



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Y.G.G. Pontardawe  
Alltacham Drive  
Pontardawe  
Swansea  
SA8 4JX**

**Date of inspection: September 2013**

**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 Gynradd Gymraeg Pontardawe is situated in the town of Pontardawe in the Swansea Valley in Neath Port Talbot local authority. The school has a wide catchment area. It serves an area which includes the villages of Trebanos, Ynysmeudwy, Godre'r Graig, Rhos, Alltwen, Rhyd-y-fro and areas surrounding Mynydd y Gwair and Mynydd y Gwrhyd.

The school is a designated bilingual school, which means that Welsh is the main medium of teaching and that English is introduced when pupils reach seven years of age. Approximately 52% of pupils come from English-speaking homes.

The school provides education for pupils between three and 11 years of age. There are 320 pupils on roll, which includes a part-time nursery class. The school admits pupils on a full-time basis at the beginning of the September following their fourth birthday. Approximately 5.2% of pupils are entitled to free school meals, a figure that is much lower than the national average. Eight per cent of pupils have additional learning needs, which is also much lower than the national figure.

The school was last inspected in November 2007. The headteacher has been in post since September 2012.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Pontardawe in 2013-2014 is £2,668. The maximum school budget per pupil in primary schools in Neath Port Talbot is £8,492 and the minimum is £2,668. Ysgol Gynradd Gymraeg Pontardawe is in 70<sup>th</sup> place of the 70 primary schools in Neath Port Talbot in terms of its 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's current performance is good because:

- most pupils make sound progress during their time at the school;
- the standards of pupils' behaviour and commitment are very good;
- the school offers a wide range of rich experiences which stimulate learning;
- nearly all pupils show care and respect towards each other, staff and visitors;
- the school is a happy and caring community with a welcoming ethos; and
- teachers ensure rich learning experiences for pupils.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides clear strategic direction and is supported well by the senior management team;
- the school has effective self-evaluation procedures;
- implementation of the development plan is having a positive effect on provision and standards at the school;
- all staff at the school work well together to achieve improvements; and
- the school has successful partnerships that have a positive effect on pupils' standards and wellbeing.

## Recommendations

- R1 Ensure further improvement in the writing skills of pupils of higher ability in the Foundation Phase and key stage 2
- R2 Improve attendance
- R3 Provide more opportunities to promote pupils' thinking skills and ensure that they take more responsibility for their own learning
- R4 Strengthen the role of the governing body as a critical friend
- R5 Develop appropriate performance management procedures for learning assistants

### **What happens next?**

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

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### Standards: Good

During their time at the school, nearly all pupils make sound progress in their learning.

On entry to the school, the majority of pupils' basic skills are below average. However, most pupils make good progress at school. On the whole, they achieve standards that are appropriate to their age and ability, including pupils with additional learning needs.

Most pupils' standards of speaking and listening are good. The youngest pupils in the Foundation Phase listen intently and respond enthusiastically to questions. They sing songs and nursery rhymes correctly in Welsh. By the end of the Foundation Phase, they speak clearly and confidently with adults and other children. Most pupils in key stage 2 pay attention in lessons and communicate clearly and confidently in both languages. They are also very willing to offer answers and share ideas.

Many pupils in the Foundation Phase enjoy books and make good progress in their reading. They read with increasing accuracy and understanding. Pupils use strategies to read familiar and unfamiliar words well. They talk confidently about books in line with their age and ability. Most pupils in key stage 2 read a wide range of texts correctly and with appropriate expression. They speak confidently about stories and authors that they enjoy. The majority discuss the contents of books intelligently, are able to offer personal responses to what they read and are able to find information effectively.

Most pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, many of them use their literacy skills well across the curriculum. Most write in full sentences with appropriate punctuation. In key stage 2, most pupils write well using a variety of sentence structures and an interesting vocabulary. They write confidently in a variety of forms, and many pupils write for different purposes and in different styles. However, the extended writing skills of pupils of higher ability do not develop fully in Welsh and English.

Most pupils have good information and communication technology (ICT) skills.

There is a range of effective support programmes for literacy and numeracy, in terms of improving the standards achieved by targeted pupils.

In the Foundation Phase, most pupils develop their numeracy skills well in numeracy lessons. For example, many pupils can add and subtract correctly using tens and units, and complete a pictogram about farm animals. They use these skills well to solve simple mathematical problems in other learning areas across the curriculum. For example, pupils gather information about favourite magical characters and create a block graph of the information collected.

In key stage 2, standards in mathematics lessons are good, and more able pupils achieve highly. Most pupils use a range of calculation methods correctly for number problems which increase in difficulty. Many pupils have a sound understanding of multiplying decimals by 10,100 and 1,000. Many pupils apply the numeracy skills that they have learnt in mathematics lessons at an appropriate level in other subjects, for example history and geography.

At the end of the Foundation Phase in 2013, in comparison with similar schools in term of the percentage of pupils who are entitled to free school meals, the school's performance placed it among the top 25% of similar schools for personal, social and cultural development, and among the top 50% for language, literacy and communication and the Foundation Phase indicator. Outcomes for mathematics placed the school among the bottom 25% to 50%, in comparison with similar schools. For outcome 6, the school's performance placed it among the top 50% of similar schools for language, literacy and communication and personal, social and cultural development, but among the bottom 50% for mathematical development. In 2012, the school's performance in the Foundation Phase placed it among the bottom 50% for nearly all indicators.

Over a period of two years, in comparison with the national percentages, girls are generally performing better than boys, except in mathematics at the higher outcome (outcome 6).

In key stage 2, results for the expected level 4 in 2013 were close to the average of the family of schools. The percentage who achieved higher than the expected level (level 5) was higher than the family average in Welsh, but lower in English, mathematics and science. In comparison with similar schools in terms of the level of entitlement to free school meals, the school's performance varies. However, in two of the last three years, performance has placed it among the top 25% or top 50% in nearly all indicators.

Over a period of four years, in comparison with the national percentages, girls have generally performed much better than boys, except in 2013.

### **Wellbeing: Adequate**

Most pupils have a good understanding of the importance of eating healthily and keeping fit. Their attitude towards physical exercise at the school and outside school hours is very positive.

All pupils feel safe at school and confident about whom to approach if something is worrying them. Nearly all pupils behave well during lessons. They respond politely to each other and adults.

Over the last four years, school attendance has placed it among the lowest 25% of similar schools in terms of the proportion of pupils who are entitled to free school meals. Attendance is also lower than the family and all-Wales percentages. Nearly all pupils arrive at school punctually.

Through a range of activities in school, their participation in the community, and extra-curricular experiences, most pupils' social skills and life skills develop effectively. Pupils have regular opportunities to express their views about the school's life and work through the school council, eco-groups, healthy schools and fair trade.

Most pupils develop to become confident learners and they are able to work effectively as individuals, in pairs or in groups and respond appropriately to a task. In the Foundation Phase, pupils take increasing responsibility and make decisions that have a positive effect on their learning. However, not many pupils in key stage 2 use their thinking skills purposefully in their work across subjects. In addition, they have not developed as independent learners who are able to guide their own learning.

|   |             |
|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

### **Learning experiences: Good**

Teachers provide a wide range of stimulating experiences for all pupils in order to extend their educational experiences. These are enriched effectively by outdoor activities. The curriculum responds appropriately to the requirements of the Foundation Phase, the National Curriculum and religious education.

Careful planning in the Foundation Phase focuses on specific subject skills along with resources, key skills and differentiation methods. The school makes good use of the outdoor learning environment to enrich activities. Learning experiences in key stage 2 show continuity and progression from previous provision and build effectively upon pupils' achievements. Detailed planning offers good guidance and support to those pupils who receive support through intervention. These have a positive effect on improving their standards.

Teachers' planning identifies opportunities clearly to develop pupils' literacy, numeracy and ICT skills. This provision has a positive effect on standards and outcomes. The school has a clear and appropriate agreed action plan for implementing the literacy and numeracy framework. However, the curriculum in key stage 2 does not provide enough opportunities to promote thinking skills and develop independence. An over-reliance on creating worksheets limits pupils' opportunities to plan and develop their own ideas.

Welsh language provision for cross-curricular opportunities to develop speaking and reading skills in Welsh is a strong feature throughout the school and contributes significantly towards standards. There is appropriate provision for the Welsh dimension, which enables pupils to develop their understanding of their local and national heritage.

By promoting the eco-schools, healthy schools and fair trade initiatives successfully, the school develops pupils' awareness of education for sustainable development and global citizenship effectively. Aspects of sustainability have been embedded and developed effectively throughout the school through visits and extra-curricular activities.



## **Teaching: Good**

All teachers have a good knowledge of the learning areas and subjects that they teach. They use various teaching strategies in order to ensure rich learning experiences for pupils. A caring relationship between adults and pupils creates a hard-working ethos and offers effective support to pupils. Teachers and assistants model correct language patterns and this has a very positive effect on pupils' standards.

In the few excellent lessons, enterprising enquiry and probing questioning extend pupils' understanding. In most lessons in which teaching is good, teachers have a sound understanding of the curriculum, they ensure that sessions are of a good pace and motivate pupils effectively. In the few lessons where teaching is less effective, the lesson's pace slows and activities do not stretch pupils of all abilities fully.

Teachers use assessment strategies which offer them clear evidence of the standards achieved by pupils. They provide good oral feedback and opportunities for pupils to review their progress during lessons. They mark pupils' work regularly. However, the quality of suggestions about how to improve is inconsistent.

Records of individual pupils' progress, and the progress of specific groups of pupils, are clear. Teachers use results to arrange improvement paths for pupils. Teachers use assessment results to arrange additional support for specific pupils, which contributes well towards improving outcomes.

Parents receive good information about their children's progress and annual reports meet the statutory requirements in full.

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

The school is a happy and caring community. It has appropriate policies and arrangements for promoting healthy eating and drinking. The school promotes pupils' social, moral, spiritual and cultural development by providing suitable experiences. Visitors also contribute to this provision. The school is an important part of the community and provides good opportunities for pupils to support local cultural and social events.

Useful information is available to pupils and parents about school life. This includes the school prospectus and website, regular newsletters and the governors' annual report. The school works effectively with a number of external agencies and support services to offer guidance, support and information to pupils and parents, as required.

Pupils are encouraged to eat healthily. Through physical activities during the day and after-school clubs, they have a wide variety of opportunities to increase their health and fitness levels.

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

The headteacher implements appropriate plans continuously to improve attendance. However, these steps have not had enough time to have a positive effect on pupils' attendance.

The school caters well for pupils with additional learning needs. Pupils' needs are identified at an early stage by teachers, and the school uses information from observations and tests carefully to provide them with a suitable range of intervention programmes. Individual education plans contain clear and measurable targets. Teachers record pupils' progress against their targets regularly and inform parents about their children's development, along with the appropriate specialist agencies.

### **Learning environment: Good**

The school's ethos reflects a welcoming, happy and safe atmosphere. The homely feel and friendly atmosphere between staff and pupils is a strong feature. The school has policies, plans and procedures in place to ensure equal opportunities for all, and which promote equality and social diversity.

The building offers plenty of space for the number of pupils, although not all areas are accessible to those with physical disabilities. The school is on a pleasant site with effective outdoor resources. The outdoor area for the Foundation Phase is used creatively to promote particularly good learning. The building and grounds are well maintained and provide a safe environment for playing and learning. Staff make good use of the space, and colourful and stimulating displays reflect pupils' work and provide a motivating learning environment. A varied supply of good quality resources meet pupils' needs appropriately.

|  |             |
|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

### **Leadership: Good**

The headteacher provides a clear strategic direction and is supported well by the senior management team. All members of staff have clear job descriptions and specific responsibilities for developing the school as an effective learning community. They meet regularly to monitor progress. The headteacher and the senior management team make good use of school data and identify areas for improvement. All staff at the school work together well to achieve improvements.

The school implements local and national priorities successfully and this has a positive effect on standards and provision at the school. The continuous development of literacy, numeracy and ICT are good examples of this. Recently, the decision to purchase additional laptops has improved all pupils' access and ability to use ICT regularly in their lessons throughout the school.

Governors are very supportive of the school's work. They are knowledgeable about its performance and are informed well about the school's work through the headteacher's detailed reports. The new governors are developing their responsibilities effectively and conscientiously. However, their role in monitoring provision and challenging the school as critical friends is less developed.

### **Improving quality: Good**

The school has effective self-evaluation procedures and senior managers have a clear understanding of the school's strengths and areas for improvement. They use a good range of monitoring activities purposefully, including observing lessons, examining pupils' books, and implementing a three-year programme of monitoring subjects. The school also seeks the views of governors, parents and pupils annually.

The school agrees on the priorities in the school development plan following careful investigations and an analysis of the information available. The school's targets and actions focus well on improving pupils' outcomes. Progress towards these targets is monitored and reviewed regularly and effectively.

The plan includes a wide range of suitable actions, and identifies staff who are responsible for achieving them, realistic timescales and clear success criteria. The implementation of the plan is having a positive effect on provision and standards at the school.

The school has responded well to the recommendations identified in the last inspection report.

### **Partnership working: Good**

The school works very well with a number of partnerships, and has strong links with parents and carers. It benefits financially from the active parents association, which contributes considerably towards resources such as the investment in computers, modern technology equipment and ensuring the development of the outdoor areas. This helps in enriching provision and extending pupils' standards.

A number of activities are arranged in the community with a number of organisations, including the local authority. Pupils benefit greatly from close links with local societies and individuals who talk about their work, for example a local artist, sports clubs and Urdd activities.

There are strong links with the cluster of primary schools and the secondary schools into which it feeds. This includes creating teaching materials, sharing resources and ensuring a successful transition for pupils, which prepares them for the next stage in their education. Teachers effectively moderate and standardise assessments jointly with teachers from other schools in the cluster at the end of key stage 2. These activities contribute effectively towards enriching provision, ensuring quality and improving pupils' outcomes and wellbeing.

### **Resource management: Good**

The school manages and uses staff and resources effectively to support teaching and learning. All members of staff have the knowledge and experience to deliver the curriculum successfully.

The school plans carefully and manages its arrangements for teachers to have the necessary non-contact time in order for them to plan, prepare and assess. There is

an effective team of assistants who support teaching staff well by playing a key role in supporting pupils.

The school has well-established performance management procedures for teaching staff which meet development needs effectively. These procedures have not been established for support staff.

The professional learning communities that have been established at the school and across the cluster contribute well to the school's standards and provision. Curriculum co-ordinators for literacy in the cluster have worked together to produce a plan to improve pupils' oracy skills. This will have a positive effect on standards of oracy throughout the school. Recently, one of the school's learning communities has developed an outdoor area for the Foundation Phase. This work has already had a positive effect on developing skills and expanding pupils' experiences in the Foundation Phase.

The headteacher and governing body monitor and manage the school budget purposefully, and decisions about expenditure link well with priorities for improvement.

The school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, pupils' outcomes in the assessments at the end of the Foundation Phase placed it in the top 25% of similar schools (that is, schools with a similar percentage of pupils who are entitled to free school meals) for personal, social and cultural development, and the top 50% for language, literacy and communication and the Foundation Phase indicator. The school was among the lowest 25% to 50% of similar schools for mathematical development. For the higher outcome 6, the school was among the top 50% of similar schools for language, literacy and communication and personal, social and cultural development. It was in the bottom 25% to 50% for mathematical development.

For the expected outcome 5 at the end of the Foundation Phase, results placed the school around the average in its family of schools, except in personal, social and cultural development, where it was in first place. For the expected outcome 6, results placed the school in the lower half of the family for mathematical development and personal, social and cultural development, except in language, literacy and communication, where it was around the middle.

In 2013, pupils' outcomes for the expected level 4 in key stage 2 were higher than in the previous year. The school was in the top 50% of similar schools for Welsh, English, mathematics and science and the core subject indicator. For level 5, pupils' outcomes placed it in the top 25% for Welsh, and the top 50% for mathematics, English and science.

Results for the expected level 4 were around the average in the family of schools. The percentage who achieved higher than the expected level (level 5) was higher than the family average in Welsh, but lower in English, mathematics and science, and above the average for Wales in all four subjects.

Over a period of four years, in comparison with national percentages, in general, girls have performed much better than boys, except in the 2013 results.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

|   | Number of responses<br>Nifer o ymatebion | Agree<br>Cytuno | Disagree<br>Anghytuno |  |
|---|--|-----------------|-----------------------|--|
| I feel safe in my school.   | 91                                       | 90<br>99%       | 1<br>1%               | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
|   |  | 98%             | 2%                    |  |
| The school deals well with any bullying.  | 91                                       | 85<br>93%       | 6<br>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.                                 | 91                                       | 89<br>98%       | 2<br>2%               | 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                                       | 91                                       | 90<br>99%       | 1<br>1%               | Mae'r ysgol yn fy nysgu i sut i aros yn iach.  |
|   |  | 98%             | 2%                    |  |
| There are lots of chances at school for me to get regular exercise.             | 91                                       | 88<br>97%       | 3<br>3%               | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
|   |  | 96%             | 4%                    |  |
| I am doing well at school   | 91                                       | 90<br>99%       | 1<br>1%               | 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. | 91                                       | 90<br>99%       | 1<br>1%               | 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.                        | 91                                       | 89<br>98%       | 2<br>2%               | 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.               | 91                                       | 86<br>95%       | 5<br>5%               | 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.                    | 90                                       | 89<br>99%       | 1<br>1%               | 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.                          | 91                                       | 83<br>91%       | 8<br>9%               | Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.                   |
|   |  | 78%             | 22%                   |  |
| Nearly all children behave well at playtime and lunch time                      | 91                                       | 78<br>86%       | 13<br>14%             | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.              |
|   |  | 84%             | 16%                   |  |

## Responses to parent questionnaires

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

|  | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |  |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school.  | 25                                       | 15<br>60%                       | 8<br>32%        | 2<br>8%               | 0<br>0%                               | 0                            | Rwy'n fodlon â'r ysgol yn gyffredinol.   |
|  |  | 63%                             | 33%             | 3%                    | 1%                                    |                              |  |
| My child likes this school.  | 25                                       | 16<br>64%                       | 8<br>32%        | 0<br>0%               | 0<br>0%                               | 1                            | 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.                      | 25                                       | 15<br>60%                       | 8<br>32%        | 1<br>4%               | 1<br>4%                               | 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.  | 25                                       | 13<br>52%                       | 11<br>44%       | 0<br>0%               | 0<br>0%                               | 1                            | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.   |
|  |  | 60%                             | 34%             | 3%                    | 0%                                    |                              |  |
| Pupils behave well in school.  | 25                                       | 13<br>52%                       | 11<br>44%       | 0<br>0%               | 0<br>0%                               | 1                            | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.  |
|  |  | 45%                             | 46%             | 4%                    | 1%                                    |                              |  |
| Teaching is good.  | 24                                       | 15<br>62%                       | 7<br>29%        | 0<br>0%               | 0<br>0%                               | 2                            | Mae'r addysgu yn dda.  |
|  |  | 60%                             | 35%             | 2%                    | 0%                                    |                              |  |
| Staff expect my child to work hard and do his or her best.                                       | 25                                       | 14<br>56%                       | 10<br>40%       | 0<br>0%               | 0<br>0%                               | 1                            | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.                                    |
|  |  | 63%                             | 34%             | 1%                    | 0%                                    |                              |  |
| The homework that is given builds well on what my child learns in school.                        | 24                                       | 11<br>46%                       | 10<br>42%       | 2<br>8%               | 0<br>0%                               | 1                            | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
|  |  | 47%                             | 40%             | 6%                    | 1%                                    |                              |  |
| Staff treat all children fairly and with respect.  | 25                                       | 11<br>44%                       | 8<br>32%        | 2<br>8%               | 0<br>0%                               | 4                            | Mae'r staff yn trin pob plentyn yn deg a gyda pharch.  |
|  |  | 58%                             | 34%             | 4%                    | 1%                                    |                              |  |
| My child is encouraged to be healthy and to take regular exercise.                               | 23                                       | 12<br>52%                       | 9<br>39%        | 2<br>9%               | 0<br>0%                               | 0                            | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.                             |
|  |  | 59%                             | 36%             | 2%                    | 0%                                    |                              |  |
| My child is safe at school.  | 25                                       | 17<br>68%                       | 7<br>28%        | 0<br>0%               | 0<br>0%                               | 1                            | Mae fy mhentyn yn ddiogel yn yr ysgol.   |
|  |  | 66%                             | 31%             | 1%                    | 0%                                    |                              |  |
| My child receives appropriate additional support in relation to any particular individual needs. | 23                                       | 7<br>30%                        | 6<br>26%        | 1<br>4%               | 0<br>0%                               | 9                            | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |
|  |  | 50%                             | 35%             | 4%                    | 1%                                    |                              |  |
| I am kept well informed about my child's progress.   | 24                                       | 7<br>29%                        | 13<br>54%       | 4<br>17%              | 0<br>0%                               | 0                            | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.   |
|  |  | 49%                             | 41%             | 8%                    | 2%                                    |                              |  |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |  |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 25                                       | 13<br>52%                       | 8<br>32%        | 3<br>12%              | 1<br>4%                               | 0                            | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
|   |  | 62%                             | 31%             | 4%                    | 2%                                    |                              |  |
| I understand the school's procedure for dealing with complaints.                          | 25                                       | 8<br>32%                        | 9<br>36%        | 3<br>12%              | 1<br>4%                               | 4                            | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.  |
|   |  | 44%                             | 39%             | 7%                    | 2%                                    |                              |  |
| The school helps my child to become more mature and take on responsibility.               | 25                                       | 10<br>40%                       | 13<br>52%       | 0<br>0%               | 0<br>0%                               | 2                            | Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.               |
|   |  | 55%                             | 39%             | 2%                    | 0%                                    |                              |  |
| My child is well prepared for moving on to the next school or college or work.            | 23                                       | 9<br>39%                        | 5<br>22%        | 0<br>0%               | 0<br>0%                               | 9                            | Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
|   |  | 42%                             | 34%             | 4%                    | 1%                                    |                              |  |
| There is a good range of activities including trips or visits.                            | 24                                       | 14<br>58%                       | 9<br>38%        | 1<br>4%               | 0<br>0%                               | 0                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                       |
|   |  | 53%                             | 38%             | 5%                    | 1%                                    |                              |  |
| The school is well run.   | 25                                       | 12<br>48%                       | 7<br>28%        | 2<br>8%               | 0<br>0%                               | 4                            | Mae'r ysgol yn cael ei rhedeg yn dda.  |
|   |  | 61%                             | 32%             | 3%                    | 1%                                    |                              |  |



## Appendix 3

### The inspection team

|                        |                     |
|------------------------|---------------------|
| Meinir Wynne Howells   | Reporting Inspector |
| Eleri Anwen Hurley     | Team Inspector      |
| William Glyn Griffiths | Team Inspector      |
| Deris Williams         | Lay Inspector       |
| Ceren Lloyd            | Peer Inspector      |
| Ceri Emanuel           | School 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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.