



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Pontllanfraith Primary School  
Penmaen Road  
Pontllanfraith  
Blackwood  
NP12 2DN**

**Date of inspection: March 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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

Pontllanfraith Primary School is in the village of Pontllanfraith near Blackwood in Caerphilly. Most pupils live within close proximity to the school. There are 255 pupils on roll, including 31 of nursery age. Pupils can join the nursery on a part-time basis at the beginning of the term following their third birthday. Pupils begin full-time in the September before their fifth birthday. Nearly all the pupils come from English-speaking homes. No pupils speak Welsh as a first language.

There are currently 11 full-time teachers and two part-time teachers at the school. About 20% of pupils are entitled to free school meals, which is just below the average for the local authority and Wales.

The school has identified about 30% of pupils as having additional learning needs, including about 7% of pupils who have statements of special educational needs. This is higher than the local authority average.

The school hosts two resource base classes, funded by the local authority, for pupils with autistic spectrum disorder. Pupils attend these classes from all over the local authority and they are on the school roll.

The headteacher was appointed in September 2012 and the school was last inspected in February 2008.

The individual school budget per pupil for Pontllanfraith Primary School in 2013-2014 is £3,933. The maximum per pupil in primary schools in Caerphilly is £5,118 and the minimum is £2,645. Pontllanfraith Primary School is third out of the 75 primary schools in Caerphilly in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is adequate because:

- the majority of pupils in the Foundation Phase and key stage 2 make good progress in relation to their starting points;
- pupils' attitudes to learning are good;
- the working relationships between staff and pupils are positive;
- the levels of care and support are high; and
- there is effective provision for pupils who have additional learning needs.

However:

- over time, pupils' standards of attainment do not compare well with those in similar schools;
- planning does not include enough tasks that have been adapted to meet the full range of pupils' ability;
- many pupils' understanding of how well they are doing and how to improve is not robust enough; and
- attendance is low when compared with the average for similar schools.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- leaders and managers have a clear vision for the future development of the school;
- the headteacher provides effective and purposeful leadership for the school;
- the school is a well-ordered and happy learning community;
- staff have implemented appropriate procedures to improve pupils' wellbeing and raise standards; and
- members of staff work well together.

However:

- recent initiatives have not had enough time to improve standards;
- governors do not hold the school to account enough and their roles as critical friends are limited; and
- the school has not fully addressed all the recommendations from the last inspection.

## Recommendations

- R1 Improve the quality of pupils' reading and writing skills across the school and mathematics at key stage 2
- R2 Improve pupils' attendance
- R3 Provide learning experiences that consistently meet the full range of ability in each class
- R4 Provide more opportunities for pupils to make decisions about how and what they learn
- R5 Develop the role of the governing body as a critical friend, so that governors can provide more challenge to the school

### **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?

Adequate

#### Standards: Adequate

Many pupils enter the school with basic skills below those normally expected for pupils of their age. From these starting points, the majority make good progress in their learning by the end of key stage 2. All pupils with additional learning needs and those in the resource based classes make good progress and achieve well in relation to their abilities.

Many pupils have a good recall of previous learning. They work co-operatively together and respond well to tasks set by their teacher. However, a significant minority, particularly the more able, do not progress as quickly as they could and do not always reach the standards of which they are capable.

In the Foundation Phase, the majority of pupils listen well and respond to questions readily. In key stage 2, most pupils listen carefully to adults and to each other and contribute sensibly in lessons.

The majority of pupils in the Foundation phase recognise familiar words in simple texts from an early age. They use their knowledge of letters and sounds to read words and to establish meaning when reading aloud. In Year 2, many read simple texts accurately and show good understanding. They express opinions about ideas in stories well. In key stage 2, the majority of pupils respond to a range of texts, show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They use their reading skills effectively to access information in other areas of learning. However, a significant minority of pupils across the school have reading ages below their chronological age, although there has been an improvement recently.

In the Foundation Phase, the majority of pupils make good progress in developing their writing skills. By the end of key stage 2, many pupils' writing is varied and interesting, but they do not produce enough pieces of extended writing of good quality. Boys' writing in particular often has weak spelling and punctuation.

Many pupils across the school make good progress in Welsh. They use Welsh regularly and successfully in different situations. Their reading and writing skills develop well. The majority of pupils' knowledge and understanding of the culture and heritage of Wales is appropriate.

Most pupils develop satisfactory skills in numeracy by the end of the Foundation Phase. They understand place value well and enjoy manipulating numbers. They handle data and measure accurately using units appropriate for their age. Year 2 pupils begin to apply an understanding of number to solving word problems at an appropriate level.

Many pupils in key stage 2 have a secure understanding of place value. However, more able pupils do not extend themselves to show their full potential. The use and application of mathematics for most pupils is only adequate. Pupils succeed when taking concepts learnt and applying them in a new cross-curricular context, as long as the teacher directs the task step-by-step. Very few pupils can decide for themselves the skill or knowledge that is required to complete the task.

In the Foundation Phase in 2013, performance at the expected outcome (outcome 5) in mathematical development places the school in the higher 50% when compared with similar schools and in the lower 50% in literacy. The performance of pupils who achieve the higher outcome (outcome 6) is lower than in other schools in the family in all areas. In comparison with similar schools, performance at the higher outcome places the school in the lower 50% in all learning areas. The school's performance at the expected outcome and the higher outcome has improved from the previous year.

In 2012 and 2013, performance in English, mathematics and science at the expected level (level 4) places the school in the bottom 25% compared with similar schools. At the higher-than-expected level (level 5), performance in English places it in the bottom 25% compared with similar schools and in the higher 50% for mathematics and science. Overall, over the past four years, the school's performance in English, mathematics and science at the higher-than-expected level has fluctuated, moving the school between the lower 50% and the higher 50% of similar schools.

### **Wellbeing: Adequate**

Nearly all pupils understand the importance of maintaining a healthy lifestyle and have a good understanding of the importance of eating a balanced diet. A healthy tuck shop operates at morning break time, where pupils choose sensibly from a selection of fruit. Nearly all pupils feel safe in school and are confident that the school deals well with any bullying. Most pupils are polite and respectful towards adults and each other. Most pupils behave very well in classes and around the school.

Most pupils have positive attitudes to learning and work well with others. Most are well motivated, enjoy school and show pride in their work. Many pupils participate regularly in a suitable range of extra-curricular activities and, as a result, develop good social skills. They co-operate well with staff and each other and enjoy taking on responsibilities and helping others. A good example is the work of the playground leaders in supporting the younger children.

In the Foundation Phase, pupils are confident in taking responsibility for what and how they learn and they make decisions that have a positive effect on their learning. This is less the case in key stage 2. Overall, pupils become increasingly confident in setting and monitoring their own targets, but they are not always clear enough about how to improve their learning.

The school council and eco committee have suggested a number of improvements to the school environment, including recent improvements to lunchtime play resources. Pupils are proud of their committee roles and take them seriously.

There is a consistent trend of relatively low attendance. Over the last five years, the overall attendance rates have placed the school in either the bottom 25% or lower 50% of similar schools.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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**Learning experiences: Adequate**

The school provides a suitable range of learning experiences that meet the requirements of the Foundation Phase, National Curriculum and religious education. Teachers plan the curriculum well around a range of interesting themes and topics. They ensure that pupils of the same age in different classes get the same experiences and do not study the same topic again as they move through the school. Teachers' planning in the long and medium term allows for sufficient adaptation of work to meet the different needs and abilities of pupils. However, tasks in individual lessons are not always adapted successfully to meet pupils' needs. As a result, work is sometimes too hard for the least able pupils or too easy for the most able.

Teachers plan in great detail for pupils in the resource based classes. They break tasks down carefully into appropriately small steps so that pupils can make good progress.

Teachers identify many worthwhile opportunities for pupils to use their literacy and numeracy skills to support and to extend their work across the curriculum. However, the planning to ensure that pupils develop their skills in information and communication technology (ICT) as they move through the school is limited. Pupils receive many opportunities to use their reading skills, but opportunities for extended writing are limited, often due to extensive use of worksheets in many classes.

The school provides a good range of extra-curricular activities that parents appreciate and pupils support well. The choir is particularly popular, resulting in some good opportunities for pupils to perform in the community.

There are consistently good opportunities for pupils to develop their oral, reading and writing skills in Welsh. All teachers encourage pupils to use Welsh throughout the day and pupils respond well to these opportunities.

The school promotes the importance of sustainability and global citizenship appropriately. For example, pupils regularly recycle waste materials.

**Teaching: Adequate**

Teachers prepare lessons thoroughly and have clear learning objectives. They manage pupils' behaviour well in classes and around the school. In about half the sessions observed where teaching is good or better, teachers have good subject knowledge and high expectations of all pupils. They provide interesting and challenging activities that motivate and engage them. They use skilful questioning to encourage pupils to think critically about topics and to form and justify their own ideas and opinions. Where teaching is less effective, lesson introductions are often too



long and learning tasks are not always appropriate to meet the needs of all pupils, particularly the more able.

All staff provide pupils with clear and frequent verbal feedback, which helps them to understand how to improve their work. Teachers mark pupils' work regularly and carefully, but written comments do not always record clearly what pupils need to do to improve. Opportunities provided for pupils to assess their own work and that of others are developing well, but the practice is not consistent in all classes across the school.

The school tracks pupils' progress thoroughly in order to identify trends in the performance of individual pupils. Staff use the information effectively to identify the extra help that pupils with additional learning needs require. However, teachers do not use the information effectively to support planning to meet the needs of all learners.

The school's annual reports to parents are of a good quality and keep parents well informed about their child's progress. They include appropriate opportunities for parents and pupils to comment. They fully meet statutory requirements.

### **Care, support and guidance: Good**

The provision for promoting pupils' general wellbeing is effective. The school has appropriate arrangements to promote healthy eating and drinking. It regularly encourages pupils to eat healthily and to take part in physical activities. There are regular opportunities for pupils to learn how to keep safe. There are effective arrangements to deal with any bullying or oppressive behaviour.

The school provides worthwhile opportunities for pupils to work collaboratively and as a result they socialise well in mixed groups. Whole-school assemblies and circle time provide suitable opportunities for pupils to reflect upon moral and spiritual issues.

The school has implemented a range of effective strategies to promote regular attendance. They are beginning to have an impact on improving levels of attendance in the current academic year.

The school has a clear, well-managed system for identifying and meeting the needs of pupils with additional learning needs and pupils in the resource based classes. Teachers and support staff use a wide range of appropriate intervention programmes to help pupils. They use pupils' individual educational plans effectively to set clear targets, which they review regularly.

The school works effectively with a number of outside agencies, including educational psychologists and behaviour support teams, to provide good quality support and guidance for pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

## **Learning environment: Good**

All pupils receive equal access to the curriculum and staff encourage pupils to participate fully in the life and work of the school. There is a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance. Pupils from the resource based classes integrate successfully into mainstream lessons for activities such as mathematics and celebratory events. This arrangement has a very positive impact on the wellbeing of these pupils.

The school has a very good range of resources of good quality in all areas to support pupils' learning effectively, including recently-improved ICT resources. They are well organised and accessible to pupils and members of staff. The accommodation is of good quality and has benefited from a substantial renovation programme since the last inspection. Disabled access is limited due to the sloping nature of the site and with classrooms being on two floors.

Recent improvements in the outside learning environment; the woodland and gardening areas have enabled pupils to grow vegetables and to explore the wildlife within the school grounds. They are a valuable and interesting resource, providing good opportunities for pupils to develop their social and learning skills effectively. There are attractive displays of very good quality throughout the school, which celebrate pupils' work and achievements well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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## **Leadership: Adequate**

The headteacher has a clear vision for the school and an appropriate focus on the need to raise standards. She is effective in communicating this focus on standards to staff, governors, parents and pupils. The recent improvement in reading is a direct consequence.

The recently-formed senior management team have clearly-defined responsibilities and work well as a team. They direct the work of the school well and have brought about improvement quickly in various aspects of the school, for example in the marked improvement in the learning environment. Leadership responsibilities are shared out among staff appropriately, but this is a very recent development and the impact on standards is not yet evident.

Senior leaders manage the performance of staff well through careful monitoring, and they provide appropriate help and support to improve important aspects of teaching, in particular the teaching of numeracy throughout the school.

The school responds well to national priorities, producing detailed plans to make the best use of government grants. These relate well to the priorities in the school development plan. The plans are clear and well-focused on improving pupils' performance and wellbeing.

The governing body supports the school's work enthusiastically. The headteacher provides governors with detailed, relevant information about standards reached by

pupils and the progress they make. However, many governors are new to the role and not yet experienced enough to be fully effective as critical friends. The governing body currently relies too heavily on a few experienced, capable members to hold the school to account. The governing body meets all of its statutory duties.

### **Improving quality: Adequate**

The school's self-evaluation report is comprehensive and presents an accurate picture of the school's strengths and areas for development. The report makes good use of first-hand evidence, such as talking to pupils and scrutinising books. The school is starting to make good use of data and the findings from the monitoring of teaching. However, this work is only just complete and too late to feed into the current school development plan.

All members of staff contribute well to the process of self-evaluation and, as a result, teachers and governors have a good knowledge of the school's strengths and areas for development. However, the self-evaluation process does not give enough consideration to the viewpoints of pupils and parents.

The current development plan has an appropriate focus on the need to improve standards. It includes appropriate success criteria, and indicates the person responsible for each action, the costs associated with the work and a realistic timescale for its completion. Staff and governors are fully aware of the plan. The plan is working well and has already raised standards in Welsh.

The school has responded appropriately to most of the recommendations in the last inspection. However, standards in mathematics in key stage 2 have not improved and there are still too few opportunities for pupils to develop their independent learning skills in key stage 2.

### **Partnership working: Adequate**

The school has good links with parents through regular newsletters and meetings to improve their understanding of what their children do. The 'families together' programme has proved very helpful in advising parents with children who have additional learning needs and a family numeracy session has also increased the confidence of parents to help their children. The support from the consortium of local authorities has been a significant help to teachers and learning support assistants in developing a new approach for teaching numeracy. The headteacher has received specialist training from another headteacher, which has helped to improve support for members of staff who teach pupils with severe learning difficulties.

There are good links with other local primary schools in moderating and standardising pupils' work at the end of key stage 2. Liaison with the local high school is appropriate and helps pupils to make a successful transition to the next stage in their education. The high school provides good opportunities for more able pupils to experience challenging learning experiences.

Overall, there are few partnerships with the local community, but those that exist work well. For example, a strong link with the local British Legion results in pupils

taking part in the local memorial service. Members of the British Legion come into school and give the pupils a good understanding of the significance of the organisation.

**Resource management: Adequate**

The school has enough experienced teaching staff to teach all aspects of the school curriculum. It makes effective use of learning support assistants and they have a positive impact on the standards and wellbeing of pupils. All members of staff in the resource base classes have clear roles and responsibilities and function very effectively as a team. Teachers make appropriate use of their time for planning, preparation and assessment.

The school has an appropriate system for performance management, which leads to regular opportunities for teachers to benefit from professional development, for example training to help subject leaders to improve their monitoring and evaluation skills. However, the school does not do enough to develop a professional learning community beyond the school.

The finance sub-committee of the governing body receives relevant and sufficient information in order to gain an informed view of how well the school uses its budget during the school year. However, the lack of regular minutes of meetings limits the ability of the whole governing body to monitor and to challenge decisions if necessary. Spending decisions closely match the priorities in the school development plan.

In view of the standards that pupils achieve, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

There is a need to view teacher assessments at the end of Year 2 in the Foundation Phase and Year 6 in key stage 2 with care as they include pupils from the resource based classes.

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcome (outcome 5) in literacy and mathematical development and personal and social development was below the family of similar schools average. The school's performance at the higher outcome (outcome 6) was lower than in other schools in the same family in all areas. In comparison with similar schools, performance at the expected outcome placed the school in the higher 50% for mathematical development and in the lower 50% for personal and social development and literacy. The percentage of pupils who achieved the higher outcome (outcome 6) placed the school in the lower 50% of similar schools in the family in all areas. The school's performance at the expected outcome (outcome 5) and the higher outcome (outcome 6) has improved in all areas, apart from personal and social development.

In 2013, the percentage of pupils at the end of key stage 2 who achieved the expected level 4 in English, mathematics and science was below the average for the family of schools. In comparison with similar schools, performance at the expected level placed the school in the bottom 25% of similar schools for all subjects. Generally, the school's performance for the previous three years has fluctuated from being higher than the family average in 2010 and 2011 to lower than the family average in 2012.

In 2013, the percentage of pupils who achieved the higher level 5 in English, mathematics and science was below the average for the family of schools. Performance in English placed the school in the bottom 25% of similar schools, but performance in mathematics and science placed it in the higher 50%. Overall, over the past four years, the school's performance in English, mathematics and science has fluctuated, moving it between the lower 50% and the higher 50% of similar schools.

In 2013, in the Foundation Phase, the performance of girls and boys at the expected outcome (outcome 5) has been generally in line. However, at the higher outcome (outcome 6), girls' performance was significantly better than boys' in all areas. No boys achieved the higher level in personal and social development. At the end of key stage 2, the performance of boys and girls at the expected level (level 4) has been generally in line in science, but boys tend to do less well in English and mathematics. At the higher level, girls do better than boys in all subjects and significantly better in English.

Over the past two years, pupils entitled to free school meals have not performed as well as other pupils in the Foundation Phase and in key stage 2.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

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.	115	105 91%	10 9%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	113	93 82%	20 18%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	114	108 95%	6 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	112	101 90%	11 10%	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.	114	95 83%	19 17%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	114	112 98%	2 2%	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.	116	113 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	115	108 94%	7 6%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	114	96 84%	18 16%	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.	115	95 83%	20 17%	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.	108	42 39%	66 61%	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	115	53 46%	62 54%	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.	17	8 47%	8 47%	1 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	17	11 65%	5 29%	1 6%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	17	13 76%	4 24%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	17	11 65%	5 29%	1 6%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	16	4 25%	10 62%	1 6%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	17	9 53%	7 41%	1 6%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	17	9 53%	7 41%	1 6%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	16	8 50%	7 44%	0 0%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	17	11 65%	3 18%	2 12%	1 6%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	17	9 53%	4 24%	1 6%	1 6%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	17	12 71%	4 24%	1 6%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	13	8 62%	2 15%	2 15%	1 8%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	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.	17	8 47%	7 41%	2 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.	16	9 56%	6 38%	1 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	16	10 62%	5 31%	1 6%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	15	7 47%	7 47%	1 7%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	16	5 31%	6 38%	1 6%	1 6%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	17	6 35%	7 41%	1 6%	2 12%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	17	8 47%	8 47%	1 6%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Geoff Cresswell	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Adrian Paul Byrne	Peer Inspector
Mrs Taylor (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.