



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

A report on

**Mynydd Cynffig Primary School
Pwll-Y-Gath Street
Pwll- Y -Garth
Kenfig Hill
Bridgend
CF33 6ET**

Date of inspection: July 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

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Context

Mynydd Cynffig Primary School is in the village of Kenfig Hill, about four miles west of Bridgend. There are currently 470 pupils on roll aged three to eleven, including 70 children who attend the nursery. There are 17 classes, including one part-time and two full-time nursery classes.

Around 23% of pupils are eligible for free school meals, which is slightly above the national average. The school identifies 11% of pupils as having additional learning needs, which is well below the Wales average. Most pupils come from a white ethnic background and speak English as a first language. Very few pupils speak Welsh at home.

The primary school is an amalgamation of the former Mynydd Cynffig Infant and Junior Schools, but it still operates on two separate sites. The headteacher was formerly head of the junior school and took up his post when the new school opened in September 2015. The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum.

The individual school budget per pupil for Mynydd Cynffig Primary School in 2016-2017 means that the budget is £3,115 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,484 and the minimum is £2,872. Mynydd Cynffig Primary School is 41st out of the 48 primary schools in Bridgend in terms of its 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:

- Nearly all pupils make good progress and achieve well
- A few pupils make excellent progress and achieve beyond expectations for their age by the end of key stage 2
- Most pupils with additional learning needs make good progress from their starting points and achieve their targets
- Most pupils make very good progress in their speaking, listening and writing skills and apply them well in their work across the curriculum
- Nearly all pupils feel happy and safe in school and enjoy learning
- Pupils' whole-hearted participation in expressive arts lessons is excellent
- Standards of behaviour are good throughout the school
- The school provides a rich range of stimulating learning experiences for pupils, particularly through the excellent expressive arts curriculum
- Teachers have high expectations of pupils and the overall quality of teaching is good
- The school is a happy, inclusive and nurturing community, which supports pupils' wellbeing very effectively

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher is a visible and active presence around the school and knows staff and pupils very well
- He has high expectations and a clear vision, which all members of staff share, for developing the school as an educational, stimulating environment
- The school's innovative work as a curriculum pioneer for the expressive arts is uniting staff in the recently amalgamated school
- Leaders of different areas of learning work productively in cross-phase teams to address whole-school priorities
- The governing body has a good understanding of the school's strengths and areas for development and holds the school to account effectively
- The school has successful systems to identify its strengths and areas for improvement and the self-evaluation report provides an honest and accurate picture
- Staff respond constructively to parents' suggestions and to any concerns
- The headteacher and governors manage school finances carefully and ensure that identified priorities receive appropriate funding
- The school has a good track record in addressing identified areas for improvement effectively

Recommendations

- R1 In key stage 2, increase less confident readers' enthusiasm for reading and the range of books they read
- R2 Continue to develop a whole primary school ethos
- R3 Further develop shared leadership and ensure joint policies and working practices across the school

What happens next?

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

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to school, most pupils have skills that are around the average for their age. Nearly all pupils make good progress and achieve well as they move through the school. A few pupils make excellent progress and achieve beyond expectations for their age by the end of key stage 2, particularly in writing. Most pupils with additional learning needs make good progress from their starting points and achieve their targets. Pupils of all abilities recall previous learning well and acquire new information, understanding and skills successfully.

During the Foundation Phase, nearly all pupils make very good progress in their speaking and listening skills. Most nursery children learn to listen and take turns in speaking and they express themselves in clear sentences by the end of the year. In Year 1, many pupils speak with confidence and joy, for example when they create a powerful dramatic performances based on 'The Snail and the Whale' story. In Year 2, many pupils make imaginative suggestions about how a character in a story might use a tambourine, marshmallows and party poppers to overcome the problems he encounters on his journey to a magic island.

In key stage 2, most pupils become increasingly confident, articulate speakers and often have animated discussions about their work. They use talk well to help them learn. For example, in a Year 4 mathematics lesson, pupils plan steps thoughtfully to reach a solution to a problem and reflect well on their learning. Most pupils use their speaking and listening skills very productively as a preparation for writing. In Year 6, for example, groups of pupils share a rich range of ideas and vocabulary in 'thought tunnels'. They then use their ideas effectively to help them write, for instance, a well argued, balanced debate about the advantages and disadvantages of social media.

Most pupils in the Foundation Phase enjoy reading and read with increasing accuracy, using punctuation marks effectively to help them read with expression by the time they reach Year 2. They use their 'sounding out' skills well to read unfamiliar words, but do not always use the surrounding context to help them, particularly those at an earlier stage in learning to read. Most pupils develop a good understanding of story structure. In reception, for example, they can describe elements such as the setting and propose alternative endings. By Year 2, most pupils read for a wide range of purposes and more advanced readers understand the difference between fiction and non-fiction.

In key stage 2, most pupils read with growing fluency and expression. In Year 4, they re-read a sentence and self-correct if their first attempt does not make sense. By Year 6, accomplished readers discuss a wide range of fiction and non-fiction books. However, a few less confident readers lack enthusiasm for reading and do not read regularly from a sufficiently wide range of books to develop their skills. Most pupils, however, use a good variety of strategies to read different kinds of text on screen or in books. For example, most scan a text for general ideas competently to gain the gist of a story.

Throughout the school, many pupils enjoy writing for different audiences and purposes and make good, and sometimes very good, progress. A few older pupils in key stage 2 make outstanding progress in their writing skills.

The youngest pupils in the Foundation Phase understand the purpose of print and write for real-life purposes such as instructions for making a bird feeder, rules for keeping safe on the beach and menus for snacks in the beach cafe. As they develop their writing skills, many pupils write imaginatively. In Year 1, for example, pupils write interesting 'Puppet Pals' stories following their experiences in art and drama. In Year 2, one pupil wrote, 'We looked at the sky and we saw a doughnut for a sun. It was so magical.' From the start, pupils learn to write joined letters. By Year 2, the handwriting of most pupils is well formed and legible. The majority of pupils use a variety of punctuation, including speech and question marks, accurately, and use their knowledge of letters and sounds well to spell the words they want to write.

During key stage 2, most pupils develop their skill in planning, drafting and editing their work successfully. They write at increasing length with good control over a variety of styles and forms. Pupils explore ideas for the content and structure of their writing exceptionally well through drama, discussion and the use of visual stimuli, with the result that many pupils, including boys, are keen to write. They use an expanded range of vocabulary and literary styles and a few pupils produce excellent pieces of writing. Their appreciation of the style of the poem or story they have previously studied clearly has a powerful influence on the quality of their own writing. Standards of punctuation, spelling and handwriting are generally good and in line with pupils' age and ability.

Throughout the school, nearly all pupils make good progress in using their numeracy and problem solving skills in real life contexts such as using money and calculating the duration of journeys from bus timetables. In the Foundation Phase, nearly all pupils apply a suitable range of strategies to solve challenges and problems in all areas of learning. By Year 2, most pupils use number facts with understanding, begin to measure accurately and have a good knowledge of shapes. Most pupils name and give accurate facts about circles, triangles and rectangles. More able pupils use their numerical knowledge skilfully. For example, pupils in Year 2 read a thermometer and work out differences in temperature between Bridgend and Cardiff.

In key stage 2, pupils of all abilities deepen their knowledge and understanding of mathematics and apply their numeracy skills in a widening range of contexts. In Year 4, for example, they work out equivalent fractions and use the skills of measuring and adding effectively to work out the time in different parts of the world. By Year 6, many pupils are confident mathematicians and they apply their thinking skills well, for example to work with negative numbers in the four quadrants of a graph. Many pupils calculate the area of irregular shapes accurately and more able pupils work out the surface area and volume of a three-dimensional shape correctly.

Overall, across the school, most pupils make good progress in using a range of information and communication technology (ICT) equipment competently in their work in all curriculum areas. In the Foundation Phase, for example, most pupils open and close 'apps' on a tablet and move objects across a screen independently. They take pictures and record their performances of scenes from the 'Mr Mole' story effectively. By Year 2, most pupils use packages effectively to create graphs and pictograms of, for example, most popular gifts.

In key stage 2, most pupils' ICT skills generally develop well. Nearly all pupils word process letters, posters and newspaper articles, changing fonts, colour and the size of text. They are beginning to use simple animation and graphic packages effectively to support their topic work. They create block, line and bar graphs in numeracy work and, in upper key stage 2, nearly all pupils are beginning to use green screen techniques and develop coding skills. However, pupils do not use ICT equipment often enough to develop their skills to their full potential.

Throughout the school, most pupils make good progress in developing their Welsh language skills. In the Foundation Phase, all pupils exchange daily greetings, ask simple questions and understand familiar classroom instructions. They read simple texts about food, pronouncing words accurately and showing a good understanding of the text.

During key stage 2, pupils learn a wider range of Welsh vocabulary and regularly read books in Welsh. By Year 6, many pupils read fluently and with understanding. They answer questions about familiar topics confidently and write for a good range of purposes, including, for example, a recount of a visit to the 'Harry Potter' studio. Their writing is usually grammatically correct and spelling is generally accurate.

At the end of the Foundation Phase, pupils' performance at the expected and higher outcomes in literacy and mathematical development has generally placed the school in the upper 50% or above compared with similar schools over the last four years. At the end of key stage 2, pupils' performance at the expected and higher levels in English, mathematics and science has placed the school generally in the top 25% or upper 50% compared with similar schools over the same period.

Pupils who are eligible for free school meals generally perform as well as other pupils at the expected outcome or level, but usually achieve less well at the higher than expected outcome or level.

Wellbeing: Good

Nearly all pupils feel happy and safe in school and enjoy learning. Most have a good awareness of keeping safe when using the internet. For example, a pupil in Year 6 wrote about the potential dangers of using social media, 'It can be an invasion of privacy'.

Most pupils understand that healthy living involves eating a balanced diet and taking regular exercise. Many pupils participate in physical activities in extra-curricular clubs and nearly all enjoy using hoops, balls and other equipment and dancing on the outdoor stage at break times.

Standards of behaviour are good in class and around the school. Nearly all pupils play happily together at break times and care for one another. They are respectful and courteous to adults and converse sensibly with them. Their whole-hearted participation in expressive arts lessons is excellent.

Many pupils take on responsibilities as, for example, digital leaders, 'helpwr heddiw' or playtime monitors. They take their roles seriously and wear their bibs or badges with pride. 'Buddies' ensure that anyone who might be feeling upset or lonely has a friend to talk to and trained 'peace makers' help resolve minor arguments.

The Foundation Phase school council helps to make improvements, such as putting up posters to discourage pupils from doing 'silly things' like running in the corridor. The key stage 2 school council helps to make worthwhile improvements, often in response to suggestions made by other pupils. For example, it made stages in both play yards, with the help of support staff, to extend their work in the expressive arts. There have been a few joint meetings, but they are not yet operating as a whole school council.

Pupils understand how to improve their work. For example, most pupils in Year 2 know their targets for improvement and pupils in key stage 2 evaluate their work regularly, both orally and in writing. Their comments become progressively more mature and helpful. During 'immersion days' pupils identify aspects of topics that they wish to investigate, with the result that most are fully committed to their learning.

Pupils make a valuable contribution to their community and the wider world by raising funds for a variety of charities participating, for example in 'Red Nose Day' and laying a wreath on the village war memorial on Remembrance Day. They develop their understanding of the world of work well through links with businesses, such as the local bakery.

Generally, levels of attendance are good and have placed the school in the higher 50% compared with similar schools over the last four years. Punctuality is good.

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

The school provides a rich range of stimulating learning experiences, which are relevant to pupils' interests, through such mediums as popular musicals and favourite novels. Planning for the highly effective use of visual literacy, music, media, art, dance and drama is outstanding. This is a result of the school's role as a curriculum pioneer for the expressive arts. The innovative curriculum's impact on pupils' enjoyment of learning is evident throughout the school and in the very good progress that pupils make in their speaking, listening and writing skills.

Teachers incorporate the literacy and numeracy framework effectively into their planning. They provide many worthwhile opportunities for pupils to apply their speaking and listening, literacy, numeracy and ICT skills to a high standard in their work across the curriculum. Teachers give pupils regular opportunities to contribute ideas to the topics they are planning to study and this enables pupils to take ownership of their learning.

Visits to places such as Saint Theodore's church, RAF Saint Athan, Swansea Waterfront Museum and the Cardiff New Theatre help pupils develop an awareness of the history and culture of the local and wider area. Pupils have very good opportunities to develop their skills further through the provision of a broad range of after-school activities, including street dance, gardening and many different sports.

Most staff promote the Welsh language effectively through a range of interesting activities, such as 'loop card' games and 'fastest finger'. Nearly all staff use Welsh regularly in lessons and around the school. They promote the use of Welsh

successfully in assemblies, where pupils have opportunities to sing a good range of Welsh songs. The school also develops pupils' knowledge of the art, history and music of Wales successfully.

The school helps pupils to develop a good awareness of sustainability and recycling. Members of the two eco committees ensure that the school works actively in a sustainable way. For example, pupils in key stage 2 use food waste in the wormery to create compost for the garden. Staff promote pupils' awareness of their responsibilities as citizens through their support of a number of charities, including sponsorship of 'Timothy the donkey' in a local sanctuary. Provision to develop pupils' awareness of global citizenship is strong, through 'international perspectives' work on countries such as Australia, Botswana and Japan.

Teaching: Good

There is an enthusiastic learning atmosphere in all classes and working relationships between staff and pupils are strong. Most teachers deliver interesting lessons that stimulate and challenge pupils, especially through expressive arts activities. They communicate clear learning objectives to pupils and have secure knowledge of the curriculum they teach, enabling them to respond confidently to pupils' questions. Teachers and teaching assistants are good language role models for pupils.

Most teachers have high expectations, ask questions skilfully to develop pupils' understanding and provide tasks that usually offer a good degree of challenge for pupils. Staff successfully encourage pupils not to worry about making mistakes, but to learn from them. Occasionally in the Foundation Phase, however, the use of writing frames restricts the amount teachers expect pupils to write. In key stage 2, less confident writers sometimes lack sufficient structured support to help them complete tasks.

Most teachers' oral feedback and marking of written work provides pupils with a clear picture of what they have done well and what they need to improve. However, there is sometimes an imbalance in comments that show appreciation of the content of pupils' writing and those that refer to their use of grammar. Teachers give pupils many worthwhile opportunities to self and peer-assess their work, which help to move their learning forward.

Teachers and support staff assess pupils' progress regularly and accurately to plan next steps in their learning. The school has effective systems to track pupils' achievement to identify any individuals who are not making expected progress or who may benefit from greater challenge. Reports to parents inform them clearly of their child's progress against expected outcomes.

Care, support and guidance: Good

The school is very caring, supports pupils' wellbeing fully and promotes their happiness and self-esteem successfully. It makes appropriate arrangements for promoting healthy eating and drinking. For example, a fruit tuck shop encourages pupils to eat healthy snacks. There are regular opportunities for pupils to participate in sports such as rugby, basketball and gymnastics to support a healthy lifestyle, and many chances for pupils to be active at play times.

The school develops pupils' social, moral, spiritual and cultural development effectively in assemblies and through the curriculum. It places a strong emphasis on developing positive values and attitudes. For example, in a key stage 2 assembly on American Independence Day, pupils reflected thoughtfully about the meaning and importance of 'independence' not only for America, but also for them personally. The school offers pupils many opportunities to assume responsibility for aspects of its life as, for example playtime monitors, 'buddies' and digital leaders.

Staff implement the positive behaviour policy well and deal promptly and effectively with the very few incidents of bullying or harassment that occur. The school encourages good levels of attendance and pupils respond positively to rewards for attending regularly. Safeguarding procedures meet requirements and give no cause for concern.

There are effective arrangements for the early identification of pupils with additional learning needs. For example, when starting school, staff identify quickly any pupil who has speech and language difficulties. There is a good range of interventions, which support pupils' development and progress effectively. Child-friendly individual educational plans provide clear targets for pupils to improve their skills. Staff review these plans regularly with parents and pupils to decide future actions and liaise well with external agencies to give pupils further specialist support when necessary. As a result, targeted pupils make good progress in line with their abilities.

Learning environment: Good

The school is a happy, inclusive and nurturing community, which values all pupils and members of staff. Pupils have equal access to all the experiences the school provides. Teachers raise pupils' awareness and appreciation of cultural and religious diversity well through experiences such as 'International Week' and visits to different places of worship.

There is a good range of books and other resources to support teaching and learning. There is sufficient ICT equipment, but pupils do not have enough opportunities to use it independently. Extensive grounds on both sites include stimulating areas for learning and playing. However, in the Foundation Phase, staff do not always use the outdoor environment to its full potential to promote pupils' learning. The school buildings are secure and in good order. Interesting and attractive displays reinforce pupils' learning and promote their participation in school life effectively.

Overall, there is a very positive, purposeful learning environment in both the Foundation Phase and key stage 2 buildings. However, the two buildings are several minutes' walk away from one another and between them is a busy main road, with no pedestrian crossing. Therefore, there are very few opportunities for all pupils and staff to gather together for events, such as assemblies, to help promote a whole primary school ethos.

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

Leadership: Good

The headteacher is a visible and active presence around the school and knows staff and pupils very well. He has high expectations and a clear vision for developing the school as a stimulating environment for learning. He succeeds in conveying this vision extremely well to staff, pupils, governors and parents and gains their full commitment to this aim. The school is an effective learning community, which embraces new ideas. Its innovative work as a curriculum pioneer for the expressive arts is uniting staff in the recently amalgamated school.

There is an even split of responsibilities between Foundation Phase and key stage 2 leaders and managers, which encourages a balanced perspective on whole-school priorities. Leaders of different areas of learning work productively in cross-phase teams to address priorities. Working in 'triads', staff also collaborate effectively to observe and share good practice. However, the headteacher carries the weight of leadership responsibilities and other leadership roles are not shared well enough across the school. A few separate policies and working practices remain, which lead to some inconsistency in the implementation of, for example, the planning and marking of pupils' work.

Regular staff meetings focus well on data on pupils' performance, the outcomes of lesson observations and monitoring reports. Performance management procedures identify the professional development needs of teachers and support staff effectively.

The school addresses national priorities very successfully. Actions taken have a clear, positive impact on pupils' progress and achievement. For example, the quality of boys' writing has improved considerably as a result of the use of visual literacy strategies and drama introduced as part of the expressive arts curriculum.

Members of the governing body undertake their statutory duties conscientiously. Although they do not gain first-hand experience of the school's day-to-day work very often, they have a good understanding of performance data and the school's strengths and areas for development. This enables them to hold the school to account effectively.

Improving quality: Good

The school has successful systems to identify its strengths and areas for improvement. Leaders use a suitable range of sources to collect evidence for self-evaluation, including the careful analysis of attainment data, lesson monitoring and book scrutiny. The school listens to the views of governors, parents and pupils and responds constructively to them. For example, it made improvements to the outdoor area in the Foundation Phase in response to pupils' and parents' suggestions.

Leaders use the information from these processes well to identify relevant school improvement priorities. For example, pupils in the Foundation Phase were not doing as well in personal and social development as they were in other areas of learning. The school analysed the data and other evidence carefully to establish precisely which elements were weaker and introduced effective strategies to improve pupils' performance in this area.

The school's self-evaluation report provides an honest and accurate picture of its strengths and areas to develop. There are clear links between the areas for development highlighted in the self-evaluation report and the priorities in the school improvement plan. Leaders identify manageable targets, timescales and success criteria for each priority and the document helps to drive forward improvements. They allocate funding and staff responsibilities appropriately and designated individuals and groups implement these plans well. For example, the focus on teaching through expressive arts is improving speaking and writing skills throughout the school.

Teachers and teaching assistants contribute fully to discussions in staff meetings and review progress towards targets in the school improvement plan effectively. Progress against many priorities in the current school improvement plan is clear and leaders monitor the impact of the school's actions systematically and effectively.

Partnership working: Good

The school has a range of valuable partnerships, which have a positive impact on pupils' learning and wellbeing. The school's partnership with parents is strong, with the result that parents have high levels of confidence in staff. Channels of communication are particularly effective if a parent, or the school, has a concern about a pupil's wellbeing. Weekly newsletters and a variety of media provide useful information and news about school life. The active parent teacher association raises valued funds for extra resources, such as laptops, and it subsidises educational trips.

There are close links between the nursery and the local playgroup. Children from the playgroup visit the nursery regularly and staff meet to plan and prepare them for life in the primary school. The school also has effective transition programmes with local secondary schools to ensure that nearly all pupils transfer smoothly from Year 6 to Year 7.

The school shares its pioneer work in the expressive arts with other schools, colleges and the local authority in a variety of ways. For example, leaders share their expertise with colleagues in local secondary and primary schools and the headteacher gives lectures to student teachers about the school's innovative work in this area of learning.

A positive relationship between the school and the community enriches pupils' learning experiences. For example, the local garden centre and allotment association contribute flowers and containers for the gardening club.

The school has beneficial links with local businesses, such as an international technology company, which give pupils valuable additional learning experiences. For example, pupils took on the roles of directors, actors, camera operators and editors and made a film that won a best film award in a competition run by a local company.

Resource management: Good

The school has sufficient teaching and support staff to meet pupils' needs. Skilful teaching assistants work closely with class teachers and have a positive impact in supporting pupils of all abilities. Members of staff deepen their knowledge and extend their skills through a wide range of relevant courses and experiences linked to personal and whole school priorities.

Teachers collaborate well, in spite of the split site, and trial new approaches in their classrooms, such as those related to the expressive arts curriculum. Teachers in parallel classes use their planning and preparation time efficiently to ensure consistency in the quality of teaching and learning for pupils.

The headteacher and governors manage school finances carefully and ensure that identified priorities receive appropriate funding. The school uses the pupil deprivation grant successfully to improve the literacy and numeracy skills of pupils who are eligible for free school meals. As a result, these pupils achieve as well as others at the expected outcomes and levels.

The split site is a challenge for leaders in terms of resource management, particularly human resources. However, in view of the positive progress that nearly all pupils make, and the standards they achieve, the school gives good value for money.

Appendix 1: Commentary on performance data

6722376 - Mynydd Cynffig Primary

Number of pupils on roll	434
Pupils eligible for free school meals (FSM) - 3 year average	25.7
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	*	*	*	50
Achieving the Foundation Phase indicator (FPI) (%)	*	*	*	90.0
Benchmark quartile	*	*	*	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	50
Achieving outcome 5+ (%)	*	*	*	94.0
Benchmark quartile	*	*	*	1
Achieving outcome 6+ (%)	*	*	*	36.0
Benchmark quartile	*	*	*	2
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	*	*	*	50
Achieving outcome 5+ (%)	*	*	*	90.0
Benchmark quartile	*	*	*	2
Achieving outcome 6+ (%)	*	*	*	30.0
Benchmark quartile	*	*	*	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	*	*	*	50
Achieving outcome 5+ (%)	*	*	*	94.0
Benchmark quartile	*	*	*	3
Achieving outcome 6+ (%)	*	*	*	42.0
Benchmark quartile	*	*	*	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

6722376 - Mynydd Cynffig Primary

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FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	*	*	*	43
Achieving the core subject indicator (CSI) (%)	*	*	*	95.3
Benchmark quartile	*	*	*	1
English				
Number of pupils in cohort	*	*	*	43
Achieving level 4+ (%)	*	*	*	100.0
Benchmark quartile	*	*	*	1
Achieving level 5+ (%)	*	*	*	44.2
Benchmark quartile	*	*	*	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	*	*	*	43
Achieving level 4+ (%)	*	*	*	95.3
Benchmark quartile	*	*	*	2
Achieving level 5+ (%)	*	*	*	53.5
Benchmark quartile	*	*	*	1
Science				
Number of pupils in cohort	*	*	*	43
Achieving level 4+ (%)	*	*	*	100.0
Benchmark quartile	*	*	*	1
Achieving level 5+ (%)	*	*	*	44.2
Benchmark quartile	*	*	*	1

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.

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	103	101 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	96 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	103	102 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	103	101 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.	103	103 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	99 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.	103	103 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	103	100 97%	3 3%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	103	87 84%	16 16%	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.	103	103 100%	0 0%	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.	102	79 77%	23 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	103	95 92%	8 8%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	71	57 80%	14 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	71	61 86%	9 13%	1 1%	0 0%	0	Mae fy mhentyn 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.	71	58 82%	12 17%	1 1%	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.	71	50 70%	20 28%	0 0%	1 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	71	39 55%	27 38%	2 3%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	71	51 72%	20 28%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	71	57 80%	14 20%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	71	43 61%	24 34%	0 0%	1 1%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	71	48 68%	18 25%	2 3%	0 0%	3	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.	71	48 68%	21 30%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	71	55 77%	15 21%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	70	43 61%	21 30%	1 1%	1 1%	4	Mae fy mhentyn 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.	71	43 61%	25 35%	3 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	71	58 82%	12 17%	0 0%	0 0%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	71	39 55%	22 31%	4 6%	0 0%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	71	55 77%	16 23%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	67	39 58%	18 27%	1 1%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	71	51 72%	19 27%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	71	56 79%	14 20%	1 1%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Ms Stephanie James	Reporting Inspector
Mr Gwilym Alun Huw Rees	Team Inspector
Mr Matthew Evans	Lay Inspector
Mrs Anna Bolt	Peer Inspector
Ms Julie Farmer	Peer Inspector
Mr Neil Davies (Headteacher)	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.