



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 Tonyrefail
School Street
Tonyrefail
Porth
Rhondda Cynon Taf
CF39 8LE**

Date of inspection: November 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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Context

Ysgol Gymraeg Tonyrefail is situated in the village of Tonyrefail in Rhondda Cynon Taf. It serves the village and the nearby community.

There are currently 209 pupils between 3 and 11 years old on roll. The school has eight classes, including one mixed-age class. Approximately 13% of pupils are eligible for free school meals, which is below the national average. Approximately 42% of pupils are on the additional learning needs register, which is higher than the national figure. Very few pupils have a statement of special educational needs.

Approximately 18% of pupils come from homes in which Welsh is the main language. Welsh is the medium of teaching and learning across the school, and English is introduced to pupils in key stage 2. There are currently no pupils from ethnic minority backgrounds at the school.

The school was last inspected in March 2012. The headteacher was appointed to the post in September 2011.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Tonyrefail in 2016-2017 is £2,924. The maximum per pupil in primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Ysgol Gynradd Gymraeg Tonyrefail is in 82nd place of the 104 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:

- Most pupils make strong progress in their learning
- Most pupils' oral skills are developing well
- Most pupils' reading and writing skills in both languages are developing well
- Most children are well-behaved and show pride and interest in their work
- The school creates a successful Welsh ethos
- The school has good arrangements for assessing, recording and tracking pupils' progress

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher offers a clear strategic direction for the school, which is based on developing pupils to their full potential
- The headteacher has succeeded in creating a strong ethos of teamwork at the school
- Governors have a sound understanding of the school's strengths and of the areas that need to be developed further
- There is a culture of continuous self-evaluation at the school and robust arrangements to monitor standards of teaching and learning
- The school works well with a range of partners, which has a positive effect on pupils' standards and wellbeing

Recommendations

- R1 Develop pupils' extended writing skills in both languages
- R2 Ensure that learning tasks challenge all pupils consistently, especially the most able
- R3 Ensure consistency in marking so that pupils have a better understanding of what they need to do to improve their work
- R4 Raise pupils' attendance rates

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' basic skills on entry to the school are lower than expected. During their time at the school, most pupils make sound progress in their learning and achieve well over time.

Most pupils' oral skills across the school are developing well. The oral skills of pupils from non-Welsh speaking homes develop at an early stage. By the end of the Foundation Phase, most pupils converse confidently in Welsh, using appropriate vocabulary for their age and ability. By the end of key stage 2, most pupils speak confidently in both languages. They are able to express an opinion maturely on different topics and listen attentively to the contributions of others. In class discussions, many respond enthusiastically and discuss their ideas intelligently. Most pupils reach a good standard of bilingualism and move from one language to the other successfully when discussing their work.

Most pupils' reading skills in both languages are developing successfully. In the Foundation Phase, most pupils read with increasing expression. They show sound understanding of texts and are able to discuss the content of books intelligently. In key stage 2, most pupils read a suitable range of factual and fictional books in Welsh and English. They discuss books and their favourite authors effectively, and they have a thorough understanding of characters and events in stories. Older pupils are able to scan text to understand its meaning and gather information successfully.

In the Foundation Phase, most pupils make good progress with their early writing. By the end of the Foundation Phase, many write effectively to describe events and create stories by using correct punctuation. Most pupils in key stage 2 write independently and correctly in different forms in Welsh and English. Many pupils in key stage 2 write effectively for different purposes across the curriculum, for example in science and religious education. However, at times, worksheets hinder pupils' extended writing in both languages. Many pupils present their work neatly and use clear handwriting.

Most pupils' number skills are developing well in the Foundation Phase. By the end of the phase, many pupils use a range of number and measuring skills effectively, for example when measuring temperature and recording it in suitable degrees. Most use money confidently when paying for items in a shop and know how much change will be given from different values. They collect data and apply it effectively, for example when creating a graph of different types of buildings in Tonyrefail. Many pupils talk about their work by using familiar mathematical language.

Most pupils in key stage 2 show a sound understanding of numeracy terms. They have a good understanding of fractions, decimals and angles. By the end of the stage, most pupils have a sound understanding of number strategies. They use a range of strategies confidently to solve problems, for example by using a scale of

0-10 to describe probability and events. They can handle numbers that include negative numbers in the context of weather, and know the difference between two areas with a wide temperature range. They handle and analyse data confidently and transfer their numeracy skills well to other areas across the curriculum, for example in a geography lesson when producing appropriate graphs to show the monthly rainfall in Cardiff.

Many pupils develop their information and communication technology (ICT) skills well across the curriculum. They create suitable posters, tables and graphs. Most pupils in the Foundation Phase use ICT programs and tablets very confidently when developing their literacy and numeracy skills.

In key stage 2, most pupils use ICT successfully to present information in a range of interesting ways, for example when creating blogs and suitable presentation packages. They use the internet effectively and safely to search for information about different topics. Many pupils create spreadsheets confidently when studying different aspects of science.

In general, over the last four years, pupils' performance at the end of the Foundation Phase at the expected outcomes in literacy and mathematical development has been below the median in comparison with levels in similar schools. At the higher outcome, over the same period, performance has varied, moving the school between the upper 50% and the bottom 25% of similar schools.

At the end of key stage 2, pupils' performance at the expected level in Welsh, English, mathematics and science over the same period has varied, moving the school between the upper 50% and bottom 25% in comparison with similar schools. Performance at the higher level has generally placed the school in the lower 50% or bottom 25%.

Most pupils with additional learning needs, including those who receive support with literacy, make good progress. However, more able pupils do not always achieve as well as they could.

Nearly all pupils who are eligible for free school meals make purposeful progress in line with their ability.

Wellbeing: Adequate

Most pupils have positive attitudes towards living, eating and drinking healthily. They feel safe at school and are confident that they are able to approach anyone for support.

Most pupils are well-behaved and show pride and interest in their work. They respond confidently to the school's activities and recall previous learning well. Most pupils are enthusiastic learners who work together harmoniously.

Pupils play a prominent part on the school council, the eco council and as ambassadors and officers. Through these activities, most are given the opportunity to express an opinion and make robust decisions that affect school life; for example, they are an effective part of the process to revise the school's various policies.

Most pupils work well together to raise money for different charities and take part in social events in the local community; for example, they are very active in planting seeds as part of an eco project. This develops their social and life skills effectively. At the top of the school, pupils fulfil their responsibilities as 'buddies' successfully.

In general, pupils' attendance levels over the last three years have placed the school in the bottom 25% in comparison with similar schools. However, new strategies to improve attendance are beginning to have a positive effect on the latest attendance rate. Most pupils arrive at school punctually.

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

The school provides a range of valuable learning experiences that meet the requirements of the National Curriculum, the Foundation Phase and religious education appropriately.

Teachers have responded well to the requirements of the Literacy and Numeracy Framework in their long-term and weekly plans. There is a wide range of opportunities for pupils to use their literacy, numeracy and ICT skills across the curriculum regularly. However, at times, worksheets limit pupils' ability to extend their extended writing skills.

There is a successful Welsh ethos at the school, and the provisions offer a great deal of suitable opportunities to ensure that pupils develop a positive attitude towards the Welsh language. As a result, pupils communicate in the Welsh language with pride. Provision for the Welsh dimension is very effective and central to all of the school's work. Through visits to historical sites, studies of local events, such as the Aberfan disaster, and taking part in school Eisteddfodau and the Urdd Eisteddfod, pupils are given valuable opportunities to develop their awareness of their heritage.

Education for global citizenship is good. Pupils have a comprehensive knowledge of the world by supporting different charities and studying current events, such as the election of the new president in the United States. The eco council promotes pupils' understanding of sustainability effectively; for example, they have been part of a special project to analyse the effect of climate change on the environment.

Teaching: Good

Teachers have good subject knowledge. They use a range of constructive strategies and purposeful resources to promote learning. Very effective co-operation between staff and pupils creates a positive learning environment. In the classrooms, classroom assistants contribute very successfully to the quality of pupils' learning.

In most sessions, teachers plan carefully and ask probing questions to help pupils to develop their thinking skills and problem-solving skills. Classroom management and the pace of teaching sessions ensure that most pupils are very active in lessons. Teachers and assistants model language effectively, and this contributes towards strengthening pupils' spoken language.

In the few lessons in which teaching is not as good, activities do not always offer enough of a challenge to pupils, particularly the most able.

The school has good arrangements for assessing, recording and tracking pupils' progress. Teachers and leaders make good use of data to monitor pupils' progress and to arrange support, as necessary. Assessment for learning strategies are developing appropriately across the school. Teachers mark pupils' work regularly. However, written feedback does not always show pupils how to improve their work.

Annual reports for parents include clear information about their children's progress and meet statutory requirements.

Care, support and guidance: Good

Provision for pupils' spiritual, moral, social and cultural development is good. There are very successful links with the local church and chapels. The local minister is invited to the school regularly to conduct services on special occasions, such as Harvest and Christmas. This has a positive effect on pupils' wellbeing and attitudes.

The school works effectively with a number of specialist agencies and services, for example the nurse, educational psychologist, the police and social services officers. This support is valuable to pupils. The school's wellbeing officer promotes the importance of good attendance through letters to parents each term.

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

Provision for pupils with additional learning needs is effective. The school identifies pupils who need support at an early stage, and provides them with purposeful intervention. There are suitable individual education plans for pupils, but a few of them include too much emphasis on aspects of elementary grammar and spelling. The school communicates well with parents and they are included fully when setting targets and reviewing them regularly. Effective use is made of specialist services for pupils who need specific and more intensive support. Provision has a positive effect on pupils' confidence and achievements.

Learning environment: Good

There is a communal, welcoming and caring ethos throughout the school. All staff promote pupils' good behaviour very successfully. This is one of the school's strengths and is based on positive values. As a result, most pupils show tolerance, fairness and respect towards others. Pupils are treated equally in all of the school's activities. There is good representation of boys and girls in all aspects of school life.

Despite the nature of the old buildings, the site is suitable and well-maintained. Displays on the walls throughout the school celebrate pupils' achievements effectively. Staff make the best use of the buildings to enrich pupils' experiences. Foundation Phase pupils benefit from the purposeful outdoor learning area, which stimulates their learning appropriately. There is a suitable range of learning resources to support all areas of the curriculum.

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

Leadership: Good

The headteacher offers a clear strategic direction for the school, which is based on developing pupils to their full potential. She is supported effectively by the senior management team and the dedicated staff. The headteacher has high expectations and a purposeful vision which is shared successfully with the school community. The headteacher has succeeded in creating a strong ethos of teamwork at the school.

Leaders have clear roles and responsibilities, and they communicate very successfully with each other and challenge underperformance. Leaders and staff meet regularly to discuss and plan jointly, focussing clearly on pupils' outcomes and priorities for improvement. As a result, teachers are aware of what they need to do in order to ensure improvement.

The school responds appropriately to a number of national and local priorities; for example, provision and resources for the use of ICT have a positive effect on pupils' standards.

Governors have a sound understanding of the school's strengths and areas that need to be developed further. The governing body is committed to developing the school and undertakes its duties conscientiously. They strengthen their understanding of pupils' standards and wellbeing by conducting regular visits to classes. They analyse performance data regularly and identify how well the school performs in comparison with similar schools. As a result, governors challenge purposefully and hold the school to account for its performance.

Improving quality: Good

There is a culture of self-evaluation at the school, and robust arrangements for monitoring the quality of teaching and learning. The headteacher ensures that the monitoring process includes lesson observations, scrutinising pupils' books and evaluating plans. Monitoring reports are detailed and analytical, and identify strengths and areas for development clearly. Suitable arrangements are in place to consider the views of governors, staff and pupils.

The self-evaluation document is a detailed and analytical document. The school's staff discuss it thoroughly and review it effectively. Governors' contribution to the process of scrutinising books and visiting classes enables them to hold the school to account successfully. There is a clear link between the self-evaluation document and the school development plan. The plan focuses firmly on raising standards and developing provision. It gives good attention to the school's priorities and includes appropriate targets for improvement, along with a detailed review of progress in relation to the previous plan's targets. The plan is costed effectively and includes a clear timetable for action and specific staff responsibilities in order to meet the priorities.

The progress made against the recommendations of the last inspection is robust. However, the school has acknowledged in its development plan that there is more work to be done yet to challenge more able pupils.

Partnership working: Good

The school works well with a range of partners, which has a positive effect on pupils' standards and wellbeing. There is a valuable relationship with parents and they are very supportive of the school's life and work, for example when helping regularly with sports clubs. The school informs parents regularly about different procedures through social media sites and regular newsletters. The headteacher and teachers have created a suitable mathematics booklet for parents to show ways of introducing numeracy to their children.

Successful co-operation with the playgroup ensures that pupils settle well in the nursery class. A close relationship with the local secondary school ensures that there are effective transition arrangements to ensure a smooth transition to the next stage in pupils' education; for example, pupils are given good opportunities to attend different facilities at the secondary school, such as the design and technology, mathematics and science departments.

Teachers co-operate purposefully with schools in the cluster and the secondary school to moderate pupils' work in the core subjects to ensure the validity of assessments at the end of key stage 2.

The school works effectively with a range of external agencies to strengthen pupils' wellbeing; for example, good use is made of the local authority's services, health services and the police. There are beneficial links with a range of businesses and the local community to enrich pupils' understanding of the wider society and the world of work; for example, pupils work successfully with the 'GreenPower' company to build a vehicle for a particular competition.

Resource management: Good

Teachers make purposeful use of their planning, preparation and assessment time, and arrangements are managed effectively.

Rigorous performance management arrangements contribute to improvements in teaching and learning and offer valuable opportunities to promote staff's professional development.

The school is an effective learning community. There are successful networks with other schools that offer opportunities for teachers and classroom assistants to develop professionally. Links with nearby schools offer beneficial opportunities for teachers to exchange good practice; for example, they observe good practice on how parents can help their children to read at home. This has contributed significantly to improving pupils' reading skills.

The headteacher and governors manage the school's funds carefully, and expenditure links closely with the school's improvement plans. Leaders make

beneficial use of the Pupil Deprivation Grant to improve the skills and standards of specific groups of pupils. This has a positive effect on pupils' outcomes across the school.

Considering standards of pupils' progress and achievements, the school provides good value for money.

Appendix 1: Commentary on performance data

6742272 - Ysgol Gymraeg Tonyrefail

Number of pupils on roll	233
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	34	25	27	25
Achieving the Foundation Phase indicator (FPI) (%)	61.8	84.0	85.2	92.0
Benchmark quartile	4	3	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	34	25	27	25
Achieving outcome 5+ (%)	61.8	88.0	88.9	100.0
Benchmark quartile	4	3	3	1
Achieving outcome 6+ (%)	14.7	32.0	25.9	36.0
Benchmark quartile	4	2	4	2
Mathematical development (MDT)				
Number of pupils in cohort	34	25	27	25
Achieving outcome 5+ (%)	70.6	84.0	88.9	92.0
Benchmark quartile	4	4	4	3
Achieving outcome 6+ (%)	8.8	36.0	33.3	24.0
Benchmark quartile	4	2	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	34	25	27	25
Achieving outcome 5+ (%)	82.4	96.0	92.6	96.0
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	44.1	48.0	37.0	52.0
Benchmark quartile	2	3	4	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

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

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

6742272 - Ysgol Gymraeg Tonyrefail

Number of pupils on roll	233
Pupils eligible for free school meals (FSM) - 3 year average	13.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	20	28	35	40
Achieving the core subject indicator (CSI) (%)	80.0	96.4	82.9	90.0
Benchmark quartile	3	2	4	3
English				
Number of pupils in cohort	20	28	35	40
Achieving level 4+ (%)	90.0	96.4	82.9	92.5
Benchmark quartile	2	2	4	3
Achieving level 5+ (%)	15.0	42.9	37.1	32.5
Benchmark quartile	4	2	3	4
Welsh first language				
Number of pupils in cohort	20	28	35	40
Achieving level 4+ (%)	75.0	96.4	82.9	90.0
Benchmark quartile	4	2	4	3
Achieving level 5+ (%)	15.0	32.1	31.4	32.5
Benchmark quartile	4	3	3	3
Mathematics				
Number of pupils in cohort	20	28	35	40
Achieving level 4+ (%)	85.0	96.4	88.6	92.5
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	10.0	35.7	37.1	47.5
Benchmark quartile	4	3	3	2
Science				
Number of pupils in cohort	20	28	35	40
Achieving level 4+ (%)	85.0	96.4	91.4	92.5
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	5.0	32.1	37.1	37.5
Benchmark quartile	4	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.

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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

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	98	93 95%	5 5%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	87 89%	11 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	98	89 91%	9 9%	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	98	94 96%	4 4%	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.	98	89 91%	9 9%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	98	97 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	97	95 98%	2 2%	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.	98	88 90%	10 10%	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.	98	83 85%	15 15%	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.	98	91 93%	7 7%	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.	98	72 73%	26 27%	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	98	81 83%	17 17%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	26	11 42%	9 35%	1 4%	5 19%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	26	15 58%	5 19%	5 19%	1 4%	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.	26	14 54%	11 42%	1 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.	26	9 35%	14 54%	2 8%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	25	7 28%	17 68%	1 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	26	9 35%	15 58%	2 8%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	26	10 38%	15 58%	1 4%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	26	9 35%	14 54%	2 8%	1 4%	0	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	24	10 42%	5 21%	3 12%	6 25%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	25	10 40%	15 60%	0 0%	0 0%	1	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.	25	11 44%	9 36%	3 12%	2 8%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	10 42%	8 33%	3 12%	3 12%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	26	9 35%	14 54%	3 12%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	12 50%	5 21%	2 8%	5 21%	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.	22	8 36%	7 32%	2 9%	5 23%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	25	10 40%	13 52%	1 4%	1 4%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	23	8 35%	12 52%	3 13%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	26	10 38%	14 54%	2 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	24	10 42%	7 29%	2 8%	5 21%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Gareth Evans	Reporting Inspector
Glyn Griffiths	Team Inspector
Michaela Leyshon	Lay Inspector
Richard Evans	Peer Inspector
Nia Downes	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.