A report on

**Llanhari Primary School
Aelfryn
Llanharry
Pontyclun
RCT
CF72 9LQ**

Date of inspection: January 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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.

Context

Llanhari Primary School is in the village of Llanharry in the county of Rhondda Cynon Taf. There are 187 pupils on the school roll, aged three to eleven years. There are two single-age classes and four mixed-age classes. The school has five full-time and two part-time teachers.

Around 26% of pupils are eligible for free school meals. This is above the average for primary schools in Wales (20%).

The school has identified about 28% of pupils as having additional learning needs. This is slightly higher than the national average (25%). A very few pupils have statements of special educational needs.

All pupils speak English as their first language at home.

The school was last inspected in 2009. The headteacher has been in post since September 2012.

The individual school budget per pupil for Llanhari Primary School in 2015-2016 means that the budget is £3,452 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Llanhari Primary School is 42nd out of the 105 primary schools in Rhondda Cynon Taf 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 current performance of the school is good because:

- Most pupils make good overall progress from their starting-points
- Pupils with additional needs make strong progress during their time at the school
- Pupils behave well and develop positive attitudes to learning
- The quality of teaching is good
- Support staff provide a very valuable contribution to learning and to the day-to-day running of the school
- Staff use performance data effectively to monitor pupils' progress
- The school helps pupils to feel safe and promotes their health and wellbeing successfully
- The arrangements for supporting pupils with additional needs are very effective
- Pupils benefit from a welcoming and inclusive learning environment
- Partnership working with parents is excellent and this has a positive impact on pupils' standards and wellbeing

Prospects for improvement

The prospects for improvement are good because:

- The headteacher provides strong direction to the work of the school
- Senior leaders take forward key priorities very successfully
- The analysis of performance data is detailed and systems for tracking pupils' progress are effective
- Staff work very well as a team
- School self-evaluation is detailed and based on the views of a wide range of stakeholders
- Improvement planning has had a positive impact on the standards that pupils achieve and the quality of provision
- There are effective links with other schools and the community in order to improve provision for pupils
- Partnership working with parents benefits the pupils and their families
- The governing body provides good support and challenge to the school leadership

Recommendations

R1 Raise standards for more able pupils

R2 Enable pupils to make more choices about how and what they learn

R3 Extend opportunities for pupils to apply their numeracy skills in subjects other than mathematics at an appropriately high level

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

Most pupils join the school with skills that are average or just below average for their age. Pupils make good progress as they move through the school and most achieve well for their age and ability by the end of Year 6.

In speaking and listening, pupils make good progress and nearly all pupils listen purposefully and answer questions confidently by the end of the Foundation Phase. Older pupils use a wide range of suitable vocabulary to explain their ideas in detail, such as when they describe the impact of recent flooding or suggest how to represent the movement of a river effectively in a music lesson.

Pupils develop their reading skills systematically during their time at the school. In the Foundation Phase, pupils use their knowledge of letter sounds to decipher unfamiliar words. Many read instructions and simple questions independently. However, their awareness of a range of authors and reading books is limited.

In key stage 2, pupils expand their reading skills and by Year 6 nearly all become fluent readers who can skim and scan a text for information. Most pupils read for pleasure and discuss their preferences confidently. They make good use of their reading skills to research topics, such as the Tudors, in school and as part of their home learning.

Most pupils develop their writing skills appropriately and in the Foundation Phase many write independently when answering questions on a sheet or writing a short story. Most older pupils in the Foundation Phase spell with reasonable accuracy, punctuate their sentences appropriately and produce handwriting that is legible and generally correctly formed. Older pupils write for a wider range of purposes, such as to record an investigation into the growth of a plant or a newspaper report on the battle of Hastings. Most pupils produce independent work that is reasonably accurate and of good quality.

Pupils develop their mathematical skills well as they move through the school. At the end of the Foundation Phase, most pupils order two-digit numbers and add and subtract by counting on and back on a number line. They take information from a simple table and use data to produce bar graphs. They are beginning to understand temperature and money. In key stage 2, pupils become increasingly confident at solving a variety of mathematical problems through a process of trial and error. They work confidently in mathematics lessons and most use strategies they have learned to answer questions involving six-digit numbers, decimals and fractions. They extract basic data successfully from maps in geography. However, pupils do not always apply their numeracy skills in subjects other than mathematics at an appropriately high level.

In the Foundation Phase, pupils express enthusiasm for learning the Welsh language. Most exchange daily greetings and understand instructions used regularly in the classroom. They read familiar simple texts, pronouncing words accurately and showing good understanding of what they have read. They are beginning to write the words and phrases they know. As they move through the school, pupils learn a wider range of Welsh vocabulary and phrases and, by Year 6, most pupils answer questions confidently about familiar topics, such as the weather, their personal likes and dislikes and their family. Most read and write a simple paragraph or dialogue in Welsh at an appropriate level.

Over the last three years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected level has varied. At the higher than expected outcome the school has mostly been in the lower 50% or bottom 25% when compared with similar schools.

At the end of key stage 2, pupils' performance in English, mathematics and science over the same period has tended to place the school in the top 25% when compared with similar schools. However, at the higher level, the school has tended to perform in the bottom 50%.

Overall, pupils with additional needs often make very good progress, but more able pupils do not always achieve as well as they could. The performance of those eligible for free school meals is variable, but as a group they tend not to perform as well as other pupils.

Wellbeing: Good

Nearly all pupils enjoy school and feel safe. They are polite and respectful. They collaborate well, showing consideration for other pupils and adults. Their behaviour is good. Pupils' social skills develop well as they move through the school. Nearly all develop very positive attitudes towards healthy living and enjoy physical activities. For example, they understand why sugary drinks are unhealthy and why they only bring fruit at break time. Older pupils accept additional responsibility with maturity, such as when they support the youngest children during assemblies.

The school council has a positive influence on improving school life. For example, members have provided advice to staff on how to improve lessons and have helped to develop the yard to make it better for pupils. They feel that staff value their opinions. However, there are limited opportunities for pupils to run the council more independently of staff.

Most pupils approach problem-solving activities with confidence and can use a suitable range of strategies to arrive at a solution. However, pupils have limited opportunities to make choices about their own learning.

Pupils have a strong knowledge and understanding of their local community, for example as a result of pupils exploring their village with a local historian or visiting a new building site.

Attendance over the last three years has placed the school mostly in the upper 50% when compared with similar schools. Nearly all pupils have a good understanding of the need for regular attendance at school. They are keen to improve attendance rates for their class and for the school overall. Nearly all arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

Staff collaborate effectively to plan a wide range of learning experiences that engage the interest and enthusiasm of nearly all pupils successfully. Teachers plan learning experiences well so that pupils develop their literacy skills systematically as they move through the school. There are good opportunities for pupils to apply these skills across the curriculum. For example, they write an application for the position of cook in a Tudor household when studying history. However, planning for the application of numerical skills across the curriculum at an appropriate level is limited.

The provision for Welsh and the Welsh dimension is good. Most teachers encourage pupils to use Welsh in lessons and around the school such as in the role of the Welsh monitor. There are regular visits that help to develop the pupils' awareness of their culture and heritage, including a visit to the South Wales Miners' museum. Collective worship includes aspects of Welsh culture, such as reflecting on Santes Dwynwen when thinking about showing love for each other.

A good range of visitors to the school successfully enhances learning, including the local vicar and the police liaison officer. The creative literacy club enables parents to work alongside their children. Parents have helped to devise a suitable school policy on homework.

The school provides good opportunities for pupils to develop an understanding of sustainable development. For example, the school has achieved 'zero waste' status. The work of the eco committee is having a positive impact on school life. Pupils on the committee have taken an assembly on litter prevention and established a litter picking pack. The school develops pupils' global understanding effectively. For example, pupils led an assembly linked to Water Aid and organised a fund-raising event. The school has recently developed a link with a school in Mbale in Uganda, where pupils share experiences through letter writing.

Teaching: Good

All teachers prepare lessons based on clear learning objectives. They have good up-to-date subject knowledge. They know their pupils well and establish positive working relationships with them. Across the school, teachers use a suitable range of questioning techniques and a wide variety of teaching and learning approaches that engage and stimulate pupils' interest. They manage lessons and pupils' behaviour efficiently and make very effective use of pupils' previous learning to build on what pupils have done before.

Learning support assistants work closely alongside teachers and make a very valuable contribution to pupils' learning and wellbeing.

Teachers praise and celebrate pupils' efforts and monitor their progress effectively. Occasionally, they provide too few opportunities for more able pupils to take forward their own ideas and to work independently.

The school assesses and tracks pupils' progress in detail. It gathers a wide range of performance data to monitor pupils individually and to guide the provision of intervention and adult support. Teachers set appropriate termly targets for pupils and provide individual goals in literacy and numeracy. Teachers mark pupils' work regularly, but they do not always help pupils to understand exactly how to improve their own work.

Annual reports and termly consultations with teachers provide parents with valuable information about their children's attendance, progress and achievements.

Care, support and guidance: Good

The school is a caring and inclusive community where pupils feel valued. It promotes pupils' spiritual, moral, cultural and social development and a sense of awe and wonder, such as when pupils look after an injured hedgehog or plant fruit and flowers.

The school promotes healthy living effectively, for example by raising pupils' awareness of the amount of sugar in a variety of foods and drinks. There are many opportunities for pupils to be active, for example through extra-curricular opportunities for dance, judo and sport. The school makes effective use of its grounds to promote outdoor activity.

Very effective use of performance data enables early identification of pupils with additional needs. Rigorous assessment allocates pupils to appropriate intervention groups. Learning support assistants play a key role in engaging pupils and ensuring that most supported pupils make good progress. There are regular reviews of well-written individual education plans and this involves appropriate consultation with parents. There is a very effective system for identifying and supporting pupils with emotional needs. The school makes good use of local authority support services and takes advice from appropriate agencies to support pupils.

The school has appropriate policies and procedures for ensuring child safety. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. There are good arrangements to promote internet safety.

The school has a suitable range of initiatives to encourage and support regular attendance at school. It ensures that the local authority attendance officer works closely with parents.

Learning environment: Good

The school ethos is positive and welcoming and it provides an inclusive environment where all pupils can take part fully in all aspects of its life and work. It celebrates aspects of diversity and encourages respect for other cultures successfully.

There is an appropriate range of resources in classrooms, which support pupils' learning well. Information and communication technology resources and large outdoor areas enhance the provision for pupils. The school accommodation is generally of good quality and regularly maintained. The security of the site is appropriate.

Classrooms provide stimulating environments for teaching and learning. There are displays of good quality in classes and communal areas. Pupils make effective use of the school's extensive outdoor areas, which include an allotment, a greenhouse made from recycled bottles and an adventure trail, and the playgrounds include a storytelling area, benches and a range of recycling bins that pupils use well. Foundation Phase classes have access to a suitable range of outdoor provision.

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

Leadership: Good

The headteacher's energetic leadership is highly effective in promoting a shared vision for the school. She provides a clear strategic direction and communicates her intentions well to others. There is a strong team ethos among staff and they share leadership responsibilities appropriately. All staff have relevant job descriptions that define their roles and responsibilities clearly. The school makes very good use of pupil performance data to identify priorities for whole-school improvement. Staff use meeting time well to address these priorities. In particular, the school has improved pupil attainment through a system of very careful monitoring of each pupil's progress. The school pays good attention to national priorities, such as addressing the needs of disadvantaged pupils. There are rigorous procedures for managing the performance of teachers and learning support assistants. Their performance targets link closely to priorities in the school improvement plan.

The governing body carries out its duty as a critical friend effectively. Members of the governing body bring a suitable range of skills and experience to their roles. They have a secure knowledge of the school's performance data and understand how well the school performs compared with other similar schools. They receive detailed reports from the headteacher, meet with teachers regularly and visit the school frequently. As a result, they know the school well. Governors conduct their meetings efficiently, focusing attention appropriately on school improvement. The school has made strong progress in attending to national priorities such as the national literacy and numeracy framework and minimising the impact of social disadvantage.

Improving quality: Good

The school has a well-established culture of robust self-evaluation. Leaders make very effective use of a broad range of first-hand information gathered from all significant stakeholders, including staff, parents, pupils and governors. The self-evaluation process benefits from the findings of regular monitoring of pupils' books, lesson observations, learning walks and parent and pupils questionnaires. Leaders consider the findings of external organisations well, such as the local authority and regional consortium. They undertake a detailed analysis of the

performance of groups of pupils and compare their performance with that in similar schools. The process ensures that the school evaluates the impact of its provision on pupils' achievement and wellbeing effectively. Senior leaders compile detailed and accurate self-evaluation reports.

There is a very close match between the outcomes of self-evaluation and the priorities in the school improvement plan. The plan is well organised and sets out measurable success criteria that enable staff to monitor progress accurately. The plan identifies responsible personnel and gives appropriate details of costs and timescales. Leaders evaluate the success of previous plans rigorously and focus well on their impact on improving pupils' attainment. The school has made good progress in addressing recommendations agreed with the local authority.

Partnership working: Excellent

The school has developed an outstanding range of valuable partnerships that contribute significantly to raising standards of pupils' performance and, especially, their wellbeing. The number, range and variety of these partnerships are excellent.

The partnership with parents and families is particularly strong and mutually beneficial. The school has established a successful parent council, which ensures that parents have an effective voice in the life of the school. For example, the council has influenced the school's policy with regard to homework and behaviour policy and it has produced helpful leaflets for other parents, encouraging pupils' regular attendance and good behaviour. Communication with parents is highly effective. The school website provides valuable up-to-date information, supplemented by the regular use of social media. Termly bulletins from the governing body complement the headteacher's regular newsletters very well.

In order to address the under-attainment of boys compared with girls, the school runs a very popular 'Lads and Dads' club, during which boys and their fathers attend events featuring positive role models, for example from the emergency services, the army and martial arts groups. Fathers regularly join in with school events and help their sons with reading. This innovation is highly effective, with nearly all boys making notable progress in reading after joining the club.

Many other significant features of the home-school partnership support pupils and their families. They include a Baby Club and a programme of creative literacy workshops for parents of younger pupils. There are strong links with the local community, for example through the design and construction of a mural to enhance the local war memorial. The school strengthens its links with the community when members of the school council join the local community association committee to plan events, such as the summer festival.

The school exploits many highly successful links with schools in the local cluster and further afield. These links are very effective in sharing good practice and have led to many improvements in aspects of the school's provision. These have contributed successfully to improved pupils' outcomes and wellbeing. Examples include the development of ICT skills, and the assessment of personal development. The school regularly welcomes staff from other schools who attend to observe aspects of good

practice such as in providing extra support for literacy. Staff have shared the system for tracking pupils' progress with another local school to help them with setting pupils' targets. Transition links with the local secondary school are strong.

Resource management: Good

The school has enough well-qualified teachers and learning support assistants with appropriate experience. Teachers have good up-to-date knowledge of the subjects they teach. Support staff work very effectively alongside teachers or in withdrawal groups to improve pupils' progress. The school benefits from participation in many networks of professional practice which have improved aspects of their work. For example, teachers now assess and track young pupils' personal development more accurately.

The school has a plentiful stock of books, computers and other equipment that meet the needs of most pupils. There are efficient arrangements to ensure that teachers receive sufficient time to plan, prepare and assess lessons.

The school manages its finances carefully. Spending decisions support school improvement priorities and the school keeps a level of reserve funds that is well within recommended limits. The school uses its Pupil Deprivation Grant in line with statutory requirements successfully, for example to engage families and to provide extra support for younger pupils' language development.

In view of the strong progress that most pupils make and the quality of provision overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6742151 - LLANHARI PRIMARY

Number of pupils on roll	177
Pupils eligible for free school meals (FSM) - 3 year average	28.3
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	18	19	31	14
Achieving the Foundation Phase indicator (FPI) (%)	83.3	100.0	74.2	85.7
Benchmark quartile	1	1	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	18	19	31	14
Achieving outcome 5+ (%)	88.9	100.0	74.2	85.7
Benchmark quartile	1	1	3	3
Achieving outcome 6+ (%)	16.7	10.5	9.7	28.6
Benchmark quartile	3	4	4	3
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	18	19	31	14
Achieving outcome 5+ (%)	94.4	100.0	80.6	92.9
Benchmark quartile	1	1	3	2
Achieving outcome 6+ (%)	11.1	21.1	9.7	21.4
Benchmark quartile	3	2	4	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	18	19	31	14
Achieving outcome 5+ (%)	94.4	100.0	80.6	92.9
Benchmark quartile	1	1	4	3
Achieving outcome 6+ (%)	11.1	31.6	12.9	42.9
Benchmark quartile	4	3	4	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.

6742151 - LLANHARI PRIMARY

Number of pupils on roll	177
Pupils eligible for free school meals (FSM) - 3 year average	28.3
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	19	17	28	23
Achieving the core subject indicator (CSI) (%)	78.9	88.2	96.4	87.0
Benchmark quartile	2	1	1	2
English				
Number of pupils in cohort	19	17	28	23
Achieving level 4+ (%)	78.9	88.2	96.4	91.3
Benchmark quartile	2	1	1	2
Achieving level 5+ (%)	*	*	25.0	26.1
Benchmark quartile	*	*	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	19	17	28	23
Achieving level 4+ (%)	89.5	88.2	96.4	87.0
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	26.3	*	21.4	26.1
Benchmark quartile	2	*	3	4
Science				
Number of pupils in cohort	19	17	28	23
Achieving level 4+ (%)	89.5	94.1	96.4	95.7
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	*	*	17.9	21.7
Benchmark quartile	*	*	3	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 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.	81		81	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	81		76	5		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			94%	6%		
			92%	8%		
I know who to talk to if I am worried or upset.	81		79	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	81		80	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	81		78	3		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
			96%	4%		
I am doing well at school	81		80	1		Rwy'n gwneud yn dda yn yr ysgol.
			99%	1%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	81		80	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	81		81	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	81		75	6		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			93%	7%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	81		78	3		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			96%	4%		
			95%	5%		
Other children behave well and I can get my work done.	81		53	28		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			65%	35%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	81		68	13		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%		
			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.	35	18 51%	15 43%	0 0%	2 6%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	24 71%	10 29%	0 0%	0 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	35	26 74%	8 23%	1 3%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	35	18 51%	14 40%	1 3%	2 6%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	34	12 35%	20 59%	1 3%	1 3%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	35	16 46%	17 49%	2 6%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	20 59%	12 35%	2 6%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	13 37%	16 46%	6 17%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	34	14 41%	17 50%	1 3%	2 6%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	15 44%	18 53%	1 3%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	35	16 46%	17 49%	1 3%	1 3%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	17 59%	10 34%	1 3%	1 3%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	34	11 32%	19 56%	3 9%	1 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	35	16 46%	16 46%	2 6%	1 3%	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.	34	13 38%	17 50%	4 12%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	35	15 43%	18 51%	2 6%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	27	11 41%	13 48%	2 7%	1 4%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	35	16 46%	17 49%	1 3%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	34	17 50%	14 41%	1 3%	2 6%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Catherine Anne Barnett	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Matthew Evans	Lay Inspector
Roger Rees	Peer Inspector
Emma Coates	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.