



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Llwynypia Primary School
School Terrace
Llwynypia
Tonypandy
RCT
CF40 2HL**

Date of inspection: July 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.

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Context

Llwynypia Primary School is in the village of Llwynypia, in Rhondda Cynon Taf local authority.

There are 215 pupils on roll aged from three to eleven years, including 31 nursery and children. There are eight classes, of which two are mixed-age.

Nearly all pupils are white British and come from homes where English is the main language. Around 21% of pupils are eligible for free school meals, which is in line with the national average. The school identifies around 18% of pupils as having additional learning needs and this is below the national average.

The headteacher took up her post in 2008. The school was last inspected in November 2010.

The individual school budget per pupil for Llwynypia Primary School in 2015-2016 means that the budget is £3,054 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Llwynypia Primary School is 73rd out of the 105 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 school's performance is good because:

- Most pupils make good progress
- Nearly all pupils listen attentively to adults and to each other
- Most pupils develop their reading and writing skills well
- Most pupils with additional learning needs make good progress towards meeting their individual targets
- Nearly all pupils behave very well in lessons and around the school
- The school provides a well-balanced range of stimulating learning experiences
- A wide range of extra-curricular activities, including homework and gardening clubs, enrich the curriculum
- Relationships between teachers and pupils are very strong and mutually respectful.

Prospects for improvement

Prospects for improvement are good because:

- The headteacher provides very successful leadership that creates a culture of effective co-operation within the school
- The senior leadership team, governing body and all members of staff support the headteacher well
- Leaders communicate high expectations to those they manage and tackle underperformance robustly
- The governing body has a good understanding of the school's strengths and future priorities
- The school has effective procedures for self-evaluation and planning for improvement
- The school cultivates a wide range of partnerships that have a positive effect on pupils' outcomes and wellbeing

Recommendations

R1 Raise standards in Welsh across the school

R2 Improve pupils' presentation skills

R3 Ensure that teachers provide appropriate feedback to pupils so that they fully understand how they can improve their work

R4 Raise levels of attendance further

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most pupils enter the school with skills below those expected for their age. However, most pupils make good progress in developing their literacy, numeracy and personal skills as they move through the school.

Throughout the school, nearly all pupils listen attentively to adults and to each other. In the Foundation Phase, most express their views confidently and use a good range of vocabulary. By the end of key stage 2, most pupils discuss their work maturely and use subject-specific vocabulary accurately.

Most pupils develop their reading skills well in relation to their starting points. By the end of the Foundation Phase, most read with fluency and discuss their favourite books enthusiastically. They acquire a good understanding of the relationship between letters and sounds. By the end of key stage 2, most pupils read confidently, fluently and with appropriate expression. Most pupils read a variety of fiction and non-fiction books well and they apply their skimming and scanning skills effectively to texts in order to find relevant information. Older pupils express preferences for different authors and talk about the specific features of different types of books.

In the Foundation Phase, most pupils develop their writing skills well. By the end of Year 2, many show a good understanding of spelling and sentence structure. More able pupils write good extended stories and information texts, such as letters. Many use basic punctuation correctly and spell common words accurately. In key stage 2, most pupils make good progress in their ability to write in different genres. They redraft their work purposefully to improve its quality. By the end of the key stage, most write clearly, develop a good handwriting style and punctuate their work successfully. However, in both key stages, a minority do not always present their work neatly. In most classes, pupils apply their literacy skills soundly in other areas of the curriculum.

Nearly all pupils have positive attitudes towards learning Welsh. Most develop their language skills appropriately as they move through the school. However, across the school, very few pupils speak the language outside of Welsh lessons. Many pupils develop their reading and writing skills appropriately.

In the Foundation Phase many pupils respond effectively to a variety of mathematical tasks, such as using numbers, measurement, data handling and shape. They develop their numeracy skills well and apply them in other areas of learning confidently, for example during a creative development session when they use a half or a quarter of a piece of paper in collage work.

In key stage 2, nearly all pupils build successfully on their existing mathematical knowledge and achieve good standards. Many pupils have quick recall of number facts. In Year 6, most pupils use their skills well to represent data in a range of

different graphs and charts. Pupils use their numeracy skills for a wide range of purposes in other subjects, for example when working out the cost of a trip to the Rio Olympics.

Most pupils' thinking, problem-solving and information and communication technology skills (ICT) develop well. Most pupils with additional learning needs make good progress towards meeting their individual targets. Pupils eligible for free school meals currently perform as well as other pupils at the expected levels in both key stages.

Over the last four years, at the end of the Foundation Phase, pupils' performance at the expected outcomes in literacy and mathematical development has placed the school generally in the top 25% or higher 50% when compared with similar schools. At the higher outcomes, pupils' performance, particularly in literacy, has varied more.

At the end of key stage 2, over the same period, pupils' performance at the expected and higher levels in English and mathematics has generally placed the school in the top 25% or higher 50% when compared with similar schools. However, in science pupils' performance has been more variable.

Wellbeing: Adequate

Nearly all pupils feel safe and secure in school and know to whom to turn if they have any concerns. Nearly all pupils behave very well in lessons and around the school. They are polite and extremely courteous to adults and to each other. Nearly all co-operate well with staff and each other. They engage in tasks with enthusiasm and display very positive attitudes to learning. Most concentrate well in lessons and persevere when they face difficulties.

Most pupils have a strong understanding of what they need to do to keep fit and healthy. They understand the importance of taking regular exercise and eating a healthy diet.

Most pupils have good social and life skills. Members of the school council and the eco committee are enthusiastic about their roles and take a lead in ensuring that pupils have a voice in the school. For example, they have introduced incentives to encourage regular attendance. Pupils also help to make purposeful decisions about the outdoor area that have a positive effect on the school's provision. For example, as a result of discussions with the governing body, pupils have secured additional playground equipment which helps to reinforce good behaviour during lunch and break times.

Over the past three years, pupils' attendance has placed the school below the average when compared with similar schools. Nearly all pupils attend school punctually.

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

The school provides a well-balanced range of stimulating learning experiences that meet the requirements of the Foundation Phase, the National Curriculum and religious education.

The school has made good progress in implementing the Literacy and Numeracy Framework. Schemes of work provide effective opportunities for pupils to develop their literacy and numeracy skills across the school. The school provides a good range of intervention and support programmes to meet the needs of individual pupils.

A wide range of extra-curricular activities, including homework and gardening clubs, enrich the curriculum. Visits to various educational venues, including residential visits, and visitors enhance pupils' learning experiences well.

Teachers successfully develop pupils' knowledge and appreciation of Welsh culture and heritage. For example, pupils visit places of local and national interest, such as the Welsh Folk Museum and Atlantic College. They study the work of many Welsh artists and notable aspects of local history, such as the Tonypany riots. Provision for the Welsh language is improving appropriately. However, opportunities for pupils to use the language outside of formal Welsh lessons are limited.

The eco committee actively encourages all members of the school community to conserve energy, recycle and reduce waste. The school promotes pupils' understanding of the wider world well through links with children in countries such as Uganda. The school also successfully promotes pupils' understanding of fair trade. For example, the school's fair trade committee runs a weekly shop selling fair trade produce.

Teaching: Good

The quality of teaching ensures that most pupils make good progress as they move through the school. Working relationships between teachers and pupils are very strong and mutually respectful. There is a very positive ethos in nearly all lessons.

Teachers have a detailed knowledge of the areas of learning and subjects that they teach. Most lessons are interesting and teachers use a good range of resources and strategies to stimulate pupils' attention. They share lesson objectives well with pupils and question them skilfully. Teachers and teaching assistants work very successfully together to enable most pupils to achieve good outcomes. However, teachers do not consistently promote pupils' daily use of the Welsh language.

All teachers mark pupils' work regularly. However, teachers' marking does not always give pupils appropriate feedback. The school has suitable arrangements to track and monitor the progress of individual pupils as they move through the school. Many pupils use self and peer assessment confidently to judge the quality of their own and others' work. Procedures to ensure the accuracy of teachers' assessments are effective.

Reports to parents meet requirements. They provide parents with a clear picture of their child's achievements and areas for development. There are regular, useful opportunities for parents to discuss their child's progress with teachers.

Care, support and guidance: Good

Provision for care, support and guidance is very good. There are appropriate arrangements for promoting healthy eating and drinking. A very wide range of activities enhance pupils' spiritual, moral, social and cultural development well. For example, collective worship sessions successfully promote respect and sensitivity towards others and help to foster a close-knit community ethos in the school. The school uses a range of positive strategies to promote pupils' good behaviour and takes good account of pupils' rights while drawing their attention to their responsibilities.

The school engages well with a range of external agencies in order to support pupils. For example, staff collaborate closely with the Speech and Language Therapy Department to help specific children and their families.

The school has clear arrangements for the identification and monitoring of pupils with additional learning needs. The support provided matches pupils' individual needs closely. The comprehensive individual education plans are updated regularly in collaboration with pupils and parents. The school provides successful literacy and numeracy intervention programmes for specific groups of pupils.

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

Learning environment: Good

Llwynypia school is a caring, friendly and inclusive community that values all its pupils. It has a very positive ethos which celebrates the diversity of its pupils well. Staff and pupils treat each other with consideration and mutual respect.

Classrooms are bright and stimulating and staff make very good use of the available space. The school buildings are secure and in a good state of repair. The outdoor areas are spacious and provide a stimulating learning environment for pupils. Foundation Phase pupils, in particular, benefit from an attractive and extensive outdoor learning area.

The quantity and quality of the resources available to staff and pupils are good and match pupils' needs well. For example, there is a purposeful ICT room with up-to-date technology and recording equipment. A range of varied and colourful displays effectively enhances the learning environment for pupils.

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

Leadership: Good

The headteacher provides very successful leadership that creates a strong culture of co-operation within the school. She encourages staff to share their strengths and interests with colleagues and this increases their confidence, knowledge and skills, and benefits staff and pupils alike.

The senior leadership team, governing body and staff support the headteacher well. All members of staff have clear roles and job descriptions and understand their shared responsibilities for working towards agreed targets. Leaders communicate high expectations to those they manage and tackle underperformance robustly. There are good systems in place for the performance management of staff. All staff have an opportunity to contribute to the process and it successfully identifies and addresses their development needs.

The governing body has a good understanding of the school's strengths and future priorities. Under the strong leadership of the chair, governors support the school very well. They visit the school regularly and contribute purposefully to the school improvement plan. They undertake their responsibilities conscientiously and have a strong interest in the day-to-day life of the school. The governing body ensures that the school meets statutory requirements and challenges the school's leaders effectively.

The school responds well to local and national priorities, for example by improving standards in reading and numeracy and further developing the ICT provision.

Improving quality: Good

The school has effective procedures for self-evaluation and planning for improvement. There is a clear focus on improving outcomes for pupils through a rigorous cycle of review. The self-evaluation process includes monitoring pupils' books, lesson observations and purposeful analysis of data. Staff, governors, parents and pupils are fully involved in the process. As a result, the school has a good understanding of its strengths and the areas that it needs to develop further.

Leaders use the information from the self-evaluation process effectively to set targets for improvement. There are close links between the areas for improvement identified in the self-evaluation report and the priorities in the school improvement plan. The plan contains a manageable number of targets, which focus clearly on raising pupils' standards. It makes specific references to the personnel who are responsible, and includes timescales, costings and clear procedures for monitoring progress. Leaders and managers check the implementation of specific actions regularly.

The school has a consistently good track record of implementing improvements and actions undertaken over the last few years have led to measurable improvements in key areas. These include helping pupils who are falling behind to catch up effectively and raising standards in numeracy.

Partnership working: Good

The school cultivates a wide range of partnerships that have a positive effect on pupils' outcomes and wellbeing.

Staff nurture strong relationships with parents, who are very supportive of the school. The school has improved communication with parents and increased parental involvement in pupils' learning. For example, parents participate in literacy and numeracy fairs, which help them support their children more effectively.

There are close links with the local secondary schools, which prepare pupils well for the next stage of their education. The school also works effectively with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work. This has improved teachers' understanding of the standards expected at the end of both the Foundation Phase and key stage 2.

There are successful partnerships with other agencies in the community, including the local authority, health, social services and welfare groups. These contribute well to promoting pupils' wellbeing and learning.

The school plays an active role within the local community and the strong links provide worthwhile experiences for pupils. For example, pupils in the gardening club have worked with members of a local day care centre to improve the school environment. Close links with the local church help to promote pupils' spiritual and moral development well. The diverse range of beneficial community partnerships ensures that pupils develop their literacy, numeracy, social and life skills well and encourages them to learn about the rich history of their locality.

The close partnerships with local businesses provide pupils with a better understanding of the world of work. For example, business representatives visit the school to promote pupils' understanding of healthy eating and money management.

Resource management: Good

There are enough suitably qualified and trained teachers and teaching assistants. All staff are deployed well to make the best use of their expertise. Teaching assistants provide effective support for vulnerable pupils.

The school meets the professional needs of teaching staff well. For example, additional support has led to improvements in the teaching of reading skills and, as a result, pupils' reading standards have improved markedly. There are suitable arrangements for teachers' planning, preparation and assessment time.

The school has established effective networks of professional practice with other schools. For example, members of staff work closely with colleagues from partner schools to develop more effective writing strategies and to improve the quality of teaching. These arrangements have impacted well on standards and the quality of the provision.

The school makes good use of its accommodation and resources. Governors and senior leaders monitor the school's budget well and challenge the school appropriately. Financial resources link closely to the school improvement plan and the development needs of staff.

The school makes good use of the pupil deprivation grant to improve the literacy and numeracy skills of targeted pupils, for example by developing specific learning interventions.

In view of the standards achieved by pupils and the quality of the provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6742143 - LLWYNYPIA PRIMARY SCHOOL

Number of pupils on roll	222
Pupils eligible for free school meals (FSM) - 3 year average	23.3
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	20	31	20	27
Achieving the Foundation Phase indicator (FPI) (%)	85.0	90.3	95.0	85.2
Benchmark quartile	2	1	1	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	20	31	20	27
Achieving outcome 5+ (%)	95.0	90.3	95.0	85.2
Benchmark quartile	1	2	1	4
Achieving outcome 6+ (%)	20.0	25.8	30.0	18.5
Benchmark quartile	3	3	2	4
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	20	31	20	27
Achieving outcome 5+ (%)	90.0	93.5	95.0	92.6
Benchmark quartile	2	1	1	2
Achieving outcome 6+ (%)	35.0	29.0	30.0	18.5
Benchmark quartile	1	2	2	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	20	31	20	27
Achieving outcome 5+ (%)	90.0	96.8	100.0	88.9
Benchmark quartile	3	2	1	4
Achieving outcome 6+ (%)	85.0	45.2	60.0	29.6
Benchmark quartile	1	2	1	4

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.

6742143 - LLWYNPIA PRIMARY SCHOOL

Number of pupils on roll	222
Pupils eligible for free school meals (FSM) - 3 year average	23.3
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	25	18	28	33
Achieving the core subject indicator (CSI) (%)	92.0	83.3	96.4	93.9
Benchmark quartile	1	2	1	2
English				
Number of pupils in cohort	25	18	28	33
Achieving level 4+ (%)	92.0	88.9	96.4	93.9
Benchmark quartile	1	2	1	2
Achieving level 5+ (%)	40.0	72.2	46.4	45.5
Benchmark quartile	1	1	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	25	18	28	33
Achieving level 4+ (%)	92.0	88.9	96.4	93.9
Benchmark quartile	2	2	1	2
Achieving level 5+ (%)	32.0	61.1	42.9	54.5
Benchmark quartile	2	1	1	1
Science				
Number of pupils in cohort	25	18	28	33
Achieving level 4+ (%)	92.0	83.3	96.4	93.9
Benchmark quartile	2	3	1	3
Achieving level 5+ (%)	36.0	44.4	32.1	42.4
Benchmark quartile	2	1	3	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.	82		82 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	82		81 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	82		82 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	82		82 100%	0 0%	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.	82		82 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	82		82 100%	0 0%	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.	81		81 100%	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.	82		81 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.	82		82 100%	0 0%	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.	82		82 100%	0 0%	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.	82		81 99%	1 1%	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	82		80 98%	2 2%	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.	10	7 70%	3 30%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhentyn 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.	9	8 89%	1 11%	0 0%	0 0%	1	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.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	10	7 70%	2 20%	1 10%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	10	5 50%	5 50%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	9	7 78%	1 11%	1 11%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	10	8 80%	2 20%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	8	7 88%	1 12%	0 0%	0 0%	2	Mae fy mhentyn 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.	10	8 80%	1 10%	1 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	10	9 90%	1 10%	0 0%	0 0%	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.	10	7 70%	2 20%	1 10%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	9	7 78%	2 22%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoledb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	8	6 75%	2 25%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	10	6 60%	3 30%	1 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

David Gareth Evans	Reporting Inspector
Mr David Kenneth Davies	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Aileen Patricia Brindley	Peer Inspector
Kay Emmanuelli	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.