



*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**

**Ynyshir Primary School  
Llanwonno Road  
Ynyshir  
Porth  
RCT  
CF39 0HU**

**Date of inspection: March 2015**

**by**

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

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

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

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

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

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

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

<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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**Publication date: 08/05/2015**

## Context

Ynyshir Primary School is near Porth, in the Rhondda Cynon Taf local authority. The school caters for pupils between the ages of three and eleven. There are 242 pupils on roll, including 36 who attend the full-time nursery. There are seven classes, four of which contain pupils from more than one year group. There is one full-time nursery class.

Nearly all pupils come from the local area, which has a mixture of private and social housing. Approximately 20% of pupils are eligible for free school meals, which is just below the national average of 21%. The school identifies around 38% as having additional learning needs, which is well above the national average.

Nearly all pupils are of white British ethnicity and have English as their first language. No pupil speaks Welsh at home. A very few pupils have English as a second language. The school's last inspection was in May 2009. The school relocated to a modern building in 2010. The headteacher took up her post in January 2011.

The individual school budget per pupil for Ynyshir Primary School in 2014-2015 means that the budget is £3,282 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Ynyshir Primary School is 60th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

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

### Current performance

The school is good because:

- Most pupils make good progress
- Most pupils behave well, and they are polite and respectful
- Provision for supporting pupils with additional learning needs is very good
- The curriculum engages the interest of nearly all pupils successfully
- Teaching is consistently good
- The school provides an environment that is conducive to learning

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and leads a strong team of staff effectively
- The governing body fulfils its role as a critical friend diligently
- Self-evaluation procedures are rigorous and give an accurate picture of the school's strengths and areas for development
- The school improvement plan is a useful development tool
- Progress towards the recommendations from the previous inspection is good
- The school makes good use of a wide range of partners to support pupils' learning

## **Recommendations**

- R1 Raise standards of attainment in literacy and numeracy in the Foundation Phase
- R2 Improve the performance of boys and those who are eligible for free school meals
- R3 Provide greater opportunities for pupils in the Foundation Phase to develop numeracy skills across the curriculum
- R4 Develop a more consistent approach to involving pupils in assessing and planning their own learning
- R5 Address the poor behaviour of a very few pupils and implement the school's policy and procedures consistently to deal with bullying

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Although pupils enter the school with the full range of abilities, most have skill levels that are below those expected of pupils of that age. During their time at the school, most make good progress.

In all classes, pupils listen carefully to their teachers and to each other. Although a majority enter school with restricted vocabulary, they make good progress in speaking and many in the Foundation Phase use adventurous vocabulary, for example when describing a giant. As pupils move from one class to the next, they develop oracy skills well. In key stage 2, they share their ideas with partners, explaining their ideas clearly. Most adapt their tone according to with whom they are speaking.

In the Foundation Phase, many pupils' reading skills develop well. They know the sounds associated with letters and apply this knowledge to enable them to read regular words with good expression. They use pictures and other clues to help them to understand what they are reading.

Many pupils in key stage 2 read widely. They use their knowledge of phonics and word structures to read more complex words accurately, and use the context of the text to aid their understanding. Many pupils take good note of punctuation, enabling them to read clearly and expressively. Most pupils in key stage 2 locate information in factual books quickly, using their knowledge of alphabetical order to scan an index.

The majority of pupils in the Foundation Phase begin to develop a legible handwriting style. They form letters correctly and become more consistent in spacing letters and words. They write for a range of purposes, such as when they recount a visit to the local heritage park. Many younger pupils use a narrow range of literacy skills in other areas of learning.

Most pupils in key stage 2 write neatly. Many make good progress in writing in a wide range of styles for different purposes, suited to different audiences. They plan and redraft their work to ensure that it is well organised. They use punctuation correctly and use a dictionary and a thesaurus appropriately to choose the most effective adjectives when describing objects and events. Most apply literacy skills well in the wider curriculum. In key stage 2, younger pupils use persuasive writing techniques effectively when writing as a Celt to a Roman legionnaire. Older pupils write strong petitions to Henry the Eighth, pleading for the life of Ann Boleyn.

Most pupils' progress in mathematical development in the Foundation Phase is appropriate for their age and ability. They learn basic concepts such as counting on and back in ones, twos and tens. They perform simple calculations, adding and subtracting two-digit numbers and multiplying two-digit numbers by a single digit. They measure length, weight and capacity using standard units, read scales and solve problems involving small sums of money. However, pupils rarely apply numeracy skills in other areas of learning.

In key stage 2, many pupils make good mathematical progress. They read and write large numbers and make accurate calculations involving three-digit numbers. Many use their knowledge of multiples and factors to solve complex word problems. A majority of older pupils apply numeracy skills competently in other subjects. For example, they calculate the average daylight hours for each month and present the results on neatly drawn graphs.

Pupils in the Foundation Phase enjoy learning Welsh. Many use Welsh greetings and phrases naturally. They acquire a good knowledge of the Welsh words for colours, foods and parts of the body and spell most words correctly in their writing about the weather. In key stage 2, many write well in Welsh. They compose grammatically correct sentences with accurate spelling and a good selection of vocabulary. Many read Welsh texts with good pronunciation and expression. Although they have a sound knowledge of a range of sentence patterns in the present and past tenses, and a broad range of vocabulary, many pupils lack the confidence to converse in Welsh outside Welsh lessons.

Most pupils with additional learning needs make good or very good progress in relation to their starting points and abilities.

In the last two years, pupils' attainment in the Foundation Phase at the expected outcome 5 in literacy and numeracy development has placed the school in the bottom 25% when compared with similar schools. Comparison with similar schools shows that, at the higher-than-expected outcome 6, pupils' performance in literacy skills and mathematical development has fluctuated, moving the school from the top 25% in 2012 to the bottom 25% in 2014.

In key stage 2, pupils' attainment at the expected level 4 in English, mathematics and science shows a clear trend of improvement. In 2011, attainment in English, mathematics and science placed the school in the bottom 25% when compared with similar schools. While the school remains in the lower 50% of similar schools for attainment in science, attainment in English and mathematics has improved, placing the school in the upper 50%. Attainment at the higher-than-expected level 5 has declined since 2011. For the past three years, comparison with similar schools has placed the school in the lower 50% or bottom 25% in English, mathematics and science.

Throughout the school, pupils who are eligible for free school meals do not attain as well as other pupils in any area of learning or subject at the expected or higher-than-expected levels. However, overall, the gap in performance between pupils eligible for free school meals and those not eligible has narrowed. Boys generally attain less well than girls, except in mathematics at the higher levels.

### **Wellbeing: Adequate**

Nearly all pupils know the importance of eating healthily and taking regular exercise. Many enjoy participating in extra-curricular sports clubs after school. Most pupils enjoy their lessons, are motivated to learn and listen attentively. In many classes, pupils take an active part in making decisions about what they would like to learn. For example, they suggest areas to study for the following week, which has a positive impact on their learning.

Most pupils behave very well around the school. However, the poor behaviour of a very few pupils has a negative impact on the wellbeing of others. Most pupils are confident to report incidents of poor behaviour but, in a few cases, pupils do not feel that the school listens well enough to their concerns or acts successfully to address bullying.

Attendance levels have risen over the last four years. At around 94%, attendance places the school just in the upper 50% when compared with similar schools, but is below the average for Wales. A few pupils have a consistently poor record of attendance. Although most pupils are punctual, a few are late and this can have a disruptive effect on lessons.

The school council meets regularly and receives good support from members of staff. Council members have produced a code of conduct intended to improve behaviour in the school. Nearly all pupils show care, concern and respect for others. For example, older pupils take on the role of play leaders and arrange games to play with younger pupils. Many develop a mature and thoughtful approach to their work.

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

The school plans a good range of learning experiences that meet the needs of pupils of all abilities. The broad and balanced curriculum builds systematically on pupils' existing knowledge and understanding. A good range of extra-curricular activities and frequent visits enhance the curriculum effectively. For example, visits to Caerleon and Llancaiach Fawr make history topics more meaningful.

The school uses a range of intervention programmes to raise standards in basic skills very effectively. Overall, planning for the development of literacy skills is good but, in the Foundation Phase, few pupils write at length, because their writing is constrained by overuse of worksheets. In the Foundation Phase, pupils have infrequent opportunities to develop numeracy and information and communication technology skills across the curriculum.

The school's arrangements for teaching the Welsh language are effective. Most staff use Welsh regularly during the day and supplement regular Welsh lessons by nominating pupils to lead short sessions where pupils practise what they know. The curriculum promotes Welsh heritage and culture strongly through lessons, visits and celebrations.

The school promotes sustainable development successfully by encouraging pupils to recycle and care for their environment. Visits to a local recycling plant reinforce pupils' knowledge about waste management. Pupils have improved their environment by building a sustainable greenhouse, which the gardening club uses effectively. Through opportunities for pupils to learn about other countries and their festivals, pupils' awareness of global citizenship is developing.



## **Teaching: Good**

The overall quality of teaching is at least good and a minority of lessons have excellent features. Teachers have high expectations of all pupils and challenge them to achieve well. They plan interesting activities that match the needs of pupils and build on their previous knowledge and understanding well. Teachers ensure that pupils understand the lesson objectives and know what they need to do to be successful. They engage pupils' interest and motivate them to do well. Teachers use skilful questioning that promotes pupils' understanding and develops their thinking skills well. They organise their classes effectively, using a variety of paired, group and individual work.

Teachers give pupils good oral feedback during lessons. They mark pupils' work thoroughly and praise good work. However, teachers' comments do not consistently inform pupils what they should do to improve. Most teachers involve pupils in assessing their own and other pupils' work, although this practice is not well developed.

The school has comprehensive arrangements for assessing and tracking pupils' progress rigorously. Teachers use this information well to identify pupils whose progress is slower than expected and to provide appropriate support.

Reports to parents are clear and informative. They summarise pupils' successes and include relevant targets for improvement.

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

The school makes appropriate arrangements to promote healthy eating and drinking. Pupils take responsibility for the healthy tuck shop, which sells fruit at break-times. The breakfast club is well established and provides a healthy start to the day.

There are good opportunities to develop pupils' spiritual, moral and social development through collective acts of worship and through the curriculum, which promotes values such as honesty, perseverance and kindness successfully. A good variety of musical, theatrical and artistic activities promotes pupils' cultural development well.

Pupils benefit from the school's links with external agencies such as the behavioural support, speech and language, welfare services and educational psychologist. Their contributions ensure that pupils receive appropriate professional support. The school nurse contributes to pupils' good understanding of how to be healthy. The police liaison officer visits the school to teach pupils about online safety.

The school has suitable policies to deal with bullying and poor behaviour. However, a lack of rigour in applying these affects the wellbeing of a few pupils. The school's arrangements for safeguarding pupils do not meet requirements and give cause for concern.

Pupils with additional learning needs receive very good support from the school. There are effective procedures to identify pupils needing extra help at an early stage.

The school notifies parents and involves them in the process suitably. Pupils who receive interventions in literacy make good progress, which the school tracks very effectively.

**Learning environment: Good**

The school has a welcoming ethos where all pupils are valued. The school is fully inclusive and all pupils, regardless of gender or social background, have equal access to the curriculum and out-of-school experiences. A good range of well-attended extra-curricular clubs is available to all. Staff treat pupils with respect and care and there are positive relationships between them.

The modern school building provides a very stimulating and vibrant place to learn. The classrooms are spacious, light and airy and are organised efficiently. Colourful displays celebrate pupils' work and assist their learning. The accommodation is secure and very well maintained. There are ample books, computers and equipment, which match the needs of all pupils suitably. There is no grassed playing surface, but the school makes appropriate use of a nearby sports field.

The outdoor gym equipment promotes pupils' healthy lifestyles effectively. Interactive and informative displays throughout the school celebrate pupils' work and achievements well.

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

The headteacher and staff share a commitment to raising pupils' standards and to promoting a positive learning environment. The senior leadership team is well established. It meets regularly to evaluate pupils' performance and to plan for school improvement. However, leaders and managers do not always respond rigorously and consistently to the concerns of pupils and parents about promoting pupils' wellbeing. All members of staff have clearly defined responsibilities and they work purposefully together as an effective team, in which all staff are fully involved in decision-making and school improvement activities.

Arrangements for managing the performance of all staff are thorough and there are appropriate arrangements to monitor and evaluate the quality of teaching in all classes.

The governing body is enthusiastic and supportive. Members are aware of their responsibilities. They have an appropriate balance of relevant skills and have a good understanding of how the school is performing in comparison with similar schools. They are aware of the school's performance data and support the school in bringing about improvements. Governors attend training regularly and challenge the school consistently as critical friends.

The school responds well to national and local priorities. For example, the school works together with other schools to investigate cross-curricular opportunities to develop global citizenship. The school has implemented aspects of the Literacy and Numeracy Framework in its planning successfully. This is leading to raised standards, particularly in literacy.

### **Improving quality: Good**

The school has developed a well-established cycle of systematic self-evaluation processes. Staff analyse a complex range of attainment data to identify where the school is successful and where it can improve. First-hand observations of teaching and pupils' work enable the school to monitor and evaluate pupils' learning robustly and accurately. All staff, including teaching assistants, are aware of the purpose and impact of effective self-evaluation. They focus specifically on raising pupils' standards and developing the quality of provision.

The self-evaluation report gives an accurate picture of the school's strengths and areas for improvement. There is a clear link between the report's findings and the priorities in the school development plan. The school has identified a suitable number of appropriate priorities for improvement. The plan contains a range of relevant actions for these priorities. It identifies the members of staff who are responsible for completing them, allocates resources and indicates processes for monitoring the success of the plan. Progress is analysed and recorded carefully. This has resulted in steady improvement in English and mathematics in key stage 2. The school has made good progress in addressing the recommendations from the previous inspection.

The school is actively involved in a range of networks of professional practice within the local cluster as well as with schools further afield. For example, the school is working closely in a group to adapt a well-known categorisation of levels of learning in order to develop pupils' thinking and questioning skills, which is contributing to improved standards in key stage 2.

### **Partnership working: Good**

The school works effectively with a good range of partners to support pupils' learning and wellbeing. It has good relationships with many parents and provides a useful range of information to inform them about their children's learning. The active 'Friends' Association' raises valuable extra funds to provide beneficial additional resources, such as extra equipment for the outdoor areas.

There are strong partnerships with both the local pre-school playgroup that meets on the school site and the secondary school to which most pupils transfer. These links ease pupils' transition from one stage of their education to the next. There are close links with the local cluster of schools that support staff development by arranging joint training activities. Members of staff from each school collaborate successfully to moderate teachers' assessments of pupils' work at the end of the Foundation Phase and key stage 2.

Links with the community are effective and contribute to the children's learning and wellbeing. For example, the local brass band offers instrumental tuition and members of local churches and chapels contribute to pupils' sense of local identity. Partnerships with a range of sporting organisations provide valuable experiences for pupils and enhance their personal and social development.

**Resource management: Good**

The school has enough suitably qualified staff and uses their expertise and experience effectively to deliver the curriculum successfully. Support staff work very efficiently alongside teachers to improve pupils' achievements in and out of the classroom. All members of staff receive training and development that is appropriate to their individual circumstances and supports whole-school priorities. Staff participate in networks of professional practice that are leading to improvements in teaching and learning.

There are suitable arrangements to provide planning, preparation and assessment time for staff. The modern school building is very attractive and appropriate to the needs of the pupils. There are enough resources of good quality to support teaching and learning.

The headteacher and governing body have secure systems to plan and monitor spending closely. They ensure that spending decisions support the priorities identified in the school development plan and that reserves remain within recommended limits. The school makes appropriate use of its Pupil Deprivation Grant to provide a range of effective interventions that support pupils who are eligible for free school meals well.

The school provides good value for money in terms of pupils' outcomes, quality of provision and the careful use of its budget.

## Appendix 1: Commentary on performance data

### 6742378 - Ynyshir Community Primary

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	25.5
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	28	30	23
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	78.6	63.3	73.9
Benchmark quartile	2	4	4
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	28	30	23
Achieving outcome 5+ (%)	85.7	70.0	73.9
Benchmark quartile	1	4	4
Achieving outcome 6+ (%)	28.6	6.7	17.4
Benchmark quartile	1	4	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	28	30	23
Achieving outcome 5+ (%)	78.6	73.3	73.9
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	25.0	30.0	8.7
Benchmark quartile	1	2	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	28	30	23
Achieving outcome 5+ (%)	100.0	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	32.1	3.3	30.4
Benchmark quartile	2	4	3

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

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

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

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

**6742378 - Ynysgir Community Primary**

Number of pupils on roll	242
Pupils eligible for free school meals (FSM) - 3 year average	25.5
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	33	33	30	32
<b>Achieving the core subject indicator (CSI) (%)</b>	69.7	75.8	83.3	87.5
Benchmark quartile	4	2	2	2
<b>English</b>				
Number of pupils in cohort	33	33	30	32
Achieving level 4+ (%)	72.7	84.8	86.7	87.5
Benchmark quartile	4	1	2	2
Achieving level 5+ (%)	30.3	18.2	20.0	31.3
Benchmark quartile	2	3	4	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	33	33	30	32
Achieving level 4+ (%)	72.7	75.8	83.3	87.5
Benchmark quartile	4	3	3	2
Achieving level 5+ (%)	33.3	21.2	26.7	25.0
Benchmark quartile	2	3	3	3
<b>Science</b>				
Number of pupils in cohort	33	33	30	32
Achieving level 4+ (%)	69.7	75.8	83.3	87.5
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	27.3	21.2	23.3	25.0
Benchmark quartile	2	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

##### 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.	105	99 94%	6 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	96	77 80%	19 20%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	102	99 97%	3 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	93	73 78%	20 22%	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.	103	96 93%	7 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	97	90 93%	7 7%	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.	107	106 99%	1 1%	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.	105	103 98%	2 2%	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.	103	88 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.	106	105 99%	1 1%	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.	85	55 65%	30 35%	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	94	68 72%	26 28%	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.	33	10 30%	13 39%	4 12%	6 18%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	33	18 55%	9 27%	4 12%	2 6%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	33	16 48%	13 39%	1 3%	1 3%	2	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.	33	13 39%	8 24%	9 27%	1 3%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	33	4 12%	11 33%	9 27%	4 12%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	33	10 30%	14 42%	5 15%	2 6%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	14 42%	15 45%	0 0%	0 0%	4	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	32	9 28%	12 38%	7 22%	2 6%	2	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.	33	9 27%	11 33%	7 21%	5 15%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	33	12 36%	13 39%	6 18%	1 3%	1	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.	33	15 45%	10 30%	3 9%	4 12%	1	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'.	29	9 31%	7 24%	1 3%	4 14%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	33	9 27%	11 33%	11 33%	2 6%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	33	11 33%	15 45%	2 6%	5 15%	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.	33	8 24%	15 45%	5 15%	3 9%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	33	8 24%	14 42%	3 9%	2 6%	6	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	7 23%	7 23%	5 16%	3 10%	9	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	33	5 15%	18 55%	7 21%	3 9%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	33	11 33%	11 33%	3 9%	8 24%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Mrs Mary Elspeth Dyas	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Ms Rhianon Astley	Peer Inspector
Miss P Phillips (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
- 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.