



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

A report on

**Ysgol Gynradd Gymraeg Llwyncelyn
Ffordd y Grug
Llwyncelyn
Porth
Rhondda Cynon Taf
CF39 9TL**

Date of inspection: April 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.

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Publication date: 23/06/2016

Context

Ysgol Gynradd Gymraeg Llwynceilyn is situated on the slopes of the Rhondda Valley on the outskirts of the village of Porth. The local authority is Rhondda Cynon Taf. The school's catchment area is very wide and includes Porth, Ynyshir, Aberllechau, Glynfach, Cymer, Trebanog and Trehafod. The school shares the site with Llwynceilyn Infants School, which is an English-medium school.

There are 302 pupils on roll, including 42 full-time nursery pupils. It has 10 classes. Most of them are mixed-age classes.

About 11% of pupils are eligible for free school meals, which is lower than the national average. Twenty-five per cent of pupils have additional learning needs, which is the same as the national average. There are no pupils with a statement of special educational needs.

There are few pupils from Welsh-speaking homes and about 2% of pupils are from an ethnic minority background.

The school was last inspected in March 2010. The headteacher was appointed in September 2009.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Llwynceilyn in 2015-2016 is £2,931. The maximum per pupil in primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Ysgol Gynradd Gymraeg Llwynceilyn is in 84th place of the 105 primary schools in Rhondda Cynon Taf in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils' standards of oral Welsh are good
- Pupils' behaviour and self-discipline are excellent
- Pupils have positive attendance and punctuality
- The quality of teaching is robustly good across the school
- The school has comprehensive assessment processes
- A collaborative and familial atmosphere is a strength across the school
- A variety of intervention programmes have a positive effect on pupils' outcomes

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision that is based on ensuring pupils' high standards, wellbeing and Welshness
- Members of the senior management team support the headteacher effectively
- All staff work as a team
- The school pays thorough attention to national priorities
- Self-evaluation procedures are comprehensive and have been established successfully in school life
- The school works successfully with a range of partnerships that have a positive effect on pupils' standards and wellbeing

Recommendations

- R1 Provide challenging tasks for more able pupils to achieve the higher levels at the end of both key stages
- R2 Provide more opportunities for pupils to apply their numeracy skills across the curriculum
- R3 Strengthen further the role of governors in the self-evaluation process in order to hold the school to account effectively

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the school with skills that are lower than that expected for their age. Although very few pupils come from Welsh-speaking homes, most pupils' oral skills develop well soon after they enter the school. Most pupils in the Foundation Phase listen attentively and use Welsh confidently when working in their classrooms and when conversing incidentally around the school. By the end of the Foundation Phase, many pupils use varied and correct vocabulary and are able to express a sensible opinion.

In key stage 2, nearly all pupils listen attentively to their teachers and are keen to provide answers or comments when talking about their work. Most pupils have natural language in Welsh and, by the end of the key stage, they discuss their work very intelligently. Nearly all pupils' oral skills in Welsh are a strength at the school.

Most pupils make good progress in learning to read. Many pupils across the Foundation Phase enjoy reading and do so increasingly confidently. By the end of the phase, many read with a good level of accuracy and expression. Many are able to discuss their favourite books and characters appropriately. By the end of key stage 2, many pupils read meaningfully in both languages. They use their higher reading skills successfully across the curriculum, for example when researching on the internet in their theme work on the Second World War.

Most pupils write an increasing range of simple sentences independently, and the majority of words are spelt correctly and punctuated appropriately. By the end of the Foundation Phase, most pupils have made good progress in using the language to write extended pieces across the curriculum. They vary the beginnings of their sentences by using suitable adjectives and a wide range of appropriate vocabulary to match the topic, for example in their stories about the 'magic key' and the 'magical tunnel'.

By the end of key stage 2, the majority of pupils show sound progress in their language skills and write at length in various genres, for example a 'fact file' and detailed descriptions about the Second World War. Nearly all pupils show respect for their work and record tasks neatly with well-developed handwriting.

Many pupils' numeracy skills develop successfully across the Foundation Phase. By the end of the phase, most pupils show a firm grasp of number facts and use the information appropriately to solve practical problems. Many are able to use standard units to measure and use their data-handling skills purposefully. Many pupils use money appropriately and are beginning to understand work about time. Numeracy is applied appropriately by pupils in their work across the curriculum, for example when creating a timeline on castles and calculating how popular the castle is by creating a questionnaire and transferring the information to create a purposeful pictogram graph.

Most pupils in key stage 2 use mathematical language correctly in a range of contexts. Their mathematical skills are developing well. Many pupils have a good understanding of number and place value and the majority perform mental calculations quickly and confidently. Many pupils use suitable methods to undertake their measuring and shape tasks. They interpret different graphs and ask appropriate questions about the data. By the end of the key stage, pupils have a good understanding of 2-figure co-ordinates in their theme work on Egypt. However, there are few opportunities for pupils to apply their numeracy skills in other areas of learning across the curriculum.

There is a range of comprehensive support programmes to develop the literacy and numeracy skills of target groups of pupils. As a result, pupils who have additional learning needs make good progress against their personal targets. However, more able pupils do not achieve as well at the higher levels in both key stages.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has been mostly lower than the average in comparison with that in similar schools over the last four years. At the higher outcome than expected, performance has varied, moving the school between the bottom 25% and the higher 50% of similar schools.

At the end of key stage 2, pupils' performance at the expected level (level 4) over the last two years in English, Welsh, mathematics and science has improved and is higher than the average in comparison with levels in similar schools. At the higher level than expected, pupils' performance at the expected level in Welsh has placed the school in the upper 50%. Pupils' performance in English has varied, moving the school between the lower 50% and the upper 50%. Performance in mathematics and science has moved the school between the lower 50% and the top 25%.

Over a period of three years, girls have performed better than boys at the end of the Foundation Phase at the expected outcomes and higher in every area of learning except 2015 at the expected outcomes, in which boys performed better than girls. The gap has closed between the performance of boys and girls at the end of key stage 2 at the expected levels and higher in the core subjects.

As the number of pupils who are eligible for free school meals is low, it is difficult to compare their progress with that of the remainder of the pupils in a reliable way.

Wellbeing: Good

Nearly all pupils feel safe at school, know to whom to turn for help and advice and are treated with respect. A 'buddy' system and a worry box are a beneficial support for pupils when needed. Most pupils have a good understanding of eating healthily and the importance of keeping fit, and they are aware of the importance of drinking water.

Most pupils take an enthusiastic part in sports during lessons and take advantage of the range of extra-curricular activities such as rugby, football and dancing clubs.

Standards of behaviour and self-discipline are excellent and nearly all pupils are polite and courteous. Most pupils' levels of interest, enthusiasm and commitment are good across the school. They are beginning to show a good understanding of what they need to do to improve their work.

Members of the school council are very active and meet on a weekly basis. They show obvious pride in their contribution to a number of aspects of school life, such as organising activities to raise money for Great Ormond Street Hospital and 'Sport Relief'.

The majority of pupils contribute considerably to the school's wider community. They take pride in the opportunity to serve and entertain residents of the village by singing, organising coffee mornings and also working with the emergency services.

Attendance levels are good and have been in the upper 50% over the last three years, in comparison with those in similar schools. Most pupils understand the importance of attending school regularly and they demonstrate a strong commitment to good attendance. Nearly all pupils arrive at school punctually.

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

Teachers plan learning experiences jointly and successfully in order to meet pupils' needs, and meet the statutory requirements of the Foundation Phase, the National Curriculum and religious education in full. Schemes of work are detailed and are very thorough.

The school has embedded the important elements of the Literacy and Numeracy Framework thoroughly in its planning. This provides rich opportunities to develop pupils' literacy in both key stages. As a result, most pupils develop literacy skills successfully over a range of different forms. However, not enough purposeful opportunities are provided for pupils to apply their numeracy skills across the curriculum, and especially at the higher levels.

Provision for developing information and communication technology skills is effective. The work of a group of pupils, namely the 'information technology officers', reinforces this, for example in developing the element of co-operation between the home and school. Teachers plan purposefully in order to provide beneficial opportunities for pupils to develop their thinking skills in all curricular areas.

The school provides a large number of extra-curricular activities that contribute to improving pupils' oracy skills in Welsh. There are definite strategies to improve pupils' reading skills, and provision for improving pupils' writing skills is an obvious strength at the school.

Provision for Welsh and the Welsh dimension is effective and embedded in all aspects of the school's work. There are very extensive opportunities for pupils to contribute in extra-curricular activities, such as the Urdd, significant choral competitions and also sports festivals. Visits away from the site and co-operation with professional bodies, such as S4C and local businesses, enrich this element effectively. This is a strength at the school.

Teachers provide beneficial experiences that promote pupils' awareness of sustainability issues, for example an energy saving, batteries and clothes recycling campaign and arranging a cycling to school campaign. There are interesting opportunities to learn about global citizenship, successfully fostering an understanding of the needs of less fortunate people. A good example of this is the beneficial link with a school in Uganda. Many pupils have enjoyed learning about the country's musical traditions and comparing instruments.

Teaching: Good

The quality of teaching is robustly good across the school and has a positive effect on pupils' standards. Teachers have a thorough knowledge of the areas of learning and subjects that they teach. Teachers plan lessons carefully and in detail. As a result, they stimulate most pupils' interest and enthusiasm successfully.

Teachers succeed in creating an effective working atmosphere in which most pupils feel safe and are keen to learn. An ethos of respect for each other and team work helps to create a purposeful and enthusiastic learning environment in classrooms.

All staff model language well and use probing questioning methods regularly. This has a positive effect on pupils, and strengthens the quality of their oral language successfully. The particularly good co-operation between teachers and assistants provides beneficial support to individuals and specific groups. All staff take advantage of every opportunity to enrich pupils' language.

The school has comprehensive assessment processes. Teachers ensure that pupils are aware of the aim of nearly all lessons. They set practical success criteria, and in many lessons they discuss pupils' success against them. All teachers use a number of effective strategies to assess pupils' understanding of the content of learning sessions. They encourage pupils to measure their own success and also provide regular opportunities for pupils to assess their peers' work.

Teachers mark written work regularly and all teachers provide constructive comments on most of the pupils' work. They provide regular opportunities for pupils to improve their own work after receiving comments from teachers. There is a clear and thorough progress-tracking system in place and the school makes good use of standardised tests and teachers' assessments to measure pupils' progress and target effective support as needed.

Reports to parents provide useful information about pupils' standards and progress in addition to targets for improvement.

Care, support and guidance: Good

A collaborative and familial atmosphere is a strength across the school. The school has robust arrangements for promoting eating and drinking healthily. They provide a successful breakfast club and reinforce the importance of healthy lunch boxes.

Assemblies are used to provide important lessons for pupils about respecting each other and respecting differences. There is strong provision for developing pupils'

moral and spiritual development. Pupils' participation in assemblies, by singing songs and hymns, in addition to an arrangement of the Lord's Prayer, adds a special atmosphere to the collective worship.

Learning experiences and the variety of extra-curricular activities provide valuable opportunities for pupils to foster good social skills.

Provision for pupils who have additional learning needs is effective and enables them to make good progress. Teachers identify any additional learning needs at an early stage, arrange useful intervention and make good use of data when monitoring pupils' progress regularly.

The variety of intervention programmes that are in place, such as programmes to develop pupils' reading and literacy skills, are very beneficial and have a positive effect on pupils' outcomes. Teachers and assistants ensure that individual education plans meet statutory requirements and include the voice of pupils and parents appropriately.

The school makes appropriate use of the local authority's specialist services and others, ensuring good quality support and guidance for pupils and parents as needed.

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

Learning environment: Good

The school has a welcoming, inclusive and familial ethos. Pupils have equal rights to all areas of learning and provision, in addition to a beneficial range of interesting activities and visits. They co-operate well and are caring towards each other. The school has an extensive supply of good quality resources, including relevant ICT equipment, that develop digital skills and a wide selection of English and Welsh books.

Despite limited space in the building, good use is made of every corner. There are purposeful areas and attractive displays that celebrate pupils' activities and achievements, as well as a valuable multi-sensory room. The outdoor area is limited but the best use is made of it, and purposeful areas for the Foundation Phase are used effectively. The school's building and grounds are maintained to a high standard.

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

The headteacher has a clear vision that is based on ensuring pupils' high standards, wellbeing and Welshness. He provides clear leadership and co-operates successfully with pupils, staff, governors and parents to realise that vision.

Members of the senior management team support the headteacher effectively. They show a strong commitment to developing and promoting improvements by implementing a number of valuable strategies. Their role in the process of monitoring and ensuring quality is developing well.

Staff meetings are held regularly, in which they focus clearly on the school's priorities for improvement and co-operate as a team.

Governors' support is appropriate and they fulfil their duties conscientiously. They analyse a range of performance data intelligently and have a sound understanding of the content of the school's current development plan and of their priorities for improving the school. Although they have begun to use this information to hold the school to account more effectively, their role in the process of self-evaluation and monitoring quality has not yet been developed fully.

The school focuses appropriately on meeting local and national priorities, such as implementing the Literacy and Numeracy Framework. In addition, effective strategies are in place to improve all pupils' attendance, wellbeing and achievement.

Improving quality: Good

The school's self-evaluation procedures are comprehensive and have been established successfully in school life. Data analysis is an integral part of this process. In addition, the school collects a wide range of valuable evidence including through classroom observations, scrutinising pupils' work and listening to the views of pupils and parents. These procedures have helped the school to form a useful self-evaluation report that identifies clearly its strengths and areas that need to be developed.

There is a close link between the outcomes of the self-evaluation procedure and the priorities in the school development plan. The plan focuses firmly on raising standards and expanding provision. It refers clearly to detailed strategies for addressing what needs to be developed in order to raise standards further. It includes measurable success indicators, staff responsibilities and costs along with a timetable for evaluating targets.

Actions are already having a positive effect, for example in improving pupils' writing skills.

Partnership working: Good

The school works successfully within a useful range of partnerships, which have a positive effect on pupils' standards and wellbeing and extend their learning experiences well.

The school has a constructive relationship with parents. They support the school's activities within the local community regularly. They raise money to buy useful information technology resources for the school and for local and national charities.

There is a robust partnership with the nursery groups. This ensures that pupils settle in quickly on entry to the Foundation Phase. There are very beneficial transition arrangements with the secondary school, which ensure progression and continuity in pupils' learning experiences as they move to the next stage in their education.

Staff co-operate successfully with schools in the cluster to develop and implement practices jointly, for example to improve attendance levels. They also co-operate successfully with these schools to standardise and moderate pupils' work jointly.

The school has a close partnership with a number of community organisations. This enriches learning experiences effectively. For example, the partnership with the Urdd provides good opportunities to extend their awareness of Welsh culture in addition to competing in sports. All this contributes well to fostering pupils' social and linguistic skills and wellbeing.

Resource management: Good

The school has an appropriate number of teachers and support staff who have suitable qualifications to teach the curriculum. Good use is made of their expertise. A skilful and enthusiastic team of teaching assistants provide particularly good support for pupils. They provide valuable support for teachers and have a positive influence on raising pupils' standard of work and attainment.

The school responds fully to statutory requirements for reducing teachers' workload and they use their non-contact time appropriately for planning, preparation and assessment. The school's performance management arrangements lead effectively to staff development in appropriate areas, based on the school's priorities for improvement.

The school works successfully with other schools in the area. This is beginning to have a positive effect on pupils' standards and attainment, for example on pupils' standards of writing.

Governors and the headteacher manage expenditure carefully. They ensure that the budget is linked well to the school's objectives, targets and priorities. Beneficial use is made of the Pupil Deprivation Grant to promote the wellbeing and literacy and numeracy skills of pupils who are eligible for free school meals. This has a positive effect on pupils' standards of attainment.

Considering pupils' outcomes, the school ensures good value for money.

Appendix 1: Commentary on performance data

6742284 - YSGOL GYMRAEG LLWYNCELYN

Number of pupils on roll	306
Pupils eligible for free school meals (FSM) - 3 year average	10.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	40	38	37	49
Achieving the Foundation Phase indicator (FPI) (%)	72.5	78.9	89.2	91.8
Benchmark quartile	4	4	3	2
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	40	38	37	49
Achieving outcome 5+ (%)	77.5	86.8	91.9	91.8
Benchmark quartile	4	3	3	3
Achieving outcome 6+ (%)	15.0	28.9	27.0	32.7
Benchmark quartile	3	2	3	3
Mathematical development (MDT)				
Number of pupils in cohort	40	38	37	49
Achieving outcome 5+ (%)	80.0	89.5	91.9	91.8
Benchmark quartile	4	3	3	3
Achieving outcome 6+ (%)	7.5	23.7	18.9	30.6
Benchmark quartile	4	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	40	38	37	49
Achieving outcome 5+ (%)	82.5	94.7	97.3	98.0
Benchmark quartile	4	3	3	3
Achieving outcome 6+ (%)	42.5	34.2	45.9	55.1
Benchmark quartile	2	4	3	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.

6742284 - YSGOL GYMRAEG LLWYNCELYN

Number of pupils on roll	306
Pupils eligible for free school meals (FSM) - 3 year average	10.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	22	38	37	35
Achieving the core subject indicator (CSI) (%)	81.8	86.8	94.6	100.0
Benchmark quartile	3	3	2	1
English				
Number of pupils in cohort	22	38	37	35
Achieving level 4+ (%)	86.4	86.8	94.6	100.0
Benchmark quartile	3	4	2	1
Achieving level 5+ (%)	31.8	36.8	45.9	34.3
Benchmark quartile	3	3	2	4
Welsh first language				
Number of pupils in cohort	22	38	37	35
Achieving level 4+ (%)	86.4	89.5	94.6	100.0
Benchmark quartile	3	2	2	1
Achieving level 5+ (%)	22.7	34.2	40.5	37.1
Benchmark quartile	3	2	2	2
Mathematics				
Number of pupils in cohort	22	38	37	35
Achieving level 4+ (%)	86.4	92.1	97.3	100.0
Benchmark quartile	3	3	2	1
Achieving level 5+ (%)	31.8	42.1	51.4	51.4
Benchmark quartile	3	2	1	2
Science				
Number of pupils in cohort	22	38	37	35
Achieving level 4+ (%)	86.4	92.1	94.6	100.0
Benchmark quartile	4	3	3	1
Achieving level 5+ (%)	31.8	28.9	37.8	37.1
Benchmark quartile	3	3	3	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.

* 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.

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 to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	140	140 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	135	132 98%	3 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	140	136 97%	4 3%	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	140	137 98%	3 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.	140	137 98%	3 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	133	133 100%	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.	139	139 100%	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.	140	135 96%	5 4%	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.	139	128 92%	11 8%	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.	139	131 94%	8 6%	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.	132	115 87%	17 13%	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	135	121 90%	14 10%	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 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.	51	33 65%	16 31%	2 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	51	39 76%	11 22%	1 2%	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.	51	42 82%	7 14%	2 4%	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.	51	32 63%	15 29%	3 6%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	49	27 55%	20 41%	2 4%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	50	34 68%	14 28%	1 2%	1 2%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	51	36 71%	14 27%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	50	31 62%	14 28%	3 6%	2 4%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	50	30 60%	17 34%	3 6%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	47	28 60%	17 36%	2 4%	0 0%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	51	33 65%	17 33%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	42	28 67%	10 24%	3 7%	1 2%	9	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.	50	26 52%	17 34%	5 10%	2 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	49	31 63%	15 31%	1 2%	2 4%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	48	19 40%	25 52%	2 4%	2 4%	2	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.	48	29 60%	18 38%	1 2%	0 0%	3	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.	40	21 52%	14 35%	4 10%	1 2%	10	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.	50	22 44%	27 54%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	48	32 67%	14 29%	2 4%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Meinir Howells	Reporting Inspector
Rosemarie Wallace	Team Inspector
Michaela Leyshon	Lay Inspector
Peter Leggett	Peer Inspector
Darren Booth-Taylor	Peer Inspector
Mark 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.