



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

**Penygawsi Primary School
Llys Derwen
Llantrisant
Pontyclun
Rct
CF72 8PZ
United Kingdom**

Date of inspection: June 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:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 12/08/2014

Context

Penygawsi Primary School is in the town of Llantrisant near Pontyclun in Rhondda Cynon Taf. Most of the pupils come from Penygawsi and Southgate. There are 268 pupils on the school roll, including 35 in the nursery. The school has six single-age classes and three mixed-age classes.

Around 5% of pupils are eligible for free school meals. This is well below the average for primary schools in Wales. The school has identified 13% of pupils as having additional learning needs. This is below the national average. A very few pupils have statements of special educational needs.

Nearly all pupils speak English as their first language at home and none receive extra support in learning English as an additional language.

The school was last inspected in June 2008. The current headteacher has been in post since September 2007.

The individual school budget per pupil for Penygawsi Primary School in 2013-2014 means that the budget is £2,888 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Penygawsi Primary School is 101st out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- pupils make good progress from their starting points;
- pupils' speaking and listening skills are very well developed throughout the school;
- the quality of teaching is consistently good in all classes;
- the systems for tracking pupils' progress are very thorough and effective;
- there is careful attention to the progress of pupils with additional needs and as a result they make good progress towards achieving their individual targets; and
- the care, support and guidance that pupils receive are effective in securing good standards of wellbeing.

Prospects for improvement

The prospects for improvement for the school are good because:

- the headteacher and senior leaders provide good direction to the life and the work of the school;
- there are good systems in place for leaders to monitor teaching and the quality of provision;
- there is a high level of teamwork and staff discuss aspects of teaching and learning regularly in their meetings and improve their practice as a result;
- the school addresses national and local priorities well; and
- the school has a good track record of improvement.

Recommendations

- R1 Raise standards in the accuracy and presentation of pupils' writing in key stage 2
- R2 Improve the accuracy of teacher assessments of the higher levels at key stage 2
- R3 Streamline and improve marking and self-assessment procedures so that pupils are better able to identify exactly how to improve their work
- R4 Prioritise whole-school improvement initiatives more effectively

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

On entry to school, most pupils have skills that are average or just above average for their age. Most pupils make progress in line with their ability and nearly all attain the expected level or better by the end of Year 6.

Standards of speaking and listening are very good. The majority of pupils are clear and confident speakers. They develop an increasingly sophisticated vocabulary and can communicate their ideas in a suitable range of contexts. From a young age, they listen for extended periods of time and with close attention to detail. By the end of key stage 2, most pupils are articulate and confident speakers who express their ideas very well. They use the conventions of conversation appropriately and with a high degree of maturity. They have very good listening skills and they listen purposefully in lessons.

Pupils' reading skills develop very well. In the Foundation Phase, almost all pupils make good progress in reading over time. They use their knowledge of letter sounds to tackle new words with confidence. They talk willingly about books they have read and show interest in favourite authors and familiar stories and the characters in them. They read for pleasure and with good fluency and expression. By the end of key stage 2, most pupils are able to read a range of more complex texts well. They show a good knowledge of authors and talk enthusiastically about the books they have read in their topic work as well as for pleasure. They can skim and scan for detail in a text. They use their skills of deduction to understand the meaning behind the text, such as when they read about a sea journey around the world and they consider the feelings of the character leaving and the impact on his family.

Most pupils in the Foundation Phase make good progress in their writing and a few make very good progress. They write increasingly independently and more able writers produce extended pieces of work that engage the reader well. Most work is of good quality, although spelling of common regular words is not always accurate enough. In key stage 2, pupils' writing mostly develops well. However, in many cases, the quality of spelling, punctuation and handwriting is too limited, even among more able pupils.

By the end of the Foundation Phase, most pupils have made good progress in their mathematical development. They use mental strategies confidently, such as counting on and adding ten. They know their five and ten times tables and many are beginning to understand inverse operations. They enjoy problem-solving activities. In key stage 2, many pupils show increasing resilience when undertaking more complex work. They apply their numeracy skills well across the curriculum, for example when they estimate and measure the circumference and height of trees, and produce suitable graphs on the use of palm oil. In number work, however, pupils occasionally rely too heavily on trial and error methods rather than using more effective strategies to find answers more quickly.

Pupils develop very good speaking skills in Welsh in the Foundation Phase. They listen and respond to instructions well, use simple greetings with confidence and enjoy singing Welsh songs. In key stage 2, most pupils develop a wider vocabulary and they respond to a greater range of instructions and phrases in Welsh. They hold a simple conversation and read simple texts. They write scripts of conversations with a good degree of accuracy, using different language patterns to extend their pieces of work.

Overall, pupils achieve good standards in teacher assessments at the end of the Foundation Phase and key stage 2. When compared with similar schools, pupil achievements in the Foundation Phase in 2013 for the expected outcome 5 place the school in the upper 50% for literacy. The school is in the lower 50% for mathematical development and personal and social development. However, for the higher outcome 6 in 2013, the school is in the lower 50% for mathematical development and in the bottom 25% for literacy and personal and social development. These results are lower than results for the previous year.

In key stage 2 at the expected level 4, results have improved for English and science over the last four years. In 2013, the school was placed in the top 25% of similar schools for these subjects. In mathematics in 2013, the school was placed in the lower 50%. At the higher level 5, results in English and science have been variable. In 2013, the school was placed in the lower 50% for both subjects when compared with similar schools. In mathematics, the school was in the higher 50% for level 5. However, the assessment of pupils' work at higher-than-expected levels (level 5 and level 6) is not always secure in these core subjects.

There is little difference overall between the performance of boys and girls at the expected levels. However, in the Foundation Phase, boys' achievement in mathematical development for the higher outcome 6 tends to be better than that of girls. In key stage 2, girls consistently outperform boys in English and in science at the higher level 5. Pupils with additional needs make good progress from their starting points and mostly achieve the expected levels.

Wellbeing: Good

Nearly all pupils develop a secure understanding of how to stay healthy and many participate in a wide range of extra-curricular activities, such as hockey, rugby and netball. They feel safe in school and know whom to talk to if there are any problems. There is a consistent, whole-school approach to managing pupils' behaviour, and incidents of bullying or harassment are very infrequent. Most pupils engage well with their work and participate fully in lessons.

Nearly all pupils demonstrate good behaviour in class and around the school. They have a positive attitude towards school life and are well motivated and confident learners. Nearly all pupils are respectful and courteous towards each other and adults. Many pupils take on additional responsibilities within the school, such as 'Problem Pals' and prefects, and this supports positive behaviour by pupils.

Pupils regularly take part in activities in the wider community, such as bag packing in a local supermarket and singing in Llantrisant Church. Visits to local businesses,

such as the nearby vineyard, develop the pupils' understanding of the world of work appropriately.

The school council and the eco-committee meet regularly and undertake their roles responsibly. Pupils have opportunities to make decisions which impact on school life, for example choosing play equipment for lunch time. Members of the school council report to the governing body and are confident that adults take their views seriously.

Apart from last year, the school's attendance rates have placed it in the top 25% and higher 50% compared with similar schools. Last year, the school fell to just below the lower 50% of similar schools for attendance. However, attendance rates were significantly affected by an outbreak of illness that affected the attendance of about a third of pupils for two weeks in the autumn term.

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

Staff in the Foundation Phase and in key stage 2 plan effectively to meet the needs of pupils successfully. The school has detailed planning for the implementation of the statutory Literacy and Numeracy Framework. Planned activities provide appropriate opportunities for pupils to apply their literacy and numeracy skills across the curriculum. Pupils receive a suitable range of opportunities to develop their thinking skills in different contexts. Teachers plan well for pupils in the Foundation Phase and in key stage 2 to use information and communication technology (ICT) for different purposes. Overall, the curriculum builds systematically on pupils' previous knowledge and the skills they have developed as they move through the school.

The provision for the development of pupils' Welsh language skills is good and pupils receive ample opportunities and encouragement to use incidental Welsh in class and around the school. Their understanding of Welsh history and culture is very well developed through a suitable range of activities, including the school Eisteddfod, drama workshops and studies of the local area.

Provision for sustainable development and global citizenship is generally sound and the curriculum enables pupils to learn how to save energy and minimise waste. Most pupils have a good understanding of how people live in other countries, for example through their links with a school in Rwanda and a topic on Africa in key stage 2.

Teaching: Good

Standards of teaching are consistently good across the school. Teachers plan interesting lessons to meet the needs of all pupils. Most work challenges pupils appropriately. Teachers base their planning on clear learning objectives, which they share with pupils and which build well on pupils' previous knowledge. All teachers engage pupils well in the work they set. They have good subject knowledge and use this well to plan effective lessons for pupils. They provide a high level of support and encouragement for learners, which helps them to achieve well and to make good

progress. They manage pupils' behaviour positively. Teaching assistants work closely with teaching staff and make significant contributions to pupils' learning.

Teachers use a very range wide of strategies to enable pupils to assess and improve their own work. Many teachers use these assessment for learning strategies effectively in lessons. However, at times, the use of too many strategies for pupil self-evaluation detracts from the main purpose of the lesson. Teachers mark pupils' work regularly and supportively. In many cases, the marking gives pupils a clear idea of the strengths in their work and areas where they can improve. Staff use detailed tracking systems to monitor progress and senior leaders make very thorough use of data to plan additional support for pupils and to identify areas for whole school improvement. However, excessive marking, especially in key stage 2, detracts too much from the quality of pupils' work and assessment of pupils' progress at the higher levels at the end of key stage 2 is not always reliable.

Annual reports to parents are clear and helpful in identifying pupils' targets for improvement. The school keeps parents and carers well informed about their child's progress and wellbeing.

Care, support and guidance: Good

The school has the appropriate arrangements to promote healthy eating and drinking. It provides a healthy snack for pupils in the Foundation Phase. In key stage 2, many pupils bring their own healthy snacks to school. There is a wide range of after-school clubs which provide a good range of opportunities for pupils to be active.

There are sound opportunities for pupils' spiritual development through suitable acts of daily collective worship, topic work and religious education, where pupils learn about Christianity and other faiths. The school's provision develops pupils' social skills well and the 'Going for Green' system is an effective approach to managing pupils' behaviour.

Specialist agencies, such as the police, contribute to an effective programme that teaches pupils about drugs and substance misuse. The school nurse provides suitable advice on sex and relationship education. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school uses information on pupils' progress effectively to identify at an early stage any pupils who require additional support. Nearly all pupils receiving support are aware of their targets and how to achieve them. Their individual educational plans are child-friendly and staff review pupils' targets regularly and effectively with pupils and parents. Classroom assistants provide good support for identified pupils in class and in withdrawal groups. Intervention strategies are effective and, as a result, nearly all pupils make good progress. Most lessons for these pupils are well planned to meet their needs.

Learning environment: Good

The school is an inclusive environment and all pupils can take part fully in all aspects of the life and work of the school. There is very good engagement of the few pupils

with identified disabilities within classes. The school ethos is positive and welcoming to all pupils.

There is an appropriate range of resources in classrooms, which support pupils' learning well. Book resources and the school library are of good quality. The school accommodation is generally of good quality, though the accommodation is cramped for pupils in key stage 2 within the demountable classrooms. The security of the site is appropriate. Classrooms provide stimulating environments for teaching and learning, especially in the Foundation Phase. There are displays of high quality in classes and communal areas. Pupils make good use of the school's extensive outdoor areas, which include an allotment and a woodland area.

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

The headteacher provides sound leadership. He has a clear vision for the development of the school, which he communicates well to staff, governors and parents. Staff share a common sense of purpose and they work very well together. Staff understand their roles and undertake their responsibilities very effectively. The headteacher has high expectations of staff and pupils. Staff respond conscientiously to the headteacher's leadership and the school's agenda for improvement. However, the emphasis on pupils achieving at two levels above the expected level within key stage 2 has tended to skew targets and assessment too much.

Regular meetings and training events support the staff's professional development and inform governors well. All staff have specific responsibilities to develop the school and they undertake these roles effectively. They share ideas openly in order to improve their teaching and pupils' standards.

The governing body carries out its duties conscientiously. It supports the school effectively in setting its strategic priorities. Governors analyse performance data regularly and, as a result, they have a sound understanding of the school's performance compared to other similar schools. Governors rely on the information they receive from the headteacher in setting the school's strategic direction. They are strongly committed to the school and they generally fulfil their role as critical friends appropriately. The school responds well to national and local priorities, such as the implementation of the Literacy and Numeracy Framework, establishing the Foundation Phase and promoting sustainability and pupils' wellbeing.

Improving quality: Good

The headteacher and staff have established a rigorous approach to self-evaluation. They use an appropriate range of first-hand evidence, including classroom observation and scrutiny of pupils' books, to identify strengths and areas for development. They have established a strong culture of self-evaluation and review to which all staff contribute well. Staff use performance data effectively to monitor and to plan for improving standards. The school seeks the views of pupils regularly through the school council. Self-evaluation outcomes provide an accurate assessment of the school's strengths and areas for development.

The school uses the outcomes of self-evaluation well to set clear priorities and targets in the school development plan. The plan has focused effectively on improving standards in literacy and numeracy, and widening the range of teaching and assessment strategies. The targets within the plan identify appropriate timescales, responsibilities and costs and indicate how the school will measure progress in its implementation.

The plan contains a great many detailed plans for action and the school has a good track record of improvement. However, the plan does not always focus enough on strategic priorities and, as a result, the school has occasionally tried to move forward on too many fronts at the same time.

Partnership working: Good

The partnership between the school and parents is good. Parents have raised a considerable amount of money for school funds. This has enabled the school to improve outdoor provision and to update equipment for ICT.

The school benefits from links with the local community and pupils take a successful part in community activities, such as services in the local church. A suitable range of external agencies and services, such as the health service, offer their expertise effectively in supporting the school's work. There is a strong link between nearby schools to share sports equipment and other resources.

The school has benefited from the effective and successful partnership that exists with the local authority in financing planned projects to raise pupil standards and improve the quality of provision. Successful co-operation with local secondary schools facilitates the transfer of Year 6 pupils to the next stage in their education.

Teachers co-operate well with other primary schools and secondary schools in the area to moderate and standardise pupils' work and to provide joint training. This has informed teachers' discussions on the standards expected at the end of key stage 2.

Resource management: Good

The school manages its finances well. There are a good range of learning and teaching resources available to staff and pupils. The school has enough teaching staff and assistants and uses them effectively to deliver the Foundation Phase and the National Curriculum, and to give appropriate support to individual pupils. The school makes effective use of the delegated budget and specific grants, for example to enhance ICT provision and to maintain the outdoor areas that are very beneficial for all pupils' academic and social development. Teachers make effective use of their time for planning, preparation and assessment. The performance management system is effective and there are opportunities for teachers to share good practice. Considering the standards pupils achieve and the consistent quality of provision across the school, the school provides good value for money.

Appendix 1

Commentary on performance data

When compared with similar schools, pupil achievements in the Foundation Phase in 2013 for the expected outcome 5 place the school in the top 50% for literacy and in the lower 50% for the Foundation Phase indicator, mathematical development and personal and social development. In 2012, the school was in the top 25% for all these indicators at both the expected outcome 5 and the higher outcome 6. However, for outcome 6 in 2013, the school is in the lower 50% for mathematical development and in the bottom 25% for literacy and personal and social development.

The school's performance placed the school at the top of its family in the Foundation Phase both at the expected outcome and at the higher outcome in 2012. However, in 2013, the school's performance was amongst the lowest when compared with the family at both the expected outcome and the higher outcome 6.

In key stage 2 at the expected level 4, results have improved for English and science over the last four years. The school is in the top 25% of similar schools for these subjects in 2013. In mathematics in 2013, the school was placed in the lower 50%. At the higher level 5, results in English and science have been variable. In 2013, the school was placed in the lower 50% when compared with similar schools for these subjects. Results in mathematics have placed the school consistently in the higher 50% for level 5 over the last four years.

The school's performance in comparison with its family at the end of key stage 2 was amongst the best for all subjects in 2012. In 2013, there was relatively strong performance in English and science at the expected levels compared with the family of schools average, although performance was more in line with its position in the family in mathematics. At the higher levels, the school's performance is similar to its position in the family in English and mathematics, but significantly weaker in science.

In the Foundation Phase, boys' achievement in mathematical development for the higher outcome 6 is generally better than that of girls. In key stage 2, girls consistently outperform boys in English and in science at the higher level 5. Pupils who receive additional support make good progress from their starting points.

The number of pupils eligible for free school meals is very small and in some year groups there are no pupils eligible for free school meals. This means it is not possible to make any valid comparisons between the performance of pupils eligible for free school meals and other pupils.

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.	99	97 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	93 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	98	93 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	98	95 97%	3 3%	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.	95	87 92%	8 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	98 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	99	99 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	98	97 99%	1 1%	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.	96	83 86%	13 14%	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.	99	96 97%	3 3%	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.	95	53 56%	42 44%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	98	78 80%	20 20%	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.	44	27 61%	16 36%	0 0%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	44	36 82%	7 16%	1 2%	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.	44	27 61%	17 39%	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.	44	26 59%	17 39%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	44	23 52%	20 45%	1 2%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	42	24 57%	16 38%	2 5%	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.	44	29 66%	13 30%	1 2%	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.	42	18 43%	19 45%	2 5%	1 2%	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.	44	20 45%	21 48%	3 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	42	19 45%	22 52%	1 2%	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.	43	29 67%	13 30%	1 2%	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.	40	19 48%	16 40%	1 2%	0 0%	4	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	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.	43	19 44%	23 53%	1 2%	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.	43	23 53%	18 42%	2 5%	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.	44	20 45%	19 43%	2 5%	1 2%	2	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.	42	20 48%	20 48%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	39	15 38%	12 31%	4 10%	1 3%	7	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.	42	23 55%	19 45%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	43	22 51%	20 47%	0 0%	1 2%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mrs Catherine Anne Barnett	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Mr Barry Norris	Team Inspector
Matthew Evans	Lay Inspector
Elizabeth Knight	Peer Inspector
Mr Davies(Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.