



Report on

**Ysgol Gynradd Gymraeg Pont Siôn Norton
Heol Pont Siôn Norton
Pontypridd
Rhondda Cynon Taf
CF37 4ND**

Date of inspection: September 2014

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.

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Publication date: 02/12/2014

Context

Ysgol Gynradd Gymraeg Pont Siôn Norton is about two miles to the north-east of the town of Pontypridd, near the village of Cilfynydd. The school was established in 1951 and the local authority is Rhondda Cynon Taf.

The catchment area consists of the village of Cilfynydd and the areas of Trallwng, Y Comin, Ynysybwl, Coed y Cwm and Glyncoch.

At present, there are 275 pupils on roll, which includes 43 full-time nursery children. They are taught in nine classes. One of these is a class for nursery-age children and two classes consist of mixed-age pupils. Two point nine per cent (2.9%) of pupils come from Welsh-speaking households and about 2% are from an ethnic minority or mixed background.

About 18% are eligible for free school meals, which is lower than the national average (21%). About 50 pupils (15%) have been identified as having additional learning needs, which is lower than the national average (22%). There are no pupils with a statement of special educational needs at the school.

Including the headteacher, there are eight full-time teachers, and two who work part-time. The nursery class is taught by a higher level assistant.

The school was last inspected in December 2009. The current headteacher was appointed to the post in April 2014, following the resignation of the previous headteacher in October 2013. Two temporary headteachers led the school between October 2013 and April 2014.

The individual school budget per pupil for Ysgol Gymraeg Pont Siôn Norton in 2014-2015 is £2,926. The maximum per pupil in primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Ysgol Pont Siôn Norton is in 92nd place of the 110 primary school in Rhondda Cynon Taf in terms of school budget per pupil.

Summary

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

Current performance

The school's overall performance is adequate because:

- pupils' standards of work in their lessons and current books show appropriate progress;
- pupils develop as independent learners and co-operate well together;
- pupils use the Welsh language on all occasions and develop an increasingly rich vocabulary, both in subjects and generally;
- nearly all pupils' behaviour is consistently very good during lessons and at other times;
- the school offers a wide range of stimulating experiences that gain the interest of most pupils; and
- in general, teachers lead effective and interesting learning sessions that motivate pupils to learn.

However:

- pupils in key stage 2 do not have enough opportunities to write at length in subjects across the curriculum;
- although robust schemes of work now exist, which give appropriate attention to developing skills across the curriculum, it is too early to see the effects of this on pupils' outcomes in the long term; and
- there is some inconsistency in the way assessment for learning is implemented across the school.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has shared his high expectations clearly with staff, governors and pupils in a short time;
- a detailed monitoring, evaluation and review programme has ensured improvement in the quality of teachers' planning and ensured that the standard of pupils' work in their current books is beginning to improve;
- the school's self-evaluation process and report are comprehensive and based on sound evidence; and
- recent monitoring reports show accurately the school's strengths and identify steps for improvement clearly.

Recommendations

- R1 Improve pupils' mathematical standards in the Foundation Phase
- R2 Improve the standards of key stage 2 pupils across the curriculum
- R3 Provide regular opportunities for pupils in key stage 2 to write at length in areas across the curriculum
- R4 Ensure activities with appropriate challenge for the most able pupils
- R5 Ensure that best practices in assessment for learning are implemented consistently across the school
- R6 Develop the role of governors in challenging the school

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils make good progress in their learning and produce work of a high standard in lessons and in their current books. They develop into effective independent learners and co-operate effectively with each other when discussing work and developing their thinking skills.

Most pupils now possess numeracy and literacy skills in Welsh and English that are appropriate to their age and ability. Pupils' ability to handle and use number shows appropriate progress through the school and they make appropriate use of numeracy skills in their work in other subjects across the curriculum. The oral skills of pupils throughout the school show very good progress, and their reading skills are appropriate to their age and ability. However, their reading skills in English are stronger than they are in Welsh. Pupils' ability to produce extended written pieces in language lessons is developing well, especially by the end of the Foundation Phase. However, the majority of key stage 2 pupils do not write at enough length in Welsh or English in other subjects.

Although most pupils come from homes where Welsh is not spoken, nearly all of them communicate effectively orally in every situation from a very early age. They speak Welsh on all occasions and develop an increasingly rich vocabulary, both in subjects and generally. They take pride in their Welshness. This is a prominent strength at the school.

Apart from mathematical development, pupils' development at the expected level at the end of the Foundation Phase is generally good and compares favourably with the averages for the family and the school over three years. In 2014, in comparison with similar schools in terms of the percentage of pupils who are eligible for free school meals, for pupils' language and literacy development (Welsh) the school is among the higher 50% and there is an upward trend. Pupils' mathematical development places the school among the bottom 25% and performance has varied from year to year.

Over a period of four years, trends in the school's performance at the expected level at the end of key stage have been inconsistent and do not show appropriate progress in the core subjects. The school's Welsh and English results have been considerably lower than the averages for the family of schools and Wales in three of the last four years. Results in mathematics and science have been lower than the averages for the family and Wales in two of the three years. In 2014, in comparison with similar schools, the school is among the bottom 25% for its performance in Welsh, English, mathematics and science.

In terms of attainments at the higher levels, the school's performance is consistently lower than the averages for the family and Wales in the Foundation Phase and key stage 2.

There is no clear pattern of difference between pupils who are eligible for free school meals and the remainder in the Foundation Phase. In key stage 2, there is a general trend for pupils who are eligible for free school meals to achieve considerably below the remainder. However, as only a few pupils were eligible for free school meals within the recent assessment cohorts, care must be taken when reaching conclusions.

Over a period of three years in the Foundation Phase and four years in key stage 2, there is no clear pattern of difference between the performance of boys in comparison with girls.

Pupils who have additional learning needs make appropriate progress towards attaining their individual targets.

Wellbeing: Good

The behaviour of almost all pupils is consistently very good. They show respect and care for others. Many pupils co-operate effectively with each other and show a good level of perseverance in lessons, and build successfully on previous learning. The ability of the majority to work independently is developing well and many of the older pupils are caring when dealing with other children.

Most pupils have an appropriate awareness of the need to develop healthy personal habits, including fitness and healthy eating and drinking. They feel safe and happy at school and know to whom to turn for support and advice.

The school council consists of an enthusiastic group of pupils who have contributed effectively to improving areas inside and outside the school. It is a committee that meets regularly and ensures that pupils have an effective way of voicing their opinions. The work to develop the outdoor area has resulted in creating an effective and useful partnership with the friends of the school committee.

Pupils play an important part in community life and there is a strong link with many local organisations and individuals. An example of this is the regular visits to hold assemblies in the chapel. Pupils benefit greatly from these experiences and develop an appropriate range of social and moral skills.

Pupils' attendance percentage is a little below 95% for the last year and shows a consistent increase over three years. In two of the last three years, the school's attendance percentage has placed it in the higher 50% of similar schools. Most pupils arrive at school punctually.

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

The school now offers a wide range of stimulating experiences that gain most pupils' interest. Schemes of work meet the requirements of the Foundation Phase and the National Curriculum robustly. They include appropriate opportunities to develop key

skills, and incorporate the requirements of the Literacy and Numeracy Framework effectively. Teachers provide appropriate opportunities for pupils to choose which aspects to study and, as a result, they feel ownership of their theme work. Pupils have appropriate opportunities to take part in outdoor activities and after-school clubs that enrich their cultural development and promote physical activity, for example the rugby club and the art club.

Recently, teachers have co-operated to create a whole-school plan that maps various types of writing across the curriculum. However, it is too early to see the effect of this on pupils' outcomes in the long term.

A very prominent place in the school's work programme is given for pupils to learn about Welsh culture across the curriculum. For example, in history lessons, good attention is paid to people and events in Welsh history. Provision for developing pupils' awareness of Welshness is promoted very effectively.

Provision for teaching pupils about sustainable development and global citizenship is appropriate. The school's eco committee has arranged activities to recycle, tidy up litter and lead a school assembly in order to raise other pupils' awareness of their responsibility in looking after their environment.

There are good opportunities for pupils to contribute in their community and nationally by taking part in varied activities, for example Urdd activities, local concerts and events in the chapel. This helps them to understand their role in the community and to appreciate the area of which they are a part.

Teaching: Good

Most teachers lead effective and interesting learning sessions that motivate pupils to learn.

In most lessons, teachers' presentations and instructions are clear, and robust structures ensure that pupils are able to respond successfully and independently to their tasks. The pace of teaching is effective and teachers and assistants support pupils in a way that promotes learning well. Teachers have very sound subject knowledge, and they link their lessons clearly with previous learning. Staff are good language models and, as a result, pupils imitate and use language patterns effectively and confidently. All teachers understand their pupils' needs well. They ensure that they have suitable activities for most pupils. However, in many lessons, they do not provide enough activities that challenge the highest ability pupils to the appropriate standard.

In the very few lessons in which teaching is not as good, expectations are not clear enough and there is a tendency to give too many instructions, which restricts pupils' ability to work independently.

Teachers all ensure that pupils are aware of the learning intentions in lessons. They set success criteria and use praise well in order to encourage less confident pupils. Pupils benefit from their teachers discussing the quality of their work with them in a sensitive and constructive way.

Pupils' written work is marked regularly and teachers make constructive comments on the majority of efforts. However, examples of pupils being challenged to improve their own work after receiving comments from teachers are scarce.

The school has clear systems for assessing and tracking pupils' progress by using standard tests, teachers' assessments and an appropriate electronic program.

Reports to parents are clear and informative. Parents and carers feel that they receive very good information about their children's progress.

Care, support and guidance: Good

On the whole, the school makes appropriate arrangements for promoting healthy eating and drinking. There is a wide and regular range of appropriate initiatives that encourage this, in addition to wide opportunities to promote physical exercise.

The school places a strong emphasis on inclusion and ensuring pupils' wellbeing. Systems for maintaining and improving attendance and punctuality are robust and have resulted in improvement in these areas over the last two years. Pupils' spiritual, moral, social and cultural development is supported effectively through class and whole-school assemblies, and in extra-curricular activities.

The school provides effectively for promoting good behaviour and developing pupils' social and emotional skills. Appropriate use is made of the support of external specialist services and pupils benefit from this support. Staff monitor pupils' wellbeing very well and act quickly and sensitively in response to concerns. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. Pupils and parents feel confident to contact members of staff if advice and guidance is needed.

Provision for pupils who have additional learning needs has been established and implemented fairly effectively for the majority of pupils who need it. Pupils' needs are identified at an early stage and appropriate plans are provided in order to try to address individuals' specific needs. This process includes parents and the child effectively. A provision map for each class tries to ensure that staff are aware of the needs of individuals, and helps them to prepare appropriate teaching programmes for them. Assistants contribute effectively to enriching learning experiences and pupils' overall wellbeing. However, procedures for challenging pupils of higher ability have not been developed appropriately, nor have they yet had a sufficient effect on their outcomes.

Learning environment: Good

The school is a happy and warm community in which pupils enjoy their educational experiences. Pupils' good behaviour is managed effectively by fostering an ethos that is extremely caring and positive.

The school ensures that all pupils have an equal right to all the curricular provision and there is a supply of resources that match pupils needs well on the whole.

Classrooms are colourful and stimulating, and they motivate learning effectively. Displays of pupils' work engender pride in their work, in addition to supporting their learning.

Although the building is old and the site has obvious limitations, it is maintained well. Staff make the best use of the facilities that are available, inside and outside, to support learning.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

In the short time since he was appointed, the headteacher has shared his high expectations effectively with staff, governors and pupils. With the support of the deputy headteacher and the senior management team, he has set clear priorities for developing the school. He co-operates well with all staff to create a positive environment that focuses on raising standards. The headteacher and staff are currently reviewing job descriptions, and everyone has a clear understanding of their responsibilities.

Following a period of considerable change in the school's staffing situation, the senior management team has implemented strategies to improve standards of pupils' work. It has produced a detailed monitoring, evaluation and review programme, which is linked to the school improvement plan. These have ensured improvement in the quality of teachers' planning and developed their understanding of the school's attainment data. They have also ensured that the standard of pupils' work in their current books is beginning to improve. However, it is too early to see the significant effect of this on pupils' outcomes.

The governing body is very supportive of the school. Governors are beginning to use data more meaningfully and strengthen their monitoring responsibilities. This helps them to recognise the need to raise standards, but they have not developed their role as critical friends sufficiently yet.

The school pays appropriate attention to national and local priorities. The Foundation Phase has now been established successfully. Assessment for learning strategies are operational at the school in the main, and staff use the Literacy and Numeracy Framework effectively in their planning.

Improving quality: Good

The school's self-evaluation process and report are comprehensive and based on robust evidence. Teachers, support staff and governors have good knowledge of the school's strengths and areas to be developed. The process includes an appropriate review of aspects of school life and how they affect the standards achieved by pupils. The school has effective arrangements for collecting the views of parents and pupils through questionnaires and it gives suitable consideration to their comments and suggestions.

The school's monitoring arrangements are developing effectively and contributing appropriately to the self-evaluation process. The headteacher is mainly responsible for monitoring the school's work, and the role of co-ordinators when monitoring teaching and scrutinising pupils' work is developing appropriately. Recent monitoring reports show accurately what the school's strengths are and identify steps for improvement clearly.

Performance data is used regularly and effectively to monitor progress and plan for improvement. There is a clear link between the self-evaluation report and the priorities in the school development plan. The plan focuses clearly on improving standards. Teachers understand the reasons that form the basis of the priorities and are aware of their responsibility in implementing them. The plan has been costed carefully and the action timetable and staff responsibilities are clear and practicable. The plan also includes success indicators and appropriate timetables for completing them. There are comprehensive arrangements in place to evaluate improvement.

Partnership working: Good

The school works successfully with a range of partners. This has a positive effect on pupils' standards and wellbeing.

The school has an effective partnership with parents. The headteacher and staff communicate clearly with them, and they are very supportive of the school's life and work. A good example of the successful co-operation is the work that has been achieved already on aspects of the school environment, and the plan for developing the outdoor area for the Foundation Phase.

The school works closely with nursery groups in the area to ensure that children settle quickly in the nursery class. The range and quality of arrangements for transferring older pupils to the secondary school are good. They prepare them thoroughly for the next stage in their education.

The school co-operates purposefully with other primary schools to ensure that teachers' assessments of pupils' work in key stage 2 are moderated. As a result, teachers' assessments have been strengthened and are robust.

There is a good relationship with the local authority and consortium, which has a positive effect on pupils' wellbeing and progress, for example support for pupils who have additional learning needs.

The school works effectively with many agencies in the community and local businesses to enrich the school curriculum and raise pupils' awareness of their area.

Resource management: Adequate

The headteacher, with the support of his leadership team, manages the school's resources effectively. He deploys teaching and support staff skilfully in order to make the best use of their expertise and experience. Provision for teachers' planning, preparation and assessment periods has been arranged well, and teachers use these opportunities purposefully.

The headteacher, with the support of a local authority officer, manages the expenditure of funding carefully, in order to support the school's priorities. He also plans the use of a range of funds effectively, including the School Effectiveness Grant and the Welsh in Education Grant to ensure improvement in the school's provision and in pupils' attainment. He plans the use of the Pupil Deprivation Grant appropriately to ensure a direct effect on the outcomes of relevant pupils. All pupils benefit from a high level of interesting learning resources, and a stimulating learning environment.

The school works effectively within networks of professional practice with a group of schools to improve educational provision. An example of this is working together to train teachers to teach numeracy.

Considering the standards that pupils achieve and the quality of provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6742216 - Y.G.G.PONTSIONNORTON

Number of pupils on roll	258
Pupils eligible for free school meals (FSM) - 3 year average	17.4
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	29	30	29
Achieving the Foundation Phase indicator (FPI) (%)	69.0	86.7	82.8
Benchmark quartile	4	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	29	30	29
Achieving outcome 5+ (%)	79.3	86.7	93.1
Benchmark quartile	3	2	2
Achieving outcome 6+ (%)	10.3	33.3	24.1
Benchmark quartile	4	2	3
Mathematical development (MDT)			
Number of pupils in cohort	29	30	29
Achieving outcome 5+ (%)	86.2	86.7	82.8
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	13.8	36.7	24.1
Benchmark quartile	3	1	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	29	30	29
Achieving outcome 5+ (%)	79.3	93.3	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	0.0	73.3	34.5
Benchmark quartile	4	1	4

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.

6742216 - Y.G.G.PONTSIONNORTON

Number of pupils on roll	258
Pupils eligible for free school meals (FSM) - 3 year average	17.4
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	20	32	27	23
Achieving the core subject indicator (CSI) (%)	75.0	53.1	88.9	69.6
Benchmark quartile	3	4	2	4
English				
Number of pupils in cohort	20	32	27	23
Achieving level 4+ (%)	75.0	53.1	88.9	69.6
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	25.0	25.0	25.9	21.7
Benchmark quartile	3	3	3	4
Welsh first language				
Number of pupils in cohort	20	32	27	23
Achieving level 4+ (%)	75.0	53.1	88.9	69.6
Benchmark quartile	3	4	2	4
Achieving level 5+ (%)	20.0	15.6	25.9	21.7
Benchmark quartile	2	3	2	3
Mathematics				
Number of pupils in cohort	20	32	27	23
Achieving level 4+ (%)	90.0	68.8	92.6	78.3
Benchmark quartile	2	4	2	4
Achieving level 5+ (%)	35.0	18.8	33.3	17.4
Benchmark quartile	2	4	2	4
Science				
Number of pupils in cohort	20	32	27	23
Achieving level 4+ (%)	90.0	68.8	92.6	78.3
Benchmark quartile	2	4	2	4
Achieving level 5+ (%)	35.0	21.9	33.3	17.4
Benchmark quartile	2	3	2	4

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.

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

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

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	104	100 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	83 81%	19 19%	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	98 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	104	98 94%	6 6%	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.	104	84 81%	20 19%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	95 91%	9 9%	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.	104	103 99%	1 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.	104	98 94%	6 6%	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.	104	93 89%	11 11%	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.	104	79 76%	25 24%	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.	104	75 72%	29 28%	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	101	71 70%	30 30%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Response to the parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	76	41 54%	35 46%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	76	53 70%	23 30%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	76	49 64%	27 36%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	75	38 51%	33 44%	0 0%	0 0%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	75	26 35%	43 57%	3 4%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	75	35 47%	37 49%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	75	41 55%	33 44%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	75	27 36%	37 49%	7 9%	0 0%	4	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.	75	32 43%	34 45%	4 5%	0 0%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	74	38 51%	33 45%	1 1%	0 0%	2	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.	76	38 50%	35 46%	2 3%	0 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'.	72	22 31%	31 43%	4 6%	0 0%	15	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	74	27 36%	37 50%	8 11%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	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.	76	42 55%	30 39%	4 5%	0 0%	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.	75	32 43%	26 35%	10 13%	0 0%	7	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.	75	30 40%	40 53%	1 1%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	68	14 21%	28 41%	1 1%	0 0%	25	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	74	32 43%	38 51%	2 3%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	75	37 49%	33 44%	1 1%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
Rhiannon Harris	Team Inspector
Gwen Aubrey	Lay Inspector
Sara David	Peer Inspector
Duan Evans	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.