funding arrangements. It includes beneficial measurable targets in relation to progress and improvements in pupils' standards.

### **Partnership working: Good**

The school has established a number of effective partnerships that contribute effectively to improving the quality of provision and pupils' achievement.

The partnership with parents is beneficial and they appreciate the level of the support and care that their children receive. The school holds useful workshops for them, to enable them to play a more central part in their children's education; for example, raising their awareness of issues involving literacy, numeracy and internet safety.

There are strong links with the local community, which enrich pupils' learning experiences further. For example, pupils visit the local park, the library and the post office regularly, and members of the community such as the policeman and the minister visit the school to share their experiences and to teach pupils in specific areas.

The close link with the nursery group that is on the school site facilitates arrangements for admitting new pupils. The school works closely with other schools in the area for the benefit of pupils. There are effective transition arrangements with the secondary school that ensure progression and continuity in pupils' learning experiences as they move to the next stage in their education. A key part of this is the work of the teacher who works with schools in the catchment area and the secondary school. Successful co-operation with schools in the cluster on a literacy project has had a positive effect on pupils' standards and their attitude to reading. The school also co-operates effectively with schools in the cluster and the secondary school as part of the local authority's arrangements to standardise and moderate pupils' work. This ensures accuracy and consistency in their assessments. The school has established a number of robust partnerships with a variety of local authority officers and specialist agencies. This has had a positive effect on pupils' wellbeing and attainment.

## **Resource management: Good**

The school has an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Good use is made of their expertise and the sense of a teaching team is a strong feature at the school.

The school's performance management processes lead effectively to staff development in appropriate areas that are based on the school's priorities for improvement as well as the staff's specific priorities for improvement. The school operates effectively as a professional learning community and the practice of teachers observing each other has led to consistency in the good quality of teaching. They co-operate well with other schools to share good practice.

The school responds fully to the statutory requirements on teachers' workloads and teachers use their non-contact time appropriately for planning, preparation and assessment.

There is a good range of resources at the school and they are managed well in order to ensure full access to all areas of the curriculum. This is very obvious in the use that is made of the outdoor area.

Expenditure is managed carefully by the headteacher and the governing body. Funds are allocated appropriately for the school's priorities and effective use of the deprivation grant to target pupils who are eligible for free school meals has led to raising standards in language and mathematics.

Considering the good outcomes and prudent use of funds, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6762394 - Ysgol Gynradd Gymraeg Cwm Derwen

Nifer y disgyblion ar y gofrestr	223
Disgyblion sy'n gymwys i gael prydau ysgol am ddim (PYDd) - cyfartaledd 3 blynedd	13.8
Grŵp PYD	2 (8%<PYD<=16%)

#### Cyfnod Sylfaen

	2012	2013	2014
<b>Nifer y disgyblion yng ngharfan Blwyddyn 2</b>	30	30	32
<b>Yn cyflawni dangosydd y Cyfnod Sylfaen (DCS) (%)</b>	96.7	93.3	93.8
Chwarterl meincnod	1	1	2
<b>Sgiliau iaith, llythrennedd a chyfathrebu - Saesneg (LCE)</b>			
Nifer y disgyblion yng ngharfan	*	*	*
Yn cyflawni deilliant 5+ (%)	*	*	*
Chwarterl meincnod	*	*	*
Yn cyflawni deilliant 6+ (%)	*	*	*
Chwarterl meincnod	*	*	*
<b>Sgiliau iaith, llythrennedd a chyfathrebu - Cymraeg (LCW)</b>			
Nifer y disgyblion yng ngharfan	30	30	32
Yn cyflawni deilliant 5+ (%)	96.7	96.7	96.9
Chwarterl meincnod	1	1	2
Yn cyflawni deilliant 6+ (%)	36.7	50.0	40.6
Chwarterl meincnod	1	1	2
<b>Datblygiad mathemategol (MDT)</b>			
Nifer y disgyblion yng ngharfan	30	30	32
Yn cyflawni deilliant 5+ (%)	96.7	96.7	93.8
Chwarterl meincnod	1	1	2
Yn cyflawni deilliant 6+ (%)	40.0	46.7	40.6
Chwarterl meincnod	1	1	2
<b>Datblygiad personol a chymdeithasol, lles ac amryw iath ddiw y lliannol (PSD)</b>			
Nifer y disgyblion yng ngharfan	30	30	32
Yn cyflawni deilliant 5+ (%)	100.0	96.7	93.8
Chwarterl meincnod	1	2	4
Yn cyflawni deilliant 6+ (%)	33.3	56.7	50.0
Chwarterl meincnod	3	2	3

Mae'r dangosydd Cyfnod Sylfaen (DCS) yn cynrychioli canran y disgyblion sydd wedi deilliant 5 neu uwch mewn PSD, LCE/LCW ac MDT gyda'i gilydd.

\* Gallai'r eitem hon ddatgelu gwybodaeth am unigolion, neu os nad yw'n ddigon trylwyr i'w chyhoeddi, os nad yw'n berthnasol neu os nad yw ar gael fel arall.

Mae'r chwarterl meincnod yn cymharu perfformiad un ysgol â pherfformiad ysgolion eraill sydd â lefelau tebyg o ddisgyblion sy'n cael prydau ysgol am ddim (PYDd). Defnyddir PYDd yn ddirprwy ar gyfer difreintedd cymdeithasol mewn ysgolion. Mae hyn yn caniatáu am gymharu perfformiad ysgol â pherfformiad ysgolion eraill yn yr un categori PYDd ac a allai, felly, fod yn derbyn nifer tebyg o ddisgyblion o gefndiroedd difreintiedig.

Mae ysgol yn chwarterl meincnod 1 ymhlith y 25% o ysgolion sy'n perfformio orau ac sydd â lefelau prydau ysgol am ddim sy'n debyg i'r ysgol hon. Felly, mae lefelau cyrhaeddiad yr ysgol yn uwch nag mewn llawer o ysgolion eraill â lefelau tebyg o ddisgyblion o gefndiroedd difreintiedig. Mae ysgol yn chwarterl meincnod 4 ymhlith y 25% o ysgolion sy'n perfformio waethaf ac â lefelau prydau ysgol am ddim sy'n debyg i'r ysgol hon. Felly, mae lefelau cyrhaeddiad yr ysgol yn is nag mewn llawer o ysgolion eraill sydd â lefelau tebyg o ddisgyblion o gefndiroedd difreintiedig.

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.

More information is available from the Welsh Government website, My Local School 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 a total of the all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	102	96 94%	6 6%	Rwy'n teimlo'n ddiogelynfysgol.
		98%	2%	
The school deals well with any bullying.	102	84 82%	18 18%	Mae'r ysgolyndelio'n dda ag unrhywfwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	102	99 97%	3 3%	Rwy'n gwybod pwy isiarad ag ef/â hi os ydwi'n poenineu'ngofidid.
		97%	3%	
The school teaches me how to keep healthy	101	100 99%	1 1%	Mae'r ysgolyfnysguisutiarosyni ach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	102	101 99%	1 1%	Mae llawer o gyfleoedd yn ryngoli mi gael ymarfercorff yn rheolaidd.
		96%	4%	
I am doing well at school	100	94 94%	6 6%	Rwy'n gwneud yn dda yn ryngoli.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	102	99 97%	3 3%	Mae'r athrawon a roedolion eraill yn ryngolyf helpuiddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	101	101 100%	0 0%	Rwy'n gwybod beth i'w wneud a gydaphwyis i aradosydwl'ngweld fy ngwaith yn aodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	99	85 86%	14 14%	Mae fyngwaith cartref yn helpu i mi ddeall a gwellafyngwaith yn ryngoli.
		91%	9%	
I have enough books, equipment, and computers to do my work.	102	96 94%	6 6%	Mae gen iddigon o lyfrau, offer a chyfrifiadurowi'n gwneudfyngwaith.
		95%	5%	
Other children behave well and I can get my work done.	102	80 78%	22 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneudfyngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	100	67 67%	33 33%	Mae bron pob un o'r plant yn ymddwyn yn dda am serchwarae ac amsercinio.
		84%	16%	

## Response to the parent questionnaire

Denotes the benchmark – this is a total of the 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.	75	34 45%	39 52%	1 1%	1 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	74	54 73%	17 23%	2 3%	1 1%	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.	75	55 73%	20 27%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	74	46 62%	27 36%	1 1%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	69	24 35%	44 64%	1 1%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	73	38 52%	35 48%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	74	43 58%	31 42%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	70	22 31%	42 60%	6 9%	0 0%	5	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.	72	41 57%	28 39%	3 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	74	41 55%	33 45%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	73	46 63%	27 37%	0 0%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	66	27 41%	38 58%	1 2%	0 0%	7	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.	73	27 37%	40 55%	6 8%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	74	41 55%	30 41%	3 4%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	66	29 44%	26 39%	11 17%	0 0%	8	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.	74	38 51%	36 49%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	60	28 47%	31 52%	1 2%	0 0%	12	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	74	39 53%	33 45%	2 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	73	32 44%	37 51%	3 4%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

Mervyn Jones	Reporting Inspector
David Davies	Team Inspector
Gwen Aubrey	Lay Inspector
Rhian Jones	Peer Inspector
Karthryn Matthews	Nominee



## Copies of the report

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