



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

**Ysgol-Y-Graig Primary School
Cefn Coed
Merthyr Tydfil
CF48 2LR**

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:

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: 22/05/2015

Context

Ysgol-Y-Graig is a community primary school in the village of Cefn Coed, which is in the Merthyr Tydfil local authority. In April 2013, Ysgol-Y-Graig increased its age range to 3 to 11, integrating the children from Trefechan Nursery, which had previously operated as a separate school. The school has 201 pupils on roll, including 29 who attend the nursery. There are nine classes in the school, including a learning resource base for pupils with additional learning needs. The three-year average for the proportion of pupils eligible for free school meals is 25%. This is slightly above the average for Wales (21%).

The school has identified about 31% of pupils as having additional learning needs. Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Nearly all pupils are of white British ethnicity. There were a very few fixed-term exclusions last year.

Estyn last inspected the school in November 2009. The current headteacher took up post in January 2010.

The individual school budget per pupil for Ysgol-Y-Graig Primary School in 2014-2015 means that the budget is £4,106 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,192 and the minimum is £3,365. Ysgol-Y-Graig Primary School is fourth out of the 23 primary schools in Merthyr Tydfil 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:

- Most pupils achieve good standards by the end of the Foundation Phase and key stage 2
- Most pupils have strong literacy skills
- Most pupils behave well in lessons and around the school
- Rates of attendance are high compared with those in similar schools
- The use of digital technology to support the development of pupils' literacy skills is an outstanding feature of the school's work
- Most teaching in mainstream classes and in the learning resource base is effective
- All pupils have equal opportunities to participate in all aspects of school life

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides effective strategic direction to the school's work
- The senior leadership team ensures that the school makes strong progress in implementing national priorities
- There are effective arrangements for self-evaluation that cover most aspects of the school's work
- School improvement plans are of good quality and the school has a strong track record in bringing about improvements to standards and learning
- There is a range of effective partnerships that have a positive impact on standards of teaching, learning and pupils' wellbeing
- The school deploys teachers and teaching assistants well to meet the needs of pupils and makes effective use of their skills and expertise

Recommendations

- R1 Develop the role of the school council so that it represents fellow pupils more effectively
- R2 Improve pupils' ability to apply their numeracy skills across the curriculum
- R3 Ensure that more able pupils in key stage 2 receive appropriate opportunities to apply their skills independently in mathematics and science lessons

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils begin school with skills, knowledge and understanding that are around those expected for their age. Most pupils achieve good standards by the end of the Foundation Phase and key stage 2.

Across the school, most pupils have good speaking and listening skills. In the Foundation Phase, they follow instructions well and respond enthusiastically to teachers' questions using appropriate vocabulary. In key stage 2, they listen well to the views of others during group work sessions and speak articulately to present their views to the rest of the class, for example to give their opinions in discussions about racial equality.

In the Foundation Phase, most pupils read at a level appropriate for their age. They use phonic strategies well when trying to read challenging words. More able pupils read fluently and respond very well to questions about the text. By the end of key stage 2, most pupils read with accuracy in lessons to support their learning, for example when analysing the characteristics of specific text types. They often use punctuation well. Most pupils demonstrate an enjoyment of reading and a good understanding of the value of developing their reading skills.

Most pupils develop good writing skills as they move through the school. In the Foundation Phase, most pupils use a variety of interesting vocabulary. A majority of Year 2 pupils initiate extended writing independently and produce good work. By the end of key stage 2, many pupils write neatly using a consistent style. They often make thoughtful vocabulary choices, use punctuation effectively and organise their work into paragraphs well. Overall, most pupils apply their writing skills well across the curriculum, for example when writing biographies about famous scientists in key stage 2 or when writing about the lifecycle of salmon in the Foundation Phase.

Most pupils make good progress in mathematics. In the Foundation Phase, they count confidently in multiples of 2, 5 and 10 and double and halve two-digit numbers successfully. They generally demonstrate a good command of number bonds in lessons, for example they apply their knowledge of the relationship between 3 and 7 to work out the sum of 300 and 700. By the end of key stage 2, most pupils solve challenging number problems well using a good range of strategies. They multiply and add numbers to work out the area of basic and complex shapes and work confidently with fractions and decimal numbers. However, pupils do not consistently apply their numeracy skills well in subjects across the curriculum.

In the Foundation Phase, many pupils make steady progress in developing their Welsh speaking and listening skills. They understand a suitable range of Welsh words and phrases and respond to basic instructions appropriately. In key stage 2, many pupils produce written work of a good standard, for example when writing to describe their heroes. They speak confidently and use sentence connectives well to extend their answers to questions on familiar themes.

In the Foundation Phase, pupils' performance at the expected outcome 5 is usually good. In 2014, pupils' performance places the school in the higher 50% for literacy and the lower 50% for mathematical development when compared with similar schools. However, for the previous two years, the school was in the top 25% in both areas of learning. Pupils' performance in literacy at the higher-than-expected outcome 6 shows improvement over the last three years. In 2014, the school is in the top 25% of similar schools. In mathematical development at outcome 6, pupils' performance is consistently strong and usually places the school in the top 25% of similar schools.

The published data for teacher assessments at the end of key stage 2 includes pupils with additional learning needs in the specialist learning resource base. This affects the overall performance of pupils at the end of key stage 2 when compared with that in similar schools.

In English, pupils' performance at the expected level 4 usually places the school in the bottom 25% of similar schools. However, pupils' performance is better in 2014 and places the school in the higher 50%. In mathematics, pupils' performance in 2014 places the school in the lower 50% of similar schools. In science, the school is usually in the lower 50% or bottom 25% of similar schools.

At the higher-than-expected level 5, pupils' performance in 2014 in English and science places the school in the higher 50%. Pupils' performance in mathematics at level 5 has placed the school in the top 25% of similar schools in each of the last four years.

Without the data for pupils in the learning resource base, the school's performance improves considerably. Nearly all pupils within the learning resource base achieve well. Pupils eligible for free school meals usually make good progress. In the 2014 end of key stage 2 teacher assessments, they all achieved expected level 4 or above in English, mathematics and science

Wellbeing: Good

Nearly all pupils feel safe in school and know where to turn if they are worried or upset. Most pupils understand the importance of regular exercise and a healthy diet. They have a good awareness of how to stay safe on the internet. Many pupils participate in a suitably wide range of after school activity clubs. These include football, rugby, drama and multi-skills activities.

Most pupils behave well in lessons and around the school. They are generally polite, well-mannered and respectful of each other. Current levels of attendance are high. Overall annual attendance rates have placed the school in the top 25% when compared with similar schools in two of the last three years. Nearly all pupils arrive punctually at the start of the school day.

Many pupils across the school take suitable responsibility for directing their own learning and evaluating their progress, for example by choosing what resources to use in the Foundation Phase. They contribute effectively to the teaching process, for example by setting success criteria for themselves and others for independent

literacy tasks. The school's eco committee is effective in promoting sustainability issues. They recycle clothes, reduce water and electricity usage and keep the environment tidy. Year 6 pupils perform their roles as road traffic officers and digital leaders diligently. However, the role of the school council is not well developed. As a result, this group has a limited influence on school life.

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

Teachers plan a suitable range of learning experiences that enable nearly all pupils to learn effectively. Detailed planning ensures that lessons build on pupils' prior learning experiences well. Provision in the learning resource base is good and helps pupils with additional learning needs to make good progress.

The school makes provision for the development of pupils' literacy skills a high priority. There are many effective strategies to develop pupils' reading, writing and oral skills and there are many well-planned opportunities for pupils to apply these skills across the curriculum. The use of digital technology to support the development of pupils' literacy skills is an outstanding feature of the school's work. It supports high levels of engagement in independent and purposeful literacy activities in nearly all classes, for example within the writing areas in Foundation Phase. As a result, there has been a marked improvement in the overall quality of most pupils' literacy skills. However, opportunities for pupils to develop their numeracy skills across the curriculum are less well developed.

Provision for Welsh language development is good, particularly in upper key stage 2 where there is specialist teaching for Welsh. There are a range of good opportunities for pupils to learn about Welsh culture and heritage. For example, pupils in the learning resource base have produced interpretations of the art work of Kyffin Williams.

The school promotes sustainability well, for example by teaching pupils how to grow their own vegetables. The Salmon release project with the local environment agency is particularly effective in promoting pupils' understanding of conservation. The school's link with Zanzibar enables pupils to compare and contrast their own lives with those of pupils in their partner school and helps them to gain a good understanding of global citizenship.

Teaching: Good

Most teaching in mainstream classes and in the learning resource base is good. It ensures that most pupils make strong progress as they move through the school. Most teachers have up-to-date knowledge of the subjects and areas of learning that they teach. The use of specialist teaching at key stage 2, particularly for English, has a positive impact on standards. Most teachers plan lessons well and make effective use of teaching assistants. Adults interact well with pupils during lessons to support effective learning.

In most lessons, teachers use an appropriate range of teaching strategies to develop pupils' skills, knowledge and understanding. There are consistent approaches across the school that benefit most learners, such as sharing success criteria with pupils at the beginning of each session and using effective questioning techniques. In many lessons, teachers set work at the right level to match the needs and interests of learners. This enables pupils to sustain interest in activities and to succeed. However, the level of challenge is not always high enough for more able pupils in key stage 2, for example in mathematics and science where they do not apply their skills with sufficient independence often enough.

Nearly all teachers mark pupils' work regularly. They provide useful written and oral feedback for pupils. This identifies what they have achieved and how they can make further progress. In most classes, teachers ensure that pupils have appropriate opportunities to respond to this feedback and to evaluate their own work and the work of others. The school makes innovative use of digital technology to help pupils and teachers to evaluate progress effectively.

The school has robust assessment and tracking procedures which enable staff to identify any pupils who need additional support and to plan the next steps for them. Arrangements to standardise and moderate pupils' work are sound and these usually support teachers' judgements well in assessments at the end of the Foundation Phase and key stage 2.

Parents receive useful information about their children's achievements and progress in detailed end-of-year reports and regular parents' meetings.

Care, support and guidance: Good

Staff show high levels of care for all pupils in the school community. Provision for pupils' spiritual, moral, social and cultural development is effective. The school makes appropriate arrangements for promoting healthy eating and drinking. There are many opportunities for pupils to be physically active within the curriculum and in extra-curricular activities.

The school has a good range of strategies to promote positive behaviour by pupils, for example by using a digital system to record pupils' behaviour during the school day. This is effective in recognising and celebrating good behaviour as well as enabling parents to receive updates about their child's behaviour in school by using an application on their smart phones.

The provision for pupils with additional learning needs in mainstream classes and in the learning resource base is consistently good. There are clear arrangements to identify pupils' additional learning needs. The school makes good use of specialist services to provide effectively for pupils' specific needs. Members of support staff deliver a range of intervention programmes skilfully, such as specialist programmes to develop pupils' oracy skills. These have a positive effect on pupil outcomes. Child-friendly individual education plans provide clear targets for pupils to improve their learning. The school ensures that parents and pupils participate in regular reviews of progress.

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

Learning environment: Good

The school is a welcoming and inclusive community. All pupils have equal opportunities to participate in all aspects of school life. Good working relationships exist between staff and pupils that contribute successfully to the school's positive ethos. There are suitable arrangements for teaching pupils about respecting and celebrating diversity, for example through acts of collective worship and in topic work about other cultures and faiths.

The accommodation is secure and has plenty of space for the number of pupils on roll. Most areas of the school are maintained to a suitable standard. Pupils benefit from very large classrooms that support the effective delivery of learning experiences. Teachers make full use of these spaces through good organisation and zoning of areas. The nursery building is bright, attractive and welcoming for younger learners. Displays around the school recognise pupils' achievements and support learning appropriately. On both sites, the school has developed the outdoor areas to support learning well. In particular, the school makes very good use of its forest school area on the banks of the River Taff to enrich the curriculum. The school has a broad range of resources of good quality that match pupils' needs and support the delivery of the curriculum well.

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

The headteacher has created a clear vision for the school that ensures a consistent focus on improving the quality of teaching and learning. The headteacher works creatively with senior leaders and staff at all levels to identify priorities and to provide effective strategic direction to the work of the school. As a result, standards of teaching, learning and wellbeing are good. Members of the recently-established senior leadership team understand their roles well and ensure that the school makes strong progress in implementing national priorities, such as improving standards of literacy and supporting disadvantaged learners to achieve well. There are high expectations of all staff and strong cultures of team work and collaboration. Meetings focus appropriately on school improvement and support effective communication across the school. Management systems ensure that the school runs smoothly on a day-to-day basis. The performance management procedures support the school in achieving its strategic aims well.

Governors receive useful information about the school's strengths, shortcomings and future priorities. They have a sound understanding of the school's performance compared with that of similar schools and have purposeful links with curricular co-ordinators. They visit the school regularly in order to review standards, for example through learning walks, classroom observations and book scrutiny activities. The governing body's role as a critical friend is developing well.

Improving quality: Good

The school has effective arrangements for self-evaluation that cover most aspects of its work. Leaders evaluate performance data, pupils' work and the quality of teaching rigorously as part of an on-going programme of internal monitoring. As a result, they identify the school's strengths and areas for improvement well. The school has effective arrangements to include all teaching staff in the self-evaluation process. There are suitable opportunities for parents and pupils to contribute their opinions and suggestions for improvement.

The school uses information from self-evaluation effectively to develop improvement plans. These plans have a clear focus on improving standards of teaching and learning. They contain a suitable range of actions to bring about improvements and useful information about costs and timescales. Leaders ensure that there are effective links between school improvement plans, strategic priorities and the continuous professional development of staff. As a result, the school has a successful recent record of implementing improvement strategies, for example through the development of digital learning, assessment for learning and raising standards of literacy. Overall, the school's improvement plans are good. However, on a few occasions, leaders do not define the targets in action plans precisely enough. This limits their capacity to assess and evaluate fully the impact of actions taken.

Partnership working: Good

The school has a wide range of effective partnerships that have a positive impact on standards of teaching, learning and pupils' wellbeing. Effective links between home and school enable parents to take an active part in their children's education. For example, many parents attended the school to observe and to learn about the school's approaches to teaching mathematics.

The school's transition arrangements are strong. There are beneficial relationships between the local pre-school group and the school's nursery setting that help pupils to settle smoothly into school life. The school has useful partnerships with the two secondary schools to which pupils transfer. These partnerships strengthen the school's curriculum provision, for example through the specialist teaching of Welsh as a second language for Year 6 pupils and through literacy workshops for more able pupils. These arrangements are effective in preparing pupils for the next stage in their education. There are suitable arrangements to ensure the reliability and accuracy of teachers' assessments at the end of the Foundation Phase and key stage 2. The school works well with a range of partner schools to share good practice in teaching literacy and the effective use of assessment for learning strategies.

The school has numerous beneficial links with the local community. For example, all pupils participate in the long-standing tradition of commemorating Remembrance Day at the school and local cenotaph. Pupils also raise money for a range of local and national charities.

Resource management: Good

The school deploys teachers and teaching assistants well to meet the needs of pupils and makes effective use of their skills and expertise. For example, the school deploys a teacher with specialist skills to deliver effective outdoor learning experiences in the forest school area. The school has appropriate systems for the performance management and professional development of all staff. All teachers receive appropriate time for planning, preparation and assessment. These arrangements support the school well in achieving its strategic aims and priorities.

Staff benefit from working in professional learning communities. For example, members of the senior management team develop and share good practice in literacy teaching and the use of digital technology with other local schools.

The school manages its budget efficiently to meet the priorities outlined in the school improvement plan. There is effective use of the Pupil Deprivation Grant. For example, the school employs a basic skills manager to support vulnerable pupils and they make good progress as a result.

In view of the standards that pupils achieve and the effective use of resources, the school provides good value for money.

Appendix 1: Commentary on performance data

6752330 - YSGOL-Y-GRAIG

Number of pupils on roll	215
Pupils eligible for free school meals (FSM) - 3 year average	25.1
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	34	20	22
Achieving the Foundation Phase indicator (FPI) (%)	94.1	95.0	86.4
Benchmark quartile	1	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	34	20	22
Achieving outcome 5+ (%)	94.1	95.0	86.4
Benchmark quartile	1	1	2
Achieving outcome 6+ (%)	20.6	30.0	40.9
Benchmark quartile	3	2	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	34	20	22
Achieving outcome 5+ (%)	94.1	100.0	86.4
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	23.5	40.0	36.4
Benchmark quartile	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	34	20	22
Achieving outcome 5+ (%)	100.0	100.0	95.5
Benchmark quartile	1	1	2
Achieving outcome 6+ (%)	67.6	35.0	40.9
Benchmark quartile	1	3	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.

6752330 - YSGOL-Y-GRAIG

Number of pupils on roll 215
 Pupils eligible for free school meals (FSM) - 3 year average 25.1
 FSM band 4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	24	32	19	30
Achieving the core subject indicator (CSI) (%)	75.0	71.9	78.9	86.7
Benchmark quartile	3	4	3	2
English				
Number of pupils in cohort	24	32	19	30
Achieving level 4+ (%)	75.0	71.9	78.9	90.0
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	20.8	34.4	42.1	36.7
Benchmark quartile	3	2	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	24	32	19	30
Achieving level 4+ (%)	87.5	75.0	89.5	86.7
Benchmark quartile	2	4	2	3
Achieving level 5+ (%)	41.7	50.0	52.6	43.3
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	24	32	19	30
Achieving level 4+ (%)	83.3	75.0	78.9	86.7
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	16.7	9.4	42.1	36.7
Benchmark quartile	3	4	1	2

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

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.	97		94 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	96		93 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	95		91 96%	4 4%	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	96		86 90%	10 10%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	97		83 86%	14 14%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	96		93 97%	3 3%	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.	96		94 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	92		85 92%	7 8%	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.	97		81 84%	16 16%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	95		84 88%	11 12%	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.	94		77 82%	17 18%	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	97		72 74%	25 26%	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.	11	8 73%	3 27%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	9 82%	2 18%	0 0%	0 0%	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.	11	8 73%	3 27%	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.	11	9 82%	2 18%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	11	8 73%	2 18%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	11	9 82%	2 18%	0 0%	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.	11	9 82%	2 18%	0 0%	0 0%	0	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.	11	7 64%	4 36%	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.	11	8 73%	2 18%	0 0%	0 0%	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.	11	8 73%	3 27%	0 0%	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.	11	9 82%	2 18%	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.	11	9 82%	1 9%	0 0%	0 0%	1	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.	11	9 82%	1 9%	0 0%	0 0%	1	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.	11	10 91%	1 9%	0 0%	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.	11	8 73%	3 27%	0 0%	0 0%	0	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.	11	7 64%	4 36%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn 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.	11	7 64%	4 36%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	11	7 64%	3 27%	1 9%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Richard Lloyd	Reporting Inspector
Mr Eifion Lloyd Watkins	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Ms Julie Farmer	Peer Inspector
Mrs E Owen (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
- 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.