



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

A report on

**Penygraig Junior School
Hendrecafn Road
Penygraig
Tonypandy
RCT
RCT
CF40 1LW**

Date of inspection: October 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Penygraig Junior School is in the village of Penygraig near Tonypany in Rhondda Cynon Taf. The majority of pupils come from the village and the surrounding area. The school currently has 114 pupils from the ages of seven to eleven. The number on roll has increased steadily over the last six years. There are four classes, three of which have mixed groups.

Over the last three years, the average number of pupils eligible for free school meals is around 37%, which is well above the national average of approximately 20%. About 30% have additional learning needs, which is also above the national average of around 25%. No pupils currently have a statement of special educational needs. A very few pupils come from an ethnic minority background or are in the care of the local authority. No pupils receive support in English as an additional language or speak Welsh as a first language.

The last inspection was in June 2009. The current headteacher took up her post in September 2008. She also manages the nearby Penygraig Infant School under a federation arrangement.

The individual school budget per pupil for Penygraig Junior School in 2015-2016 means that the budget is £3,713 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Penygraig Junior School is 25th 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 current performance of the school is good because:

- Although there are areas for development in writing, nearly all pupils generally make good progress in their literacy and numeracy skills and they apply these across the curriculum well
- Over the last four years by the end of the key stage, pupils' performance in the core subjects at both the expected and higher levels has been generally above the average when compared to that in similar schools
- The gap in attainment and levels of attendance between pupils eligible for free school meals and their peers is narrowing
- Attendance is improving and the school has been in the higher 50% or top 25% of similar schools over the last three years
- Nearly all pupils behave extremely well
- Pupils' contribution to the life of the school is outstanding
- The school provides a broad and balanced curriculum that stimulates and engages all pupils very effectively
- Teaching is consistently good with excellent features

Prospects for improvement

The school's prospects for improvement are good because:

- There is a united vision and sense of purpose across the two federated schools
- The headteacher provides effective strategic leadership
- The deputy headteacher oversees the school successfully when the headteacher is based in the infant school
- The governing body is well informed about the school's performance and helps to determine its strategic direction prudently
- The school has extensive and robust procedures for self-evaluation and the process draws effectively on a wide range of first-hand evidence
- Leaders have a good understanding of the school's strengths and areas for improvement
- The school's excellent range of partnerships brings all partners together to benefit pupils' learning and wellbeing

Recommendations

- R1 Raise the performance and attendance levels of pupils eligible for free school meals
- R2 Improve pupils' writing skills across the curriculum
- R3 Develop more consistency in marking procedures, so pupils know how to improve their work

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

Overall, nearly all pupils make good progress through the school in their literacy and numeracy skills and they apply these across the curriculum and to real-life situations well.

Nearly all pupils listen attentively to staff and to each other. They explain their thoughts and ideas effectively. More able pupils, in particular, use an extensive range of vocabulary imaginatively.

Many pupils read clearly, fluently and expressively and have a good understanding of what they read. They begin to read analytically and to detect inference and different points of view effectively. They discuss a range of authors' work and explain in detail how they choose their books. Most pupils distinguish between fiction and non-fiction well.

Most pupils develop their writing skills appropriately across a range of genres for different purposes and audiences. For example, they write interesting and poignant diary accounts about starting work in a coalmine. They show good understanding when describing challenging ideas, such as 'The Elephant in the Room'. However, a majority make slow progress with punctuation, presentation and handwriting and a minority do not always spell high frequency words correctly.

Nearly all pupils make good progress in their mathematical knowledge and understanding. They develop a wide range of relevant numeracy and measuring skills and they collate and interpret various kinds of data accurately. In particular, most pupils apply reasoning and problem-solving skills well. However, their mental mathematical skills are relatively less well developed. Nearly all pupils have excellent information and communication technology (ICT) skills. They are able to discuss, develop and communicate their learning electronically in highly imaginative ways across the curriculum, for example through the use of graphics and 'mirroring' their tablet work on the interactive whiteboard.

Nearly all pupils show enthusiasm for learning and speaking the Welsh language. They make steady progress in their oral skills. For example, they reply to questions and short conversations using appropriate words and phrases. They discuss important events, such as the Rugby World Cup, well. Pupils also make sound progress in writing, showing a good understanding of sentence structures. They use a range of appropriate vocabulary within a given context, for example when describing a holiday in St Lucia. Older pupils read with fluency and show a good understanding of the text.

Over the last four years, pupils' performance in English, mathematics and science at the expected and the higher than expected levels is generally above average when compared to that in similar schools. Pupils eligible for free school meals perform consistently less well than their peers, but the gap in attainment is narrowing.

Wellbeing: Excellent

Nearly all pupils enjoy school and have an extensive understanding of the benefits of exercise and developing a healthy lifestyle. Many transfer these concepts to their home life-styles well, for example by only having carbonated drinks occasionally. Nearly all pupils feel safe and show consistently high levels of care and concern for others.

Nearly all pupils behave extremely well. They move around the school calmly and are very courteous and polite. Nearly all are well motivated, display positive attitudes towards their work and sustain concentration exceptionally well. They co-operate with each other enthusiastically and show persistence when solving problems. They have a very good understanding of how well they are doing in school and how they can improve their work. These features underpin the evident high quality of pupils' learning and wellbeing.

Attendance is improving and the school has been in the higher 50% or top 25% of similar schools over the last three years. Persistent absence has declined substantially. However, pupils eligible for free school meals do not always attend as well their peers. Nearly all pupils are punctual at the start of the school day.

Pupils' contribution to the life of the school is outstanding. Many pupils participate in a wide range of decision-making forums. The school and eco councils, for example, lead a number of important projects. These include fund raising for improvements in the school and locality, such as the design and provision of a new sports kit and the construction of a mural in the playground. All forums report regularly to the 'Senedd', which includes representatives from the infant school and the governing body. These innovative arrangements ensure that pupils' views and ideas make a difference.

Most pupils are involved in community activities and events that enrich their learning substantially. For example, the community ambassadors work closely with local leaders and parents to care for the local environment, based on an agreed community rights charter.

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

The school provides a broad and balanced curriculum that stimulates and engages all pupils very effectively. Staff plan carefully to meet the needs of all pupils. Planning for the National Literacy and Numeracy Framework is comprehensive and well embedded. All lessons provide worthwhile opportunities for pupils to apply their literacy, numeracy and thinking skills across the curriculum, particularly through the use of ICT.

The school meets the learning needs of all pupils comprehensively. Intervention groups provide well-focused support for those pupils who require additional help in literacy and numeracy. There is a varied range of extra-curricular activities, visits and visitors, which engage pupils fully and promote their all-round development and wellbeing effectively.

Teachers plan systematically to enable pupils to develop their skills in Welsh successfully. Provision for the Welsh dimension promotes pupils' understanding of their Welsh heritage well through, for example, a detailed study of 'Black Gold' tracing the history of mining in the Rhondda.

The school promotes environmental education and global citizenship well. The active eco council raises pupils' awareness of sustainability concepts effectively, for example by recycling various materials and setting targets for energy conservation. It has an agreed eco code and works closely with the local community to reduce litter and dog fouling. Recently, the school held a 'Shine' day, when pupils were able to engage with different cultural experiences, such as African drumming and Indian dancing. There are also worthwhile links with schools abroad and pupils support a range of charities. All of these experiences enhance pupils' understanding of global issues and life in the wider world considerably.

Teaching: Good

All teachers prepare lessons thoroughly and engage pupils in high quality learning. In particular, they encourage pupils successfully to make their own choices and decisions through activities that promote independent and co-operative work. This is a notable feature of all lessons. Other examples of excellence in teaching include the frequent use of self and peer evaluation strategies and the provision of ICT as an integral part of the learning process.

All teachers conduct lessons at a brisk pace and monitor pupils' progress efficiently and effectively. They have high expectations of pupils' achievement. In most lessons, they match tasks well to pupils' ages and ability levels. They use a range of pertinent class management strategies and they praise and challenge pupils constantly to help them succeed. They work well with support staff, who make a valuable contribution to pupils' learning.

The school undertakes a range of relevant standardised assessments to measure how well pupils achieve. Teachers use this data effectively to track and monitor pupils' progress and to identify which pupils require additional support. They set accurate attainment targets.

Although practices vary between classes, all teachers mark pupils' work regularly and provide positive and supportive comments. However, teachers do not generally follow up the advice they give or identify specific ways in which pupils can improve. Comprehensive annual reports and regular consultation evenings provide parents with valuable information about their children's progress and achievements.

Care, support and guidance: Good

Care, support and guidance are strong features of the school's provision. Personal and social education, for example, is an integral part of the curriculum. It focuses effectively on developing pupils' wellbeing through a range of useful emotional literacy support programmes. Partnership and collaboration with organisations within the Rhondda community are exemplary. Highly effective multi-agency meetings ensure the school responds quickly to any pupils who may be at risk of underachieving due to social disadvantage.

There are appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to be active on the yard and playground buddies take on their roles effectively and enthusiastically. The provision for pupils' spiritual, moral, social and cultural development is effective. For example, the school provides worthwhile opportunities for pupils to develop their spirituality, such as a reflection area in each classroom and the study of other religions, such as Islam. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school uses house points and other positive behaviour management strategies successfully to promote good behaviour. It addresses any non-attendance and lateness promptly and works closely with the local authority when necessary. Effective procedures and incentives reduce absences and encourage punctuality.

There are thorough systems for meeting pupils' additional learning needs. Staff review procedures regularly and the co-ordinator ensures that there is early intervention. Pupil-friendly individual educational plans are appropriately detailed and enable individuals to make step-by-step progress. The school makes comprehensive use of a range of specialist services to support pupils' needs and works well in partnership with various agencies, such as the educational psychology service.

Learning environment: Good

The school provides a warm and welcoming environment. Appropriate arrangements are in place to support pupils' wellbeing and safety and to prevent any type of bullying, discrimination or anti-social behaviour. As a result, pupils feel valued and respected and are confident to ask for help when necessary. The school site is secure and accessible for wheelchair users.

Classrooms are spacious, bright and tidy. Attractive displays and recent improvements to the accommodation create an innovative and stimulating learning environment. New furniture enables adaptable pupil groupings and two recently converted classrooms are now modern high technology 'pods', which raise even further pupils' expertise in ICT. Outside, good use is made of the well-maintained hard surface playgrounds and the limited grassed area.

The school has a good range of resources, particularly in ICT. It also uses community resources well.

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

There is a united vision and sense of purpose across the two federated schools. The headteacher provides effective strategic leadership and leads the school forward efficiently and conscientiously. The deputy headteacher provides valuable support and oversees the school successfully when the headteacher is at the infant school.

The current senior leadership team covers both schools effectively and members meet regularly and work together well. They are proactive in developing joint initiatives that are having an impact on pupils' learning, for example in mathematics and the moderation of standards.

All teachers have curriculum leadership roles, which they undertake effectively. They share their expertise constructively and embrace new ideas willingly. For example, the literacy and numeracy co-ordinators in the two schools work collaboratively to meet the requirements of the National Literacy and Numeracy Framework. As a result, transition between the two schools has improved.

The headteacher and deputy headteacher appraise the performance of teachers and support staff respectively. They agree relevant targets for development in line with the school improvement plan and each individual's professional needs. The process ensures that the school maintains its high quality of teaching and learning.

The governing body is knowledgeable about the school's performance and helps to determine its strategic direction prudently. The chair and vice chair, in particular, are involved in the formulation of the school improvement plan at an early stage. Nearly all governors are actively involved in the life of the school and visit regularly. For example, the literacy and numeracy link governors undertake learning walks with staff and pupils, which increases their understanding of the school's curriculum and pupils' standards of achievement.

The school fulfils all statutory requirements and addresses local and national priorities well. For example, various initiatives, such as the Investors in Families support programme and the appointment of a family liaison officer, are helping to improve the performance of disadvantaged pupils.

Improving quality: Good

The school has extensive and robust procedures for self-evaluation and the process draws effectively on a wide range of first-hand evidence. Leaders monitor pupils' learning and progress well through data analysis, classroom observations, scrutiny of work and listening to pupils. In particular, they assess the provision very thoroughly. This ensures they have a good understanding of the school's strengths and areas for improvement.

The self-evaluation report is a comprehensive document that provides an accurate overview of the school's current performance. It has clear links to the school improvement plan, which has a manageable number of targets. These focus appropriately on raising standards and enhancing provision. The improvement actions identify relevant timescales, costs and responsibilities and indicate how leaders plan to measure progress. As a result, all staff know the impact each target makes and when it reaches successful completion.

The school has made good progress in response to the recommendations of the last inspection. For example, it has been very successful in developing pupils' ability to assess their own performance and their capacity for independent learning through the new skills-based curriculum.

Partnership working: Excellent

The school brings all partners together extremely well to benefit pupils' learning and wellbeing. Links with parents, in particular, are outstanding. For example, a well-established and highly effective parents' forum plays an important role in enhancing

the life of the school and its community through courses for parents, as well as contributing to future school plans. As a result, many parents are able to support their children more confidently with their schoolwork and have improved their own ICT skills.

Partnership with the federated infant school is also a major strength, for example in relation to the sharing of resources and joint curriculum planning and staff development sessions. This results in a notable pooling of knowledge and expertise that adds value to pupils' wellbeing and standards through better continuity of planning across the two schools.

Well-cultivated local links enrich pupils' learning very effectively and ensure that all pupils feel very much at the heart of their community. For example, the community ambassador group, containing pupils and local people, helps to regenerate and improve the local environment through joint initiatives, such as litter picking. The group has its own action plan, which members monitor and review regularly to ensure its effectiveness. There are also very close links with local churches, whose representatives contribute positively to pupils' spiritual awareness, for example, by leading assemblies regularly.

The school works constructively and beneficially with other agencies, shops, businesses and educational institutions. It liaises regularly with the main receiving secondary school and its cluster of primary schools, particularly in relation to the standardisation of pupils' work and the sharing of professional expertise. This is through a range of active professional networks, for example in literacy, numeracy and ICT. These promote a smooth transition from school to school and sustainable improvements in teaching and learning very successfully.

Resource management: Good

The school has a relevant number of well-qualified teachers and support staff, all of whom make a valuable contribution to pupils' all-round development. Leaders manage any staff absences well in order to minimise any disruption to pupils' learning.

All staff participate in regular in-house and external training events, linked to their individual needs and school priorities. For example, every teacher has recently completed an advanced technology programme and the ICT subject leader trains and supports staff in other schools.

Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are effective. The newly qualified teacher receives good support.

The school manages its accommodation and resources well and classrooms and public areas are clean and tidy. Financial management and administrative controls are secure and spending decisions reflect school priorities. The local authority has approved a surplus of funds for the renovation of the boys' toilets and for extra staffing, due to the rising number of pupils on roll.

Current plans for spending the pupil deprivation grant focus appropriately on raising standards for pupils from disadvantaged backgrounds through further support, enrichment activities and links with parents. The narrowing of the gap in performance and attendance between free school meals pupils and their peers indicates that the school's strategies are successful.

Due to pupils' good standards of achievement and their excellent levels of wellbeing, the school provides good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

6742176 - PENYGRAIG JUNIOR SCHOOL

Number of pupils on roll	101
Pupils eligible for free school meals (FSM) - 3 year average	45.9
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	22	14	21	20
Achieving the core subject indicator (CSI) (%)	81.8	78.6	81.0	85.0
Benchmark quartile	1	2	2	2
English				
Number of pupils in cohort	22	14	21	20
Achieving level 4+ (%)	86.4	78.6	85.7	85.0
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	27.3	28.6	23.8	35.0
Benchmark quartile	1	2	3	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	22	14	21	20
Achieving level 4+ (%)	86.4	78.6	85.7	90.0
Benchmark quartile	1	3	2	1
Achieving level 5+ (%)	22.7	35.7	42.9	30.0
Benchmark quartile	2	1	1	2
Science				
Number of pupils in cohort	22	14	21	20
Achieving level 4+ (%)	90.9	78.6	85.7	90.0
Benchmark quartile	1	3	2	2
Achieving level 5+ (%)	31.8	35.7	33.3	45.0
Benchmark quartile	1	1	2	1

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.	103	103 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	94 93%	7 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	101	98 97%	3 3%	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	103	102 99%	1 1%	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.	103	100 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	100 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	103	103 100%	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.	102	99 97%	3 3%	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.	103	94 91%	9 9%	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.	102	101 99%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	99	81 82%	18 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	102	92 90%	10 10%	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.	23	12 52%	11 48%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	24	15 62%	9 38%	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.	24	15 62%	8 33%	1 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	23	12 52%	10 43%	1 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	23	9 39%	14 61%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	23	16 70%	6 26%	1 4%	0 0%	1	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	24	18 75%	6 25%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	24	11 46%	11 46%	2 8%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	23	12 52%	10 43%	0 0%	1 4%	1	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.	24	10 42%	14 58%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	24	17 71%	7 29%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	21	9 43%	11 52%	1 5%	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.	23	9 39%	12 52%	2 9%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	24	16 67%	8 33%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	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 understand the school's procedure for dealing with complaints.	23	10 43%	12 52%	1 4%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	24	10 42%	14 58%	0 0%	0 0%	0	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.	20	9 45%	9 45%	2 10%	0 0%	4	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.	23	11 48%	11 48%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	24	13 54%	11 46%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dr David P Ellis	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Ms Alwena Morgan	Lay Inspector
Mrs Abigail Beacon	Peer Inspector
Mrs Paula Vaughan (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.