A report on

**Gelli Primary School
Ystrad Road
Ystrad
Pentre
RCT
CF41 7PX**

Date of inspection: March 2016

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.

Publication date: 20/05/2016

Context

Gelli Primary School is near Ystrad, in Rhondda Cynon Taf local authority.

There are currently 226 pupils on roll, including 30 who attend the nursery class full-time. There are seven full-time teachers, including the headteacher, and two part-time teachers. There are eight classes, including the nursery.

Around 28% of pupils are eligible for free school meals. This is above the national average. The school has identified 38%of pupils as having additional learning needs. This is well above the national average.

Nearly all pupils come from a white British ethnic background. Very few pupils speak Welsh at home or speak English as an additional language.

The headteacher took up his post in 2007. The last inspection was in May 2010.

The individual school budget per pupil for Gelli Primary School in 2015-2016 means that the budget is £3,103 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Gelli Primary School is 69th out of the 105 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Most pupils, including those with additional learning needs, make sound progress and achieve expected levels by the end of key stage 2
- Most pupils make good progress in their speaking and listening skills
- Most pupils develop their Welsh speaking and reading skills well
- Nearly all pupils feel safe and happy in school
- Many pupils enjoy a wide range of sporting activities
- Standards of behaviour are good throughout the school
- Most lessons are interesting and successfully engage pupils in their learning
- The quality of care, support and guidance is good
- The school provides a calm, welcoming atmosphere

However:

- Pupils of higher ability do not always achieve as well as they could
- The standard of pupils' writing is not consistent throughout the school
- Planning for progression in pupils' use of skills across the curriculum, particularly numeracy, is at an early stage of development

Prospects for improvement

The prospects for improvement of the school are adequate because:

- Staff work collaboratively and effectively as a team to fulfil the school's vision of creating a safe and inclusive learning environment for pupils
- Members of the senior leadership team support the headteacher effectively in the day-to-day management of the school
- Senior leaders have implemented several recent, relevant initiatives to improve the school's performance
- The school improvement plan focuses on relevant areas for development
- The school works effectively with partners in the local school improvement consortium to make improvements
- The school allocates resources efficiently to priorities for improvement

However:

- the role of the senior leadership team and governing body in setting the school's strategic direction is underdeveloped

- recent initiatives to secure improvement have not had enough time to impact on the standards that pupils achieve
- the contribution of pupils, parents and the governing body to the self-evaluation process is limited
- the school has not addressed fully all the recommendations made following the last inspection

Recommendations

R1 Raise the standards achieved by more able pupils

R2 Improve consistency in the standard of pupils' writing in the Foundation Phase, and in handwriting and presentation throughout the school

R3 Ensure that staff plan for progression in pupils' use of numeracy skills across the curriculum

R4 Involve senior leaders and the governing body more in setting the strategic direction of the school

R5 Increase the involvement of pupils, parents and the governing body in the self-evaluation process

R6 Strengthen the partnership with parents and the effectiveness of communication with them

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Pupils enter the school with skills that are generally at, or below, those expected for their age. Most pupils, including those with additional learning needs, make sound progress and achieve expected levels by the end of key stage 2. However, pupils of higher ability do not achieve as well as they could.

Throughout the school, most pupils make good progress in their speaking and listening skills. They listen attentively to their teachers and to other pupils when it is their turn to speak. Many pupils have unclear speech and limited vocabulary when they start school, but by the end of the Foundation Phase most pupils express themselves clearly using a wider vocabulary.

In key stage 2, most pupils continue to develop their confidence in speaking in a variety of situations. In a Year 5 science lesson, for example, many pupils offer their predictions fluently, using good sentence patterns and appropriate vocabulary.

During the Foundation Phase, most pupils' reading skills develop well. Nearly all enjoy traditional stories and have a good understanding of their content and structure. By Year 2, many pupils use a good range of strategies to read unfamiliar words and texts. These include using their knowledge of letters and sounds, interpreting pictures and making overall sense of the story. Most can predict what might happen next.

During key stage 2, pupils read for a widening range of purposes, including the use of the internet, to research topics they are studying. If they make an error in their reading, most pupils go back and self-correct their mistakes. By Year 6, most pupils use skimming and scanning skills efficiently to locate and retrieve information from a text. They know the difference between literal comprehension and the need to 'read between the lines' to gain a deeper understanding of a story. However, they are not familiar with many authors.

Pupils' progress in their writing skills in the Foundation Phase is variable. There are some good examples of independent writing for real life purposes, for example in the 'enchanted cafe' in the outdoor area, but this is not consistent throughout the phase. By Year 2, most pupils apply their knowledge of story structure well when retelling traditional tales. However, they rarely apply this knowledge in their independent, imaginative writing. Pupils' spelling is generally appropriate for their age, but the standard of handwriting is inconsistent.

Pupils in key stage 2 write for a good range of purposes and audiences. Year 4 pupils, for example, write letters to the librarian asking if they can borrow books about the local area to support their study of Gelli. Most pupils develop a good awareness of different forms of writing and plan, draft and edit their work increasingly well. Many structure their writing effectively, using a good range of punctuation. Most pupils

extend their use of imaginative vocabulary with the help of a dictionary or thesaurus. Spelling is generally age appropriate, but pupils' handwriting is often immature and the standard of presentation is variable.

In the Foundation Phase, most pupils make good progress in solving simple number problems. They measure competently using a range of equipment and relevant mathematical vocabulary such as 'heavier' and 'heaviest'. In Year 1, many pupils persevere independently to solve mathematical problems such as finding the answer to a sum attached to a key in order to open a money box. Overall, however, pupils do not apply their numeracy skills often enough, for real purposes, in all areas of learning.

In key stage 2, most pupils make good progress in using different methods of addition, subtraction and multiplication. There are some good examples of pupils of all abilities applying these skills to solve problems using money, time, shape and measures. By the end of the key stage, more able pupils engage well in a good range of investigations covering all four number operations, fractions, data handling, shape and measures. Overall, however, pupils do not make as much progress as they could in using their numeracy skills in real life contexts across the curriculum.

Many pupils make good progress in their Welsh language skills as they move through the school and develop an increasingly wide vocabulary. Most respond appropriately to instructions and display good understanding of the Welsh used by teachers outside of Welsh lessons. The majority of pupils' reading skills in Welsh are progressing well, but their writing skills are less well developed.

At the end of the Foundation Phase, pupils' performance at the expected outcome in literacy development has generally placed the school in the higher 50% compared with similar schools over the last four years. In mathematical development, performance has mostly placed it in the lower 50%. Pupils' performance at the higher outcome in literacy and mathematical development has declined, moving the school to the lower 50% in the last two years.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has declined compared with levels in similar schools over the last four years. This has placed the school in the bottom 25% or lower 50% of similar schools for the last two years. Pupils' performance at the higher level in English, mathematics and science has nearly always placed it in the lower 50%, or bottom 25% over the last four years.

Pupils who are eligible for free school meals have generally performed less well than their peers over the last four years, particularly at the higher level. However, the gap in their performance compared with their peers' is closing.

Wellbeing: Good

Nearly all pupils feel safe and happy in school and know how to use the internet safely. They have positive attitudes to eating a balanced diet and take part in regular physical exercise. Many enjoy participating in a varied range of sporting activities. Standards of behaviour in class and on the playground are consistently good. Nearly all pupils are courteous and welcoming to visitors and show care and concern for one

another. A good feature in many lessons is pupils' capacity to share ideas and collaborate productively in pairs and small groups. When given the opportunity, most pupils work well independently and evaluate their own and their partner's work effectively.

Levels of attendance have improved over the last three years, but have placed the school in the lower 50% compared with similar schools in two of the past three years. Nearly all pupils arrive punctually at the start of the school day.

The school council plays an active role. It listens and responds well to suggestions and concerns pupils raise in the regular school council 'clinic'. For example, in response to pupils' worries, it put up signs at the school entrance banning dogs from the playground and this nuisance has been reduced. Most pupils enjoy taking on extra responsibilities, such as the role of class monitor, play leader or sports ambassador. They carry out their roles conscientiously and contribute well to the smooth running of class routines and playtimes.

Pupils make a worthwhile contribution to their community and develop a good awareness of their responsibility towards it. They sing for older people in a local residential home and raise funds for charities by participating in events such as 'fun runs'.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Overall, the school provides a good range of interesting learning experiences that meet the requirements of the National Curriculum and religious education. Teachers provide relevant opportunities for pupils to apply their literacy, numeracy and information and communication technology (ICT) skills across the curriculum. However, planning for progression in pupils' skills as they move through the school is at an earlier stage of development, particularly with regard to numeracy.

In the Foundation Phase, the majority of teachers provide worthwhile learning experiences for pupils both indoors and outside. In a minority of classes, there is a good balance between adult-led and independent learning, but this is not consistent throughout the phase.

Homework tasks are generally interesting and build on pupils' learning in class, but teachers' expectations and marking of homework are inconsistent. Extra-curricular provision offers many sporting activities and opportunities for pupils to learn musical instruments. Educational trips to places such as a water treatment plant deepen pupils' understanding of the topics they are studying.

Many staff use Welsh regularly during lessons. The promotion of pupils' Welsh speaking and reading skills is effective, but writing skills are less well developed. Visits to places such as Cardiff museum promote pupils' knowledge of Wales well and the school participates successfully in Welsh heritage and culture competitions.

The school promotes knowledge of sustainable development and global citizenship very well. The eco council has improved the school environment by installing recycling bins and recycled art. They encourage energy efficiency and the reuse of materials, for example, by organising a fashion show of recycled clothing. Pupils have suitable opportunities to learn about other cultures by supporting a school in Uganda and investigating Fairtrade issues.

Teaching: Adequate

Most lessons are interesting and engage pupils in their learning successfully. Teachers share clear learning objectives with pupils and most use a good variety of resources and strategies that maintain pupils' interest throughout the lesson. Working relationships between staff and pupils are very good. Teachers and support staff manage pupils' behaviour well and create a positive working atmosphere in class.

Most teachers conduct lessons at a lively pace. There is usually a good balance between the teacher's input and opportunities for pupils to think about, and discuss, issues themselves in pairs and small groups. However, an over-reliance on worksheets sometimes restricts pupils' independence and creativity.

Teachers generally adapt work to meet the needs of pupils of different abilities appropriately, but pupils of lower ability occasionally struggle with work that is too hard for them. A few teachers challenge pupils of higher ability well, particularly in upper key stage 2, but the level of challenge for more able pupils is not always high enough.

In the majority of classes, teachers' marking helps pupils to improve their work. Most marking links appropriately to learning objectives. In some classes, pupils respond well to teachers' feedback and to individual targets set for them. In key stage 2, there are some very good examples of pupils' self and peer assessment, but this is not consistent throughout the school.

In half-termly review meetings, the headteacher and all class teachers discuss individual pupils' progress and plan additional support for those who need it. As a result, most pupils who receive extra support make better progress.

Parents and carers receive detailed annual reports about their child that give a clear picture of their progress and achievements.

Care, support and guidance: Good

There are good opportunities for pupils to develop their understanding of healthy living and physical fitness. Many pupils enjoy the variety of sporting clubs offered such as football, basketball and athletics. These benefit pupils' fitness, wellbeing and enjoyment of school life. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school promotes positive values successfully and shares clear expectations for behaviour consistently with pupils. It gives pupils good opportunities to discuss moral

dilemmas, reflect on their own beliefs and to consider other viewpoints. Whole school assemblies and collective worship in class promote pupils' spiritual, moral and social development well. Pupils' awareness of the arts and culture is less well developed.

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

The school uses data effectively to identify pupils who need extra support. Staff support pupils with additional learning needs well using a range of intervention strategies. Individual education plans contain appropriate targets for pupils with specific needs. The school tracks pupils' progress towards their individual targets carefully and reviews their progress with parents regularly.

There are strong links with a range of health and educational professionals to support the inclusion of pupils with severe and complex needs. Staff proactively seek external advice for pupils about whom they have concerns and use the advice of specialists well to strengthen the provision for these pupils. Pupils benefit from links with other agencies, such as the police and school nurse, who help them learn to make good choices.

Learning environment: Good

The school provides a calm, welcoming atmosphere that celebrates pupils' achievements well. Members of staff treat pupils equally and with respect. The school encourages pupils to recognise and appreciate other cultures and systems of beliefs through, for example, religious education lessons.

Staff use all the available space well for teaching and learning, but a few classrooms are rather cramped and restrictive. Most classrooms have attractive wall displays that celebrate pupils' work and provide useful information to support their learning. Pupils have access to a good range of resources, including tablet computers, which they use regularly.

Spacious outdoor areas include a wide range of creative resources and offer a stimulating environment for pupils to learn and develop their skills. Staff in the Foundation Phase use the 'quad' courtyard area particularly well to enhance pupils' learning. The school site is maintained well and is safe and secure for pupils.

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

Leadership: Adequate

Staff work collaboratively and effectively as a team to fulfil the school's vision of creating a safe and inclusive learning environment for pupils. Members of the senior leadership team are developing their roles as leaders. They support the headteacher effectively in the day-to-day management of the school. However, their role in contributing to its strategic direction is underdeveloped. Recently, senior leaders have implemented several initiatives to improve the school's performance. However, these have not yet had sufficient time to become embedded and to raise standards in all areas identified for development.

There are thorough performance management processes for teachers that include regular reviews of pupils' progress. Teaching assistants benefit from regular appraisals that support their continuing professional development.

The governing body fulfils its statutory duties and gives positive support to the school. Individual members have some understanding of the school's data and the issues that this raises. However, they are not yet fully involved in the school's self-evaluation process and in setting its strategic direction.

The school addresses local and national priorities appropriately. There are good initiatives to reduce the effects of poverty on pupils' performance and to improve attendance. These are beginning to have a positive impact on outcomes. Individual teachers' planning takes the National Literacy and Numeracy Framework into account appropriately.

Improving quality: Adequate

The headteacher and members of the senior leadership team have developed an understanding of the school's strengths and areas that require improvement. They generally use information from attainment data well to identify strengths and weaknesses. However, the school does not analyse pupils' performance in the national literacy and numeracy tests as effectively as it could to inform the self-evaluation process.

The school's self-evaluation report is based on a suitable range of evidence including performance data, the outcomes of lesson observations, scrutiny of pupils' books and external advice from the local school improvement consortium. However, the contribution of pupils, parents and the governing body in the self-evaluation process is limited.

Priorities for improvement highlighted in the self-evaluation report are relevant to the school's needs. The school improvement plan has a number of targets that have a clear focus on identified priorities, such as improving the performance of more able pupils and the quality of teaching across the school. The plan identifies responsibilities, costs, an implementation timetable and quantifiable success criteria to measure pupils' progress appropriately. However, the school has not addressed fully all the recommendations made following the last inspection.

Partnership working: Adequate

There are good arrangements with the local playgroup to help familiarise children with the school before they enter nursery. For those who come straight from home, the school provides open afternoons to help ease this important transition.

Standardisation and moderation activities with other schools help to support the reliability of assessment at the end of the Foundation Phase and key stage 2. The partnership with Treorchy Comprehensive School is particularly strong and benefits pupils in Year 6. Work with English and Welsh teachers from the secondary school provides mutually beneficial opportunities for staff and pupils to get to know one another. As a result, Year 6 pupils look forward confidently to the next stage in their education.

Partnership with many parents is good, but there are shortcomings in the school's relationship with a few because it does not always respond effectively to their concerns. The school communicates important information through texts and social media, but sometimes parents either do not receive these messages or get them too late to respond to requests and events. A recently established parent council aims to help the school improve and develop its partnership with all parents.

The school provides work experience placements for trainee teaching assistants from the local college, which give pupils additional individual and group support. Effective joint working practices with other agencies and organisations benefit pupils, such as those who are interested in sporting activities and those eligible for free school meals. An effective partnership with the local school improvement consortium has a positive impact on important areas such as the quality of teaching.

Resource management: Adequate

The school has enough staff to meet the needs of all learners. Most teachers deploy the skills of teaching assistants effectively. They support the learning of groups of pupils well and provide valuable tailored support for pupils with specific needs.

There are good arrangements to cover teachers' planning, preparation and assessment time. The school provides appropriate dedicated management time for senior leaders so that they can carry out their duties efficiently.

The school provides staff training in response to needs identified through the performance management process. Teachers work productively with staff in other primary schools to improve their practice, for example, in teaching science. However, within the school, staff do not have enough opportunities to observe one another and learn from the good practice of those with strengths in key areas, such as assessment and Foundation Phase practice.

The school makes effective use of the Pupil Deprivation Grant to support pupils who are eligible for free school meals. The provision focuses on the development of their literacy and numeracy skills. Monitoring data shows that, as a result, many of this group of pupils are making improved progress and the gap in their performance compared with their peers is closing.

The headteacher, governing body and school secretary manage the school's finances efficiently. They allocate resources appropriately to priorities for improvement and plan well for future anticipated spending needs.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	223
Pupils eligible for free school meals (FSM) - 3 year average	30.5
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	34	24	18	27
Achieving the Foundation Phase indicator (FPI) (%)	67.6	87.5	66.7	81.5
Benchmark quartile	3	1	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	34	24	18	27
Achieving outcome 5+ (%)	76.5	91.7	66.7	88.9
Benchmark quartile	2	1	4	2
Achieving outcome 6+ (%)	23.5	20.8	22.2	25.9
Benchmark quartile	2	2	3	3
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	24	18	27
Achieving outcome 5+ (%)	79.4	91.7	72.2	88.9
Benchmark quartile	3	1	4	3
Achieving outcome 6+ (%)	26.5	20.8	16.7	14.8
Benchmark quartile	1	2	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	34	24	18	27
Achieving outcome 5+ (%)	79.4	95.8	83.3	92.6
Benchmark quartile	4	2	4	3
Achieving outcome 6+ (%)	26.5	50.0	33.3	66.7
Benchmark quartile	2	1	3	1

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.

6742119 - GELLI PRIMARY SCHOOL

Number of pupils on roll   223
Pupils eligible for free school meals (FSM) - 3 year average   30.5
FSM band   4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	32	21	27	27
Achieving the core subject indicator (CSI) (%)	78.1	81.0	48.1	77.8
Benchmark quartile	2	2	4	4
English				
Number of pupils in cohort	32	21	27	27
Achieving level 4+ (%)	87.5	95.2	55.6	81.5
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	*	23.8	22.2	22.2
Benchmark quartile	*	3	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	32	21	27	27
Achieving level 4+ (%)	84.4	81.0	59.3	85.2
Benchmark quartile	2	3	4	3
Achieving level 5+ (%)	*	*	25.9	18.5
Benchmark quartile	*	*	3	4
Science				
Number of pupils in cohort	32	21	27	27
Achieving level 4+ (%)	96.9	95.2	63.0	81.5
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	*	42.9	25.9	18.5
Benchmark quartile	*	1	3	4

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.

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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.	38		37 97%	1 3%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	38		36 95%	2 5%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	38		35 92%	3 8%		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	38		37 97%	1 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.	38		38 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	37		36 97%	1 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.	38		38 100%	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.	36		36 100%	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.	37		31 84%	6 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.	38		37 97%	1 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.	38		32 84%	6 16%		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	38		34 89%	4 11%		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.	107	49 / 46%	44 / 41%	11 / 10%	3 / 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	104	62 / 60%	39 / 38%	2 / 2%	1 / 1%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	107	54 / 50%	48 / 45%	4 / 4%	1 / 1%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	105	48 / 46%	49 / 47%	6 / 6%	2 / 2%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	96	37 / 39%	46 / 48%	10 / 10%	3 / 3%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	104	49 / 47%	47 / 45%	5 / 5%	3 / 3%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	106	50 / 47%	54 / 51%	1 / 1%	1 / 1%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	105	34 / 32%	56 / 53%	14 / 13%	1 / 1%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	101	42 / 42%	43 / 43%	15 / 15%	1 / 1%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	102	41 / 40%	55 / 54%	6 / 6%	0 / 0%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	107	51 / 48%	50 / 47%	5 / 5%	1 / 1%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	97	45 / 46%	44 / 45%	7 / 7%	1 / 1%	9	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	104	36 / 35%	45 / 43%	19 / 18%	4 / 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		50%	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.	106	44 42%	44 42%	13 12%	5 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	98	36 37%	48 49%	10 10%	4 4%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	101	47 47%	47 47%	6 6%	1 1%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	91	35 38%	47 52%	7 8%	2 2%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	105	47 45%	51 49%	7 7%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	103	46 45%	38 37%	14 14%	5 5%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Ms Stephanie James	Reporting Inspector
Ms Rosemarie Wallace	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Ms Jane Jenkins	Peer Inspector
Mr Cynan Jones (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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.