



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

A report on

**Pontrhondda Primary School
Pontrhondda Road
Llwynypia
Tonypandy
RCT
CF40 2SZ**

Date of inspection: October 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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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Context

Pontrhondda Primary School is in the village of Llwynypia in the Rhondda Cynon Taf local authority. The school currently has 141 pupils from the ages of four to eleven. The number on roll has increased steadily over the last five years. There are currently six classes, three of which contain mixed-age groups.

Over the last three years, the average number of pupils eligible for free school meals is around 33%, which is above the national average of approximately 20%. About 25% have additional learning needs, which is the same as the national average. A very few pupils currently have a statement of special educational needs. A very few come from an ethnic minority background or are in the care of the local authority. No pupils receive support in English as an additional language or speak Welsh as a first language.

The last inspection was in May 2012. The current headteacher took up her post in June 2006. Since September 2015, she has also been the acting headteacher at the feeder nursery school.

The individual school budget per pupil for Pontrhondda Primary School in 2015-2016 means that the budget is £3,580 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Pontrhondda Primary School is 30th 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	Adequate

Current performance

The current performance of the school is good because:

- Nearly all pupils make steady progress in most aspects of their literacy and numeracy skills
- Nearly all pupils make good progress in their Welsh language skills
- There is a strong emphasis on pupils' wellbeing and nearly all pupils develop good personal, social and moral skills
- Nearly all pupils behave well
- The school provides a suitable range of relevant and interesting learning experiences that meet statutory requirements and pupils' needs
- The majority of teaching is good
- The school is a calm and orderly community with a friendly and supportive atmosphere

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher provides firm and purposeful leadership and has an effective oversight of the school
- The deputy headteacher manages the school well when the headteacher is off site and carries out a range of major responsibilities efficiently
- The well-established senior management team is supportive and proactive
- A positive and supportive team spirit permeates the school

However:

- There are notable gaps in administration and management procedures
- Governors do not contribute enough to the strategic direction of the school and the school improvement process
- There are shortcomings in the quality of the school's self-evaluation
- The school has made only limited progress in implementing the recommendations from the last inspection
- There is little direct evidence of the impact of the pupil deprivation grant on the achievement and attendance of disadvantaged pupils

Recommendations

- R1 Improve pupils' skills in mental mathematics
- R2 Improve the quality of teaching across the school by sharing the existing good practice
- R3 Improve attendance and punctuality
- R4 Develop the strategic role of the governing body
- R5 Ensure that self-evaluation procedures involve all stakeholders and lead to school improvement
- R6 Ensure that acts of collective worship and information for parents meet statutory requirements

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Overall, nearly all pupils make steady progress through the school in their literacy and numeracy skills.

Most pupils in the school have good listening and speaking skills. In the Foundation Phase, although many start from a low baseline, most make good progress. They follow instructions well and respond enthusiastically to teachers' questions, using appropriate vocabulary. A few use extended sentences when devising invitations, for example to a tiger's tea party. In key stage 2, nearly all pupils listen well to adults and the views of others. Many speak articulately to present their opinions, for example when discussing the features of fables.

Across the school, most pupils demonstrate an enjoyment of reading. In the Foundation Phase, the majority of pupils read at a level appropriate for their age and they apply their knowledge of letters and sounds well. They use the clues within a story to tackle unfamiliar words successfully when reading challenging words. They talk with increasing confidence about the stories they enjoy reading. In Year 2, more able pupils read with accuracy and fluency and respond well to questions about the text. By the end of key stage 2, most pupils respond effectively to what they read and take note of punctuation, speech and other textual features well. Most read fluently and with appropriate expression. Many older pupils differentiate fact from opinion and begin to understand hidden meanings, rhetorical questions and persuasive statements.

Most pupils develop effective writing skills as they move through the school. By the end of the Foundation Phase, many write for a range of purposes well and develop spelling, punctuation and vocabulary skills appropriate for their age. By the end of key stage 2, many write at length in a suitable range of styles. They organise their work into paragraphs well, for example when writing diary entries from a desert island. Most spell and punctuate their work accurately. However, many pupils do not apply their writing skills across the curriculum consistently. The quality of handwriting and presentation in all subjects varies too much, particularly between classes.

In the Foundation Phase, nearly all pupils develop appropriate number, measuring and data handling skills, involving practical and recorded work. For example, by the end of Year 2, most pupils compare and order numbers correctly, understand place value, measure accurately in standard units and recognise the properties of basic two and three-dimensional shapes. They collect and organise data successfully.

Nearly all pupils continue to make steady progress in their mathematical knowledge and understanding through key stage 2. For example, by the end of Year 6, most pupils use large numbers well, carry out long multiplication and division processes successfully and understand averages. They calculate perimeter and area correctly, measure accurately and know how to collate and interpret various kinds of data. In

particular, they develop effective problem-solving skills. However, across the school, their mental mathematical skills are underdeveloped. For example, their ability to answer number questions quickly and to use alternative strategies to reach correct answers is limited.

In both key stages, pupils display enthusiasm for learning and speaking the Welsh language. Nearly all make good progress and are confident in practising their oral skills in short daily sessions and with visitors. In the Foundation Phase, most pupils ask and respond to simple questions independently following basic patterns. They express their preferences confidently, for example when choosing their lunch menu. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, families and holidays and extend their answers well. Their Welsh reading skills are well developed and they demonstrate a sound understanding of the text. By Year 6, many pupils write well independently for a range of purposes.

Over the last three years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected level and above has varied widely and there is no overall trend. Over the last four years, at the end of key stage 2, there is a similar pattern in pupils' performance in English, mathematics and science. Pupils eligible for free school meals in key stage 2 generally perform less well than other pupils.

Wellbeing: Adequate

All pupils feel safe and valued and nearly all are positive about their school. Most understand about a healthy lifestyle and the importance of regular exercise and a good diet.

Nearly all pupils behave well in class and at other times during the day. They show care and concern for one another and have a good sense of right and wrong. Attendance rates have improved slowly over recent years and the number of persistent absentees has declined, but the school remains in the lower 50% of similar schools. Pupils eligible for free school meals do not attend as well other pupils. A few pupils are regularly late at the start of the school day.

Most pupils take on responsibilities, such as door monitors and playground buddies, willingly and contribute well to the life of the school. Younger and older pupils take part in beneficial community activities, for example by visiting senior citizens in a day centre. The school council participates appropriately in decision-making, for example by making the playground safer. Members report back to the school and the governing body to ensure that their views are taken seriously.

Nearly all pupils develop good personal, social and moral skills as they progress through the school. They develop effective learning skills and work studiously and concentrate well on their tasks. They co-operate with each other successfully and seek adult assistance actively, when necessary. However, their involvement in planning and evaluating what they learn is an early stage of development. As a result, they are not always aware of how well they are doing and how they can improve further.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a suitable range of relevant and interesting learning experiences that meet statutory requirements and pupils' needs. Teachers plan purposefully and consistently to ensure that pupils build on their knowledge and skills systematically. Visitors to the school, extra-curricular opportunities and visits to places of interest, such as Llancaiach Fawr and a museum on the Second World War in Swansea, enrich pupils' learning experiences beneficially.

The school has responded well to the National Literacy and Numeracy Framework. Teachers have adapted short-term planning to highlight the coverage of appropriate skills. However, there are too few opportunities for pupils to develop their numeracy skills across the curriculum. The school provides an effective range of intervention groups to support pupils, who need additional help with their learning and wellbeing. However, homework is too variable between classes.

Teachers provide pupils with regular opportunities in lessons and through school routines to practise and develop their skills of speaking, reading and writing in Welsh. The school promotes pupils' awareness of their Welsh heritage effectively, for example through the study of traditional tales of Wales and Welsh artists, such as Martyn Evans and Sir Kyffin Williams. There is an extensive range of books of good quality about Wales.

The school promotes the recycling of various materials, such as batteries and food, and many pupils are aware of the need to reduce waste and to save energy, but there is currently no formal eco committee of pupils. Pupils acquire a suitable understanding of global citizenship by studying life in other countries, for example China, and by participating in fair trade activities. They contribute well to fund-raising events for international charities and experience tasting different foods from around the world in cookery sessions.

Teaching: Good

All teachers prepare lessons thoroughly. They establish appropriate classroom routines and working relationships with pupils. They use positive praise and encouragement and manage pupils' behaviour well. They provide effective support to groups and individuals. In all classes, teaching assistants make a valuable contribution to pupils' learning.

The majority of teachers use an appropriate range of teaching and learning methods successfully and conduct lessons at a suitable pace. They provide stimulating learning activities, which engage and interest pupils. They match tasks well to pupils' ages and abilities. However, on a few occasions teachers spend too much time instructing pupils and do not allow them sufficient independence to enable them to reach their full potential.

The school uses a relevant range of assessments to measure how well pupils achieve. It tracks pupils' progress effectively to set accurate long-term targets and to

identify additional support. Most teachers use suitable self and peer assessment strategies to help pupils understand how well they are doing, but there is too much variation in practice between classes.

All teachers mark nearly all pupils' work regularly and provide positive and supportive comments, which usually identify ways in which pupils can move their learning forward. Informative annual reports and regular consultation evenings provide parents with valuable information about their children's progress.

Care, support and guidance: Good

The school is a calm and orderly community where all pupils and adults feel safe, valued and secure. It places a strong emphasis on wellbeing and supports all pupils well, including those who are most vulnerable or have specific needs. The school's arrangements for safeguarding meet requirements and give no cause for concern. However, the recording of accidents is inadequate. There are appropriate arrangements for promoting healthy eating and drinking.

The school has effective provision for pupils' spiritual, moral, social and cultural development. However, a minority of pupils miss collective worship sessions regularly due to the timetabling of intervention groups. Teachers manage pupils' behaviour well.

The school promotes regular attendance and punctuality through close liaison with local authority services and through various awards and incentives. However, these have had limited success to date in improving overall attendance rates and punctuality at the start of the school day. The school has recently employed a family engagement officer to address these issues more directly.

The school identifies pupils with additional learning needs early and supports them well. Teachers develop and evaluate pupils' individual education plans effectively in collaboration with pupils and their parents twice a year. Nearly all pupils with specific needs make good progress. There are relevant links with a range of external agencies and services, such as the 'Team around the Family', that provide the school with valuable support.

Learning environment: Good

The school has a caring and friendly ethos that recognises and celebrates diversity and which supports equality and respect for pupils and staff. Appropriate arrangements are in place to prevent any bullying or discrimination. However, staff have not undertaken equality training.

The school building is secure and well maintained. Classrooms and corridors are clean and tidy with attractive displays that enhance the learning environment. Classrooms are of an appropriate size for the number of pupils on roll. Recent improvements to create larger spaces and to facilitate access to the outside areas for the Foundation Phase are beneficial to pupils' learning. The school does not have any green areas, but staff make good use of the large hard surface playground with its games facilities and its enclosed play areas for younger groups. The school site is well equipped to cater for any pupil or adult with a disability. For example, there is a disabled toilet and there are ramps for wheelchair users.

The school has a wide range of resources of good quality, including a well-stocked library and up-to-date ICT equipment.

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

The headteacher provides firm and purposeful leadership and has an effective oversight of the school. However, progress in the last few years has been limited and there are notable gaps in administration and management procedures. For example, there is no definitive action plan from the last inspection. The deputy headteacher has a range of major responsibilities, which she carries out efficiently.

The well-established senior management team, which comprises the majority of teachers, is supportive and proactive. Members take a full part in school improvement initiatives, such as the introduction of collaborative teaching, to raise the quality of teaching and pupils' standards and wellbeing. All permanent full-time teachers fulfil their responsibilities for leading subject areas effectively. A positive and supportive team spirit permeates the school.

There are appropriate arrangements to manage the performance of all staff, including a recently-introduced, electronic professional monitoring process, which is having a positive impact on teachers' self-assessment procedures. All teachers have relevant targets, which relate to their professional needs, school priorities and pupils' achievement.

Governors are supportive of the school and most attend mandatory and voluntary training events. However, they do not contribute enough to the strategic direction of the school, budget management and the improvement process. They have an appropriate understanding of the school's performance and pupils' welfare, but they rarely see the school in action first-hand. The school prospectus and governors' annual report to parents do not meet statutory requirements in all respects. The school addresses local and national priorities appropriately. For example, it is implementing the National Literacy and Numeracy Framework successfully.

Improving quality: Adequate

The headteacher and subject leaders monitor standards and provision appropriately by scrutinising pupils' work and undertaking lesson observations. However, the monitoring reports are not evaluative enough and do not focus sufficiently on improvement.

The school uses an appropriate range of first-hand evidence, including analysis of performance data and test results. It responds appropriately to the views of pupils, but it does not take account of the opinions of parents on a regular basis and there is little governor involvement in evaluating the school's priorities.

The self-evaluation report gives a generally accurate account of the school's strengths and areas for development. However, it does not pay enough attention to the analysis of pupils' performance or to measuring the impact of provision on pupil outcomes.

The school improvement plan has a manageable number of priorities and realistic time scales. It allocates funding appropriately to meet identified objectives. However, it does not review the success of the previous priorities or set future targets beyond the current year.

The school has made only limited progress in implementing the recommendations from the last inspection. It has addressed writing across the curriculum and standards in Welsh second language well. However, recommendations relating to self-evaluation, attendance and the strategic role of the governing body continue to be important areas for development.

Partnership working: Good

The school communicates regularly with parents and carers through, for example, newsletters and text messages. It has an 'open door' policy and staff are available for parents to contact them at the beginning and end of each day. However, lines of communication with parents are not always as effective as they could be.

The school has a number of beneficial partnerships with community organisations. There are appropriate links, for example with the police liaison officer and outside businesses and agencies, including those which promote healthy eating and recycling. Local church leaders are regular visitors to the school.

Good transition arrangements are in place with the neighbouring nursery school, particularly through the headteacher's joint responsibility for both schools. Good transition links also exist with the main receiving secondary school. The school assures the accuracy of teacher assessments effectively by engaging in appropriate moderation and standardisation processes within the school and with its local cluster of primary schools.

Resource management: Good

The school has enough well-qualified teachers and support staff to deliver the curriculum and to provide for the wellbeing of pupils. It employs additional staff appropriately through extra grants to support less able and disadvantaged pupils. It deploys staff well to maximise teaching and learning opportunities.

All staff participate in regular in-house and external training events, linked to their identified needs and school priorities. They feed back their learning to other staff effectively to improve standards and teaching, for example in the use of ICT. The arrangements for teachers' planning, preparation and assessment time are appropriate. The school manages its accommodation and resources well.

The school has underspent its financial allocation for several years, which has resulted in an accumulation of surplus funds. However, it is now using most of the surfeit for approved projects and, as a result, the surplus is now at a lower, more appropriate figure. The governing body oversees the budget and there are sound financial controls in place. However, the governing body leaves too many aspects of financial planning to the headteacher.

The school is allocating its pupil deprivation grant to appropriate activities and there are indications that these are beginning to improve the literacy skills of less able pupils. However, there is little direct evidence of the impact of the activities on the achievement and attendance of disadvantaged pupils.

Overall, as most pupils achieve well and the provision is of good quality, the school gives good value for money.

Appendix 1: Commentary on performance data

6742196 - Pontrhondda Primary School

Number of pupils on roll	132
Pupils eligible for free school meals (FSM) - 3 year average	39.4
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	20	21	18
Achieving the Foundation Phase indicator (FPI) (%)	75.0	90.5	83.3
Benchmark quartile	2	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	20	21	18
Achieving outcome 5+ (%)	75.0	90.5	88.9
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	15.0	47.6	38.9
Benchmark quartile	3	1	1
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	20	21	18
Achieving outcome 5+ (%)	95.0	90.5	88.9
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	20.0	47.6	38.9
Benchmark quartile	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	20	21	18
Achieving outcome 5+ (%)	80.0	90.5	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	25.0	61.9	50.0
Benchmark quartile	3	1	2

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.

6742196 - Pontrhondda Primary School

Number of pupils on roll	132
Pupils eligible for free school meals (FSM) - 3 year average	39.4
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	22	13	18	13
Achieving the core subject indicator (CSI) (%)	63.6	76.9	77.8	84.6
Benchmark quartile	3	2	2	2
English				
Number of pupils in cohort	22	13	18	13
Achieving level 4+ (%)	63.6	76.9	88.9	100.0
Benchmark quartile	4	3	1	1
Achieving level 5+ (%)	22.7	23.1	27.8	30.8
Benchmark quartile	2	2	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	22	13	18	13
Achieving level 4+ (%)	68.2	92.3	83.3	84.6
Benchmark quartile	4	1	2	2
Achieving level 5+ (%)	31.8	30.8	33.3	15.4
Benchmark quartile	1	1	1	4
Science				
Number of pupils in cohort	22	13	18	13
Achieving level 4+ (%)	63.6	76.9	77.8	92.3
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	27.3	23.1	0.0	23.1
Benchmark quartile	2	2	4	3

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.	56		56 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	57		54 95%	3 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	57		56 98%	1 2%	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	56		55 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	55		51 93%	4 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	54		54 100%	0 0%	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.	57		57 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	56		56 100%	0 0%	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.	54		51 94%	3 6%	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.	55		52 95%	3 5%	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.	49		48 98%	1 2%	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	53		47 89%	6 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	30	14 47%	11 37%	2 7%	3 10%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	30	15 50%	13 43%	2 7%	0 0%	3	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	18 55%	10 30%	0 0%	5 15%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	30	18 60%	11 37%	1 3%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	31	9 29%	15 48%	3 10%	4 13%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	32	16 50%	15 47%	1 3%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	29	19 66%	10 34%	0 0%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	30	13 43%	15 50%	1 3%	1 3%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	31	13 42%	15 48%	3 10%	0 0%	2	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.	33	17 52%	16 48%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	29	17 59%	10 34%	1 3%	1 3%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	25	7 28%	17 68%	0 0%	1 4%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	30	9 30%	14 47%	3 10%	4 13%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	33	17 52%	10 30%	2 6%	4 12%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	28	13 46%	8 29%	3 11%	4 14%	5	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.	32	12 38%	19 59%	0 0%	1 3%	1	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.	19	7 37%	9 47%	2 11%	1 5%	13	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.	29	7 24%	11 38%	5 17%	6 21%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	32	10 31%	17 53%	2 6%	3 9%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dr David P Ellis	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Nicholas Saunders	Peer Inspector
Mrs R Rees	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.