



*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**

**Gellifaelog Primary School  
Penydarren  
Merthyr Tydfil  
CF47 9TJ**

**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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**Publication date: 23/05/2014**

## Context

Gellifaelog Primary School is in the Penydarren district of Merthyr Tydfil in the Merthyr Tydfil local authority. There are 239 pupils aged three to 11 on roll. This includes 31 pupils in the nursery. In addition to the nursery, the school has eight classes, two of which are mixed-age classes.

About 38% of pupils are entitled to free school meals. This is above the average for the local authority and Wales (21%). A very few pupils are looked after by the local authority. Around 5% of pupils are from minority ethnic backgrounds and about 6% from Gypsy Traveller communities. Just over 5% of pupils have English as an additional language. No pupils speak Welsh at home.

The school identifies around 51% of pupils as having additional learning needs. This is above the average for Wales. There are no pupils with a statement of special educational needs.

The individual school budget per pupil for Gellifaelog Primary School in 2013-2014 means that the budget is £3,653 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,219 and the minimum is £3,257. Gellifaelog Primary School is 10th out of the 23 primary schools in Merthyr Tydfil in terms of its school budget per pupil.

The school was last inspected in January 2008 and the headteacher has been in post since 2003.

## 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's current performance is good because:

- most pupils make good progress in their learning and develop their skills well;
- pupils' achievement at the end of the Foundation Phase and key stage 2 compares well with the performance of similar schools;
- pupils' behaviour is good and pupils are very well motivated to learn;
- pupils with additional learning needs are well supported;
- the curriculum is planned well with a clear focus on the progressive development of pupils' skills; and
- the overall quality of teaching throughout the school is good.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior leadership team provide clear leadership that creates a strong sense of purpose;
- current improvement initiatives are targeted precisely and managed well, and they result in improved performance in literacy and numeracy;
- staff implement national and local improvement initiatives effectively;
- school governors have the capacity to hold the school to account; and
- resources are well managed.

## **Recommendations**

R1 Improve attendance and punctuality

R2 Improve the consistency of marking and assessment for learning

R3 Ensure that more able pupils in key stage 2 use their numeracy skills at an appropriate level across the curriculum

R4 Improve the quality and consistency of presentation of written work

### **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

On entry to school few pupils have skills and knowledge at the expected level. However, most pupils make good progress from their starting points and achieve good standards by the end of key stage 2.

In the Foundation Phase, most pupils listen carefully to their teacher and discuss their ideas and thoughts openly in lessons and in response to questions. Older Foundation Phase pupils respond to directions consistently and speak and listen well. In key stage 2, many pupils use well-developed oral skills purposefully. They answer questions in suitable detail and express their views confidently and competently. They collaborate well in group activities, taking notice of the views of their peers, and contribute effectively to whole class speaking and listening activities.

Most pupils make good progress in developing their reading skills. In the Foundation Phase, pupils develop their knowledge of letter sounds well and use a suitable range of strategies to tackle unfamiliar words. A minority lack the confidence to blend sounds to form whole words and require support to make progress. However, by the end of the Foundation Phase most read at an appropriate standard. A majority begin to read with expression and discuss the plot and characters in a story. In key stage 2, most pupils use their comprehension skills well to interpret different styles and types of texts. Many enjoy reading and talk about their preferences for different types of books. A majority read aloud confidently, adapting their voice appropriately to suit different tasks.

A majority of pupils make good progress in developing early writing skills in the nursery and reception classes. They learn letter shapes and develop the ability to build words and sentences well. They make good attempts to spell words accurately as they move through the Foundation Phase and write for a variety of different purposes suitably. More able pupils write extended stories and descriptions well. In key stage 2, most pupils progress well and write at a good standard, in a range of styles, in English lessons. Most use their skills well in other areas of the curriculum. They adapt their writing appropriately for different purposes, for example when explaining scientific methods and describing results of experiments. The presentation and neatness of pupils' handwriting vary considerably, but a majority write neatly using a joined style.

Most pupils develop their numeracy skills well as they progress through the school. In the Foundation Phase they calculate simple addition and subtraction problems appropriately and develop a sound knowledge of number facts. In key stage 2, standards in numeracy are good overall. Many pupils use number skills to solve problems and complete tasks involving multiplication and division accurately. They apply skills such as measuring, using graphs, plotting co-ordinates and completing basic financial calculations appropriately in different subjects. However, more able

pupils do not apply their skills at a sufficiently challenging level across the curriculum and as a result do not make enough progress.

Pupils with additional learning needs and those with English as an additional language make good progress.

Standards in Welsh as a second language in both oral and written work are good across the school. Many pupils are eager to use familiar phrases with visitors and do this confidently. Most pupils are keen to read Welsh at an appropriate level and make good progress in their reading skills.

Over the past two years, when compared with levels in similar schools, the performance of pupils at the end of the Foundation Phase has generally improved. In 2013, pupils' performance places the school in the higher 50% of similar schools for the Foundation Phase indicator, literacy and mathematical skills. At the higher-than-expected outcome (outcome 6), the performance of pupils places the school in the top 25% when compared with similar schools for literacy and mathematical development.

In key stage 2, pupils' performance shows a trend of improvement at the expected level (level 4) over the past three years when compared with that in similar schools. In 2013, the performance of pupils places the school in the top 25% of similar schools for the core subject indicator, English mathematics and science. At the higher-than-expected level (level 5), pupils' performance over the last three years has been more variable, particularly in English. In 2013, pupils' performance places the school in the higher 50% of similar schools for English, mathematics and science at the higher-than-expected level. However, in 2012 pupils' performance at the higher level placed the school in the top 25%, when compared with similar schools, for these three subjects.

### **Wellbeing: Adequate**

Most pupils know the importance of leading a healthy lifestyle. They understand the need to take exercise and eat healthily. They feel safe at school and are confident that the staff will treat their concerns seriously and act upon them quickly and fairly.

Nearly all pupils co-operate with each other well and standards of behaviour are very good. Pupils of all ages play together happily at break time and lunchtime.

Throughout the school, nearly all pupils are very well motivated to learn. They work together collaboratively in class, respond well to the supportive atmosphere of lessons and help each other willingly. This is a strength of the school. Pupils have a clear understanding of what to do if they have difficulties with a piece of work and are aware of methods to try independently before asking adults for support.

Pupils accept responsibility positively and respond well to opportunities to help plan learning activities. Members of the school council and eco committee are elected by their peers and carry out a range of duties effectively. They make useful contributions to school improvement, for example enhancing the outdoor environment and introducing lunchtime activities such as the board and computer

games club. Participation in lunchtime clubs is good, but levels of participation in after school activities are low in some instances.

Although attendance levels have improved gradually over the past four years, they do not compare well with those in similar schools. Attendance, when compared with that of similar schools, places the school in the lower 50% of schools. Many pupils arrive at school punctually. A few, however, are consistently late.

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

The school's curriculum is effectively organised and meets statutory requirements. It provides a wide range of interesting activities that engage pupils' interests well. Planning is detailed and well mapped out. Teachers plan effectively to make sure that they reinforce important skills through the different themes studied.

Opportunities to develop numeracy and literacy skills at an appropriate level are identified in planning. In most cases these activities are matched well to the age and ability of the pupils. However, in upper key stage 2 more challenging numeracy activities are limited.

The school makes good use of visits to enable pupils to extend their learning. For example, an outdoor activities centre is used to enable pupils to experience adventurous outdoor activities. The school offers a wide range of appropriate extra-curricular learning opportunities that supplement and enhance pupils' learning experiences well.

Provision for the development of pupils' Welsh oracy skills is good. Pupils have a sufficient range of opportunities to practise language patterns throughout the day and across a range of areas of learning. Opportunities to develop reading and writing are appropriately identified and enable pupils to develop these skills well. The school provides suitable opportunities to learn about the history and the culture of Wales, for example through the study of prominent Welsh people and visits to local heritage sites.

Through its eco committee the school promotes sustainable development strongly. Good practice related to sustainability is embedded in many areas of the school life in lessons and assemblies. For example, pupils enthusiastically monitor the school's recycling and daily electricity use. Understanding of global citizenship is developed successfully through lessons about other continents. Pupils throughout the school participate in beneficial fund raising activities relating to the needs of those in other countries.

### **Teaching: Good**

Throughout the school the quality of most teaching is good. Effective working relationships between pupils, teachers and teaching assistants enable high quality learning activities to take place. Most teachers plan lessons well building on the existing achievements of their pupils. They maintain the interest and involvement of

learners by varying the activities and stimuli they offer. In the Foundation Phase, teachers and teaching assistants work together skilfully to blend indoor and outdoor activities to create stimulating lessons. In key stage 2, teachers combine opportunities for practical, group and individual activities well with opportunities for written work. This results in a beneficial range of teaching approaches evident in lessons. Most teachers use a wide range of resources effectively including interactive whiteboards and tablet computers.

Teachers use the specialised teaching techniques the school has adopted to teach literacy and mathematical skills effectively. They ensure that all support staff in the teaching teams have a clear understanding of teaching and learning objectives and the specific support they need to provide to ensure that pupils meet their targets. Support staff make a valuable contribution to the progress made by pupils, particularly in literacy. In the very few instances where teaching is less effective, lessons lack pace and work is not matched to the differing needs of learners well enough.

The school has thorough procedures to assess pupils' work. The progress made by individual pupils is tracked very carefully. Teachers make regular assessments of the groups they teach and participate effectively in moderating activities to ensure the accuracy of their judgements.

Teachers mark pupils' work regularly and most use effective assessment methods that enable pupils to judge for themselves how well they are succeeding. However, they use these methods inconsistently and the whole school marking policy is not consistently followed. End of year reports to parents are informative and provide useful information about their children's progress.

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

The school is well organised and caring and places a strong emphasis on the wellbeing of all pupils. The full-time, family support worker engages beneficially with individuals and their families to provide valuable support and advice on a range of issues. Staff undertake specialist training to assist children in their emotional development, and personal and social development lessons include activities to support children's emotional needs. These arrangements improve pupils' self-esteem, enhance social interaction and develop moral understanding successfully.

Good opportunities for prayer and reflection are provided in school and daily class assemblies. Moral and spiritual learning is also reinforced well in lessons and through visits from members of faith communities.

There are appropriate arrangements to promote healthy eating and drinking.

The school operates very comprehensive systems to identify, track and monitor groups with additional learning needs, including more able pupils. Individual education plans are of good quality and staff monitor pupils' needs and progress carefully. Pupils and parents have appropriate opportunities to discuss and

contribute to these plans which are designed to be understood by the learners themselves.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. There are good levels of security on the school site.

The school works effectively with a range of outside agencies, for example the local authority behaviour support service and educational psychologist. Communication between the school, these agencies and parents effectively assists the pupils in accessing specialist support.

### **Learning environment: Good**

The school is a very calm and well-ordered community in which all pupils are encouraged to develop and thrive as individuals. There is a strongly developed understanding and commitment to respecting the rights of children. Almost all pupils show courtesy and respect to each other, staff and visitors. There is an inclusive ethos where there are equal opportunities for all. Pupils feel secure and are confident in this positive atmosphere.

The school provides a bright and welcoming setting with good quality displays of pupils' work. These enhance the learning environment and celebrate pupils' achievements well. Classrooms are spacious and well equipped and resources are easily accessible to support learning and teaching purposefully. The school provides appropriate resources to develop pupils' skills in information and communication technology. There are pleasant and stimulating grounds and outdoor areas. These significant outdoor resources are a major benefit for all pupils. Teachers use these well to encourage creative learning, especially for Foundation Phase pupils.

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

The headteacher provides very good leadership. She has a clear vision and philosophy for the school which she successfully communicates to staff, governors, pupils and parents.

The senior leadership team has developed detailed and well-understood improvement plans, focused on raising the standards of pupils' basic skills. The assistant headteacher has responsibility for identifying pupils' needs and organising targeted teaching groups. In this role she makes a significant impact on pupils' attainment.

There is a clear management structure where roles and responsibilities are well defined and understood by all staff. All staff are very committed to high quality teaching and learning and constantly assess ways to enhance performance and provision. Regular senior leader meetings are well directed and identify clear priorities for action, such as improving the attainment of underachieving groups of pupils.

All staff give high priority to improving literacy and numeracy, promoting equal opportunities and bilingualism, tackling social disadvantage and ensuring pupils' wellbeing.

The governing body fulfils its legal and regulatory duties appropriately. Governors have a good knowledge of the school and are fully involved in school self-evaluation. They also contribute well to the school development plan and are effective in their financial oversight of the school. All governors attend training courses. They have challenged the school to improve appropriately and they hold managers and leaders to account well.

### **Improving quality: Good**

The school has a well-established cycle of self-evaluation. During the year it conducts a suitable range of activities to evaluate its performance, such as listening to learners, conducting a scrutiny of pupils' work and observing lessons. Staff, governors and parents have good opportunities to contribute to the self-evaluation process. The school uses this information effectively to identify its priorities for improvement. Leaders and managers use the school's pupil tracking system purposefully to assess pupils' progress and identify the steps they need to take to achieve their targets. The information gathered is combined effectively to produce self-evaluation reports that make clear judgements, are concise and provide a sound overview of school performance.

There is a very good link between self-evaluation and school improvement planning. Teachers work effectively, in teams, to contribute to self-evaluation and to carry out improvement actions. Plans clearly identify priorities with an appropriate time frame and allocate resources suitably. They include success criteria and measurable targets. A particularly strong feature of practice is the mid-term evaluation of the school improvement plan. This enables the school to make sound judgements about how well it is succeeding in meeting its targets.

In recent years, as a result of its improvement programmes, the school has successfully raised the standards achieved by pupils in numeracy and literacy skills and in their attainment at the end of key stage 2.

### **Partnership working: Good**

The school communicates effectively with parents through regular newsletters and meetings at key points in the school year. The school's website is accessible and is updated with a wide range of useful information and news about school projects. The headteacher is readily available to meet with parents and addresses their concerns promptly. Class teachers are available at the start and end of school days to discuss concerns.

The school's family support worker provides a valuable point of contact for concerned parents and assists well in the co-ordination of support from different agencies. She has been effective in helping to improve pupils' attendance.

Successful collaboration with the community police and sports development officers has enabled the school to use external expertise effectively to improve the quality of advice given about the dangers of drugs, cycling proficiency and team sports initiatives.

The school works beneficially in partnership with the local authority. For example, it has accessed additional funding and advice to support its numeracy and literacy programme and significantly enhanced the provision to develop these skills.

Good transition arrangements are in place with the school's partner secondary school. These improve continuity in learning and wellbeing for pupils transferring to the next stage of their education effectively. The school participates regularly with the local cluster of schools in the standardisation and moderation of pupils' work to ensure accuracy of assessment.

### **Resource management: Good**

The headteacher and governing body manage the school budget well and ensure that funding is matched efficiently to the priorities identified in the school improvement plan. The budget is appropriately overseen and monitored by governors in conjunction with the local authority.

The school has an appropriate number of suitably qualified staff to meet its requirements. There are effective arrangements in place to manage the performance of all staff. The school deploys teachers and support staff effectively to meet the needs of all pupils.

There are good opportunities for staff to take part in training related to school and national priorities and to develop their expertise appropriately. Teachers within the school collaborate to develop each other's knowledge and skills and also link with other schools to consider practice elsewhere. Teaching assistants receive good support and training to enable them to support pupils effectively. The school uses a good range of resources well to engage and to interest pupils in their learning.

In view of the effective way the school uses its funds and the outcomes achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

On entry to school few pupils have skills and knowledge at the expected level. Over the past two years, when compared with levels in similar schools, the performance of pupils at the end of the Foundation Phase has generally improved. In 2013, pupils' performance places the school in the higher 50% for the Foundation Phase indicator, literacy and mathematical skills and in the lower 50% for personal and social development at the expected outcome (outcome 5). At the higher-than-expected outcome (outcome 6), the performance of pupils places the school in the top 25% compared with similar schools for literacy, mathematical skills and personal and social development.

In Foundation Phase, in 2013, pupil performance places the school below the family average for literacy, in line with the family average for mathematics and slightly below the family average for personal and social development at the expected outcome. At the higher-than-expected outcome the school is placed above the family average for literacy and personal and social development and well above the family average for mathematics.

In Foundation Phase, there is no trend of either girls or boys performing better in literacy and mathematical skills. However, girls have performed better than boys in the development of their personal and social skills in 2012 and 2013. In key stage 2, pupils' performance shows a trend of improvement at the expected level (level 4) over the past three years when compared with that in similar schools. In 2013, the performance of pupils places the school in the top 25% for the core subject indicator, English mathematics and science. At the higher-than-expected level (level 5), pupils' performance over the last three years has been more variable, particularly in English. In 2013, pupils' performance places the school in the higher 50% for English, mathematics and science. However, in 2012, pupils' performance placed the school in the top 25%, when compared with similar schools, for these three subjects.

In key stage 2, in 2013, the performance of pupils places the school above the family average for English and science and well above the family average for mathematics at the expected outcome. At the higher-than-expected level, pupils' performance places the school slightly above the family average for English and science and slightly below the family average for mathematics.

Boys perform slightly better than girls in attaining the key stage 2 core subject indicator in 2013. In the previous three years girls have outperformed boys. The performance gap has closed over the last four years. At the higher-than-expected level, there is no trend in either girls or boys performing better.

In the Foundation Phase, and at the end of key stage 2, pupils entitled to receive free school meals are outperformed by those who are not. In key stage 2, in comparison with family averages, there is a trend of improving performance by those entitled to free school meals. This has closed the gap so that, from a poor comparative position in 2010, the gap in performance between pupils entitled to and not entitled to free school meals is less than the average difference for the family of similar schools.

## 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	104 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	105	104 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	105 100%	0 0%	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	105	104 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	105	101 96%	4 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	102 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.	105	105 100%	0 0%	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.	104	104 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	105	104 99%	1 1%	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.	105	104 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.	104	101 97%	3 3%	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	104	95 91%	9 9%	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.	37	25 68%	11 30%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	28 76%	8 22%	0 0%	1 3%	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.	37	29 78%	8 22%	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.	37	26 70%	11 30%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	18 49%	13 35%	0 0%	0 0%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	37	30 81%	6 16%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	24 65%	12 32%	0 0%	0 0%	1	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.	37	20 54%	17 46%	0 0%	0 0%	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	36	23 64%	11 31%	0 0%	0 0%	2	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.	37	23 62%	13 35%	1 3%	0 0%	0	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.	36	22 61%	14 39%	0 0%	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.	37	22 59%	14 38%	0 0%	0 0%	1	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.	37	23 62%	13 35%	1 3%	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.	37	28 76%	8 22%	1 3%	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.	37	23 62%	11 30%	2 5%	0 0%	1	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.	37	23 62%	13 35%	0 0%	0 0%	1	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.	32	16 50%	10 31%	1 3%	0 0%	5	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.	37	18 49%	15 41%	3 8%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	37	25 68%	12 32%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Gregory John Owens	Reporting Inspector
Buddug Mai Bates	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Patrick Joseph Affley	Peer Inspector
Margaret Dickson	School 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.