



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

A report on

**Pontyclun Primary School
Palalwyf Avenue
Pontyclun
RCT
CF72 9EG**

Date of inspection: April 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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Publication date: 30/06/2016

Context

Pontyclun Primary School is in Pontyclun in Rhonda Cynon Taf. The school provides education for 529 pupils between three and 11 years of age. There are 16 registration groups and two part-time nursery classes. Around 7% of pupils are eligible for free school meals. This is much lower than the national average of 20%.

Currently, the school has identified 10% of pupils as having additional learning needs. This is much lower than the national average of around 25%. A very few pupils have a statement of special educational needs.

Most pupils are of White British ethnicity. A few pupils come from minority ethnic backgrounds, and a very few pupils are learning English as an additional language. A very few pupils speak Welsh at home. A few pupils are in the care of the local authority.

The current headteacher took up his post in 2007. The last inspection was in 2009. Since the last inspection until September 2014, the headteacher was seconded to the local authority in an advisory capacity. During this period, the deputy headteacher was the acting headteacher.

The individual school budget per pupil for Pontyclun Primary School in 2015-2016 means that the budget is £2,579 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Pontyclun Primary School is 104th 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	Adequate

Current performance

The current performance of the school is good because:

- Pupils develop good skills in reading, writing, and listening, and standards in oracy are particularly high
- Pupils achieve good standards in mathematics and use their numeracy skills effectively in other areas of learning
- Nearly all pupils enjoy school and are enthusiastic and keen to learn
- The quality of teaching is good across the school, and pupils receive a stimulating range of learning experiences
- The overall attendance rate compares well with that of similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- Leaders have stopped the recent decline in standards at key stage 2
- Recent school improvement planning is helping to sustain good standards for pupils in key stage 2
- Distributed leadership roles are beginning to have a positive impact on pupil standards
- Recently, the governing body has undertaken strategic decision-making effectively

However:

- The school has a weak track-record in school improvement planning and in strategic decision-making by the governing body over time
- Strategic financial planning has not always been effective
- Improvements in these areas are recent and are developing from a low base
- Not all parents are clear about the school's aims and ambitions for their children

Recommendations

- R1 Improve pupils' skills in Welsh at key stage 2
- R2 Ensure that teachers plan suitably challenging activities for more able pupils
- R3 Improve provision for pupils with additional learning needs
- R4 Address the health and safety issues identified during the inspection
- R5 Improve partnership working with parents
- R6 Improve strategic leadership and sharpen school improvement processes

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?

Good

Standards: Good

Pupils enter the school with skills that are often above average for their age. Most make good progress as they move through the school.

Most pupils have very well developed oracy skills. In the Foundation Phase, most pupils speak confidently about subjects that interest them. They put their oracy skills to good use when solving problems and thinking aloud. By the end of Year 6, most pupils speak eloquently using well-chosen vocabulary, for example when justifying their poetic choices in describing seagulls as 'grey chip eaters' or 'the pains of Porthcawl'. They work with sustained concentration, both collaboratively and independently.

In reading, by Year 2, many pupils make good use of a range of strategies to decipher unfamiliar words. More able pupils begin to make use of punctuation to help them to develop good expression and intonation. By Year 6, most pupils are fluent readers who enjoy reading for pleasure. They discuss the genres of books that they like and dislike, giving well-reasoned arguments to support their choices. Many make inferences from the text and empathise with the characters.

Most pupils write well. In the Foundation Phase, nearly all pupils write in a suitable range of genres, for example writing letters to Cinderella and Prince Charming, or instructions to make a clay creature. By Year 6, most pupils punctuate their work accurately and have a good grasp of English grammar. Many write in joined, legible script and present their work neatly. They write carefully researched information texts and well-reasoned arguments. Pupils of all ages apply their writing skills well across the curriculum, for example in Year 4, where pupils write informed explanations of how the heart muscle works. However, pupils only occasionally write extended narrative texts and stories.

Standards in mathematics are good. By the end of Year 2, most pupils can add and subtract two-digit numbers, and tell the time. More able pupils can read negative numbers on a thermometer scale. By Year 6, most pupils are confident mathematicians. They make sensible decisions about when to use written calculations or mental methods. They can use their knowledge of number to convert miles into kilometres or calculate the angles inside different two-dimensional shapes. Most pupils apply their numeracy skills well in other subjects, such as in science and geography.

Standards in Welsh at the end of the Foundation Phase are good in speaking and listening, reading and writing. For example, most pupils can use simple patterns of Welsh language independently and spontaneously in the role-play area. However, standards across key stage 2 are inconsistent, especially in speaking and writing. More able pupils use a range of tenses and sentence constructions, but too many pupils use a limited range of Welsh vocabulary and sentence patterns. As a result, they make inconsistent progress during key stage 2.

Over recent time, across the curriculum, more able pupils have not always made the progress that they should. However, work in current pupils' books shows that an increasing proportion of pupils are on track to achieve well by the end of key stage 2. Pupils with additional needs currently make appropriate progress, generally in line with their targets.

When compared with similar schools, pupils' performance at the expected outcome (outcome 5) at the end of the Foundation Phase has tended to place the school in the top 25% for literacy and mathematical development over the last four years. At the higher outcome over the same period, pupils' performance in literacy and mathematical development has tended to place the school in the top 25% and the higher 50% when compared with similar schools.

Pupils' performance at the expected level 4 at the end of key stage 2 has fluctuated over the past four years and has tended to place the school between the higher 50% and the lower 50% when compared with similar schools. At the higher level over the same period, pupils' performance has declined. The school has moved from the top 25% to the higher 50% in mathematics and science, and from the top 25% to the lower 50% in English.

Over the last four years, girls as a group have tended to achieved better than boys in English and at the higher-than-expected levels. Overall, as a group, pupils eligible for free school meals tend to perform at least as well as other pupils at the expected levels, but less well at the higher-than-expected levels, although numbers are very small.

Wellbeing: Good

Standards of behaviour are largely good in lessons, on the playground and around the school. Nearly all pupils are polite, respectful and courteous to staff and visitors. They show care and consideration for each other. They enjoy lessons and engage very well with their learning. Most pupils of all ages sustain their concentration well to persevere independently at tasks that interest them. They work effectively and co-operatively in groups to share and to develop their thinking.

The school council and the eco-committee take their roles seriously and articulate their ideas clearly. For example, their contributions helped to help form the new behaviour policy. Older pupils take on a suitable range of responsibilities, such as prefects and play leaders, to support other pupils and to assist with the smooth running of the school.

Nearly all pupils know where to turn for advice and support. They know how to lead a healthy lifestyle, and many take part in a wide range of extra-curricular sporting and musical activities which promote their community involvement, for example when singing at a local residential home for the elderly. In addition, pupils have worked with a local councillor and governor to establish a community multi-use games area (MUGA).

Over the last three years, the school's attendance rate has remained in the upper 50% when compared with that of similar schools. Most pupils are punctual at the start of the school day.

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

The school provides a broad and balanced curriculum that engages nearly all pupils effectively. The topic-based approach to planning ensures that pupils benefit from rewarding learning experiences, for example visits to Techniquest and Llancaiach Fawr. Detailed long-term and medium-term plans ensure that all pupils study the full range of the Foundation Phase and National Curriculum. Teachers plan well together to ensure consistency and progression across year groups. The school provides a wide variety of after-school clubs and musical instrument tuition, which enhances pupils' learning experiences well. However, there is little use of visiting authors, artists and musicians to develop pupils' skills in the creative arts.

The provision to develop pupils' literacy, numeracy and thinking skills across the school is effective overall. For example, nearly all pupils plan and complete practical science investigations regularly and this helps them to develop their problem-solving skills successfully. However, pupils have fewer opportunities to develop their ICT skills effectively. The school has made good progress in implementing the requirements of the National Literacy and Numeracy Frameworks. As a result, most pupils make good progress in using and applying these skills across many areas of the curriculum.

The school has a well-structured Welsh language curriculum that sets out a clear progression of language patterns and vocabulary for pupils as they move through the school. Teachers plan well together and this is beginning to have a positive impact on improving standards and the quality of provision. The school's curriculum provides a number of effective opportunities for pupils to learn about the culture and history of Wales, for example through the school eisteddfod and folk dancing.

The school has effective provision to develop pupils' understanding of sustainability issues and global citizenship, for example through recycling activities and studies of other cultures, such as China and Brazil.

Teaching: Good

Teachers make consistently good use of a range of interactive strategies to engage nearly all pupils in their learning. In many lessons, the pace of learning is brisk and teachers plan exciting activities, which help pupils to learn and to make progress. Teachers and support staff inspire and motivate nearly all pupils well. They generally manage pupils' behaviour effectively and, as a result, nearly all pupils concentrate well on tasks. In a very few lessons, the pace is too slow and the tasks do not engage pupils actively enough. In these instances, pupils lose concentration and their interest wanes.

Many teachers and support staff ask well-chosen questions, which help pupils to develop their oracy and thinking skills effectively. However, in a minority of lessons, teachers do not plan well-designed tasks and activities to challenge more able pupils enough. On occasions, the activities provided for these pupils merely demand additional work, rather than providing carefully thought through tasks that challenge pupils to think more deeply.

Teachers provide regular and useful feedback to pupils' on their work. Their comments help pupils to understand what they have done well, and often provide pupils with a further personalised question to check their understanding of the task. However, feedback to pupils does not always identify clearly enough what pupils need to do in order to improve their work further.

Teachers assess pupils' work regularly and accurately. Leaders use this information well to identify pupils who are not achieving as well as they should and they set up appropriate support strategies as a result. Annual reports to parents are detailed and informative.

Care, support and guidance: Adequate

Staff develop pupils' spiritual, moral, social and cultural awareness successfully, for example through an effective programme of personal and social education and daily collective worship. Teachers promote pupils' understanding of the importance of supporting their local community well, for example through work with the community council.

The school's provision is effective in ensuring that pupils understand how to keep healthy. For example, pupils know which foods are good for them and understand the importance of regular exercise. The school makes appropriate arrangements to promote healthy eating and drinking.

There are suitable arrangements to ensure that pupils behave well. The school makes appropriate use of specialist agencies to help keep children safe. For example, police officers provide useful sessions for pupils to raise their awareness of dangers within the community. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Procedures to identify pupils with additional learning needs are broadly satisfactory. Teaching assistants provide a range of suitable interventions, mainly in relation to improving pupils' literacy skills. However, leaders do not always monitor individual education plans effectively. Consequently, the provision does not always match pupils' needs successfully. The targets in a minority of pupils' individual education plans are not specific or measurable enough, and reviews do not always involve the pupils or their parents sufficiently well. As a result, it is difficult for leaders to track whether all individuals and groups of pupils with additional needs make the progress they should.

Learning environment: Adequate

The school is a friendly, warm community. All pupils have equal access to a wide range of opportunities, including school trips and extra-curricular clubs. The school celebrates racial and cultural diversity suitably through the curriculum, and has recently begun work to develop pupils' understanding of their rights and responsibilities.

The size and layout of the school accommodation, housed in many different buildings, are challenging, but the staff work hard to create a harmonious, cohesive atmosphere. The site is well maintained. Displays in most classrooms are bright, colourful and informative. The Foundation Phase accommodation is set out particularly well and provides a spacious and vibrant environment for pupils to learn and to develop their independence from a young age. Staff make good use of the plentiful outdoor resources to stimulate and engage pupils in active learning. Space is more restricted in classrooms for older pupils, where the recent increase in pupil numbers has placed additional pressure on the classroom and toilet provision within the school. On occasions, this inhibits classroom organisation and routines.

Inspectors brought a number of health and safety issues to the attention of the school during the inspection.

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

The headteacher provides appropriate strategic leadership. There is a suitable vision for improving pupils' learning and wellbeing at the school. Staff and pupils understand and share this vision well. However, not all parents are clear about the school's aims and ambitions for their children.

The school has recently reviewed its staffing structure. This now includes a clear allocation of leadership responsibilities for the Foundation Phase, key stage 2 and subjects. These new leadership roles have had a positive impact on the quality of the school's work, for instance in promoting consistency of practice within and across the Foundation Phase and key stage 2. However, leadership roles relating to pupils' pastoral care and additional learning needs have had less strategic impact. Clear job descriptions and regular meetings with senior leaders ensure that most teaching and support staff understand their roles and perform them conscientiously. Arrangements for the performance management of all staff are appropriate.

The school has successfully implemented the national priorities of improving provision for literacy and numeracy. However, it has worked less effectively to improve provision for ICT or to plan strategically to support pupils from disadvantaged backgrounds.

Senior leaders ensure that governors have regular, detailed information on the school's performance data and progress in implementing improvement initiatives. Past decisions of the governing body have not always had a positive impact on standards of provision, the outcomes for pupils or relationships with parents.

However, governors now have a sound understanding of the school's current strengths and improvement priorities and their strategic decision-making and oversight of school policies is much improved.

Improving quality: Adequate

School leaders regularly undertake a range of suitable monitoring activities to evaluate the quality of the school's work. These include evaluations of performance data, observations of lessons, scrutiny of pupils' work and regular interviews with pupils to gather their views. As a result, leaders gather useful information about the school's strengths and areas for improvement. They ensure that staff work consistently, in accordance with agreed school policies, for example in managing their classrooms effectively. However, leaders' monitoring does not evaluate the impact of the school's policies and actions on improving outcomes for pupils well enough, particularly for pupils who are more able or in need of additional support in their learning. This limits the school's ability to measure the effectiveness of school improvement strategies accurately.

Recently, phase leaders have engaged in useful evaluative dialogues with their teams of staff to review provision and implement change, for example to match activities to pupils' interests in the Foundation Phase. This has successfully improved levels of pupil engagement in their learning.

School improvement plans contain a suitable focus on improving outcomes for pupils. The school uses aspects of its self-evaluation work and external reviews appropriately to identify improvement priorities. Recent initiatives to improve literacy and numeracy are supporting most pupils to attain good standards in their work. However, leaders do not always identify precisely enough the actions required to secure improvements within improvement plans. They do not allocate funding strategically or review progress against improvement goals effectively. Until recently, school improvement planning had not supported the school to sustain good standards for pupils, especially in key stage 2.

The school has made limited progress in addressing the recommendations from the last inspection, for example in relation to the quality of school improvement planning. Leaders have recently improved systems for observing teaching and improving the provision for Welsh, but it is too early to see the full impact of these initiatives in raising pupils' standards.

Partnership working: Adequate

The school has a small number of relevant partnerships, which support pupils' learning and wellbeing appropriately. For example, the sports development programme with Cardiff University identifies a few talented players who take part in workshops to develop their football skills.

Pupils take part in a few local events and services, which provide worthwhile experiences and help them to develop positive attitudes. For example, the choir sings at the annual Pontyclun Christmas fayre, and the local tennis club provide taster sessions for younger pupils.

Newsletters and the newly introduced electronic communication system provide parents with relevant general information. The parent teacher association is an active partner in the school and helps to raise significant funds to improve provision. However, leaders do not always engage all parents appropriately in understanding the school's aims and priorities.

The school has appropriate links with pre-school settings. Staff arrange timely visits to these settings to ensure a smooth transition for new pupils. The school has suitable arrangements to support the transfer of pupils to secondary education. These transition arrangements enable the schools to plan jointly for the next stages in pupils' learning.

The school makes effective use of established links with other primary schools in the local cluster for moderating and standardising teachers' assessments of pupils' work. These help to ensure consistent, reliable and accurate assessment of pupils' work. Appropriate joint training takes place with other schools which improves staff skills to support pupils' needs more effectively

Resource management: Adequate

Overall, leaders deploy staff suitably to ensure that most pupils achieve well by the time they leave the school. There are sufficient, well-qualified teaching and support staff to ensure the successful delivery of the curriculum.

The school is developing appropriately as a learning community. It has benefitted from successful networking with other local schools, for example to develop video observations of teaching. This has enabled teachers to learn from the most effective practice within the schools. Arrangements for the professional development of staff, such as training to use a new mathematics scheme, are beginning to have a positive impact on teaching and learning. All staff receive appropriate planning, preparation and assessment time. They use this time well to plan collaboratively and to ensure the consistency of learning experiences for pupils.

Recent changes to arrangements to monitor the school's finances mean that leaders now have a more accurate understanding of the school's financial position. However, arrangements for long-term planning to link expenditure to the school's improvement priorities are inconsistent. The governing body does not always have sufficient influence on important financial decisions. As a result, the strategic management of the school is not effective enough. For example, the school does not plan strategically enough to use the Pupil Deprivation Grant to provide targeted support for disadvantaged learners.

Most pupils make good progress and achieve well. However, the school provides adequate value for money because there are important shortcomings in aspects of the school's leadership, provision and use of resources.

Appendix 1: Commentary on performance data

6742160 - Pontyclun Primary

Number of pupils on roll	525
Pupils eligible for free school meals (FSM) - 3 year average	9.4
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	67	58	67	61
Achieving the Foundation Phase indicator (FPI) (%)	95.5	96.6	98.5	95.1
Benchmark quartile	1	1	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	67	58	67	61
Achieving outcome 5+ (%)	95.5	96.6	98.5	95.1
Benchmark quartile	1	1	1	2
Achieving outcome 6+ (%)	50.7	48.3	44.8	42.6
Benchmark quartile	1	1	1	2
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	67	58	67	61
Achieving outcome 5+ (%)	98.5	98.3	98.5	98.4
Benchmark quartile	1	1	1	1
Achieving outcome 6+ (%)	53.7	48.3	40.3	47.5
Benchmark quartile	1	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	67	58	67	61
Achieving outcome 5+ (%)	98.5	98.3	100.0	100.0
Benchmark quartile	2	3	1	1
Achieving outcome 6+ (%)	68.7	56.9	64.2	63.9
Benchmark quartile	1	2	2	2

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.

6742160 - Pontyclun Primary

Number of pupils on roll	525
Pupils eligible for free school meals (FSM) - 3 year average	9.4
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	55	58	60	69
Achieving the core subject indicator (CSI) (%)	92.7	93.1	95.0	92.8
Benchmark quartile	2	2	2	3
English				
Number of pupils in cohort	55	58	60	69
Achieving level 4+ (%)	98.2	96.6	95.0	97.1
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	56.4	53.4	35.0	43.5
Benchmark quartile	1	1	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	55	58	60	69
Achieving level 4+ (%)	96.4	93.1	96.7	94.2
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	65.5	50.0	45.0	46.4
Benchmark quartile	1	1	2	2
Science				
Number of pupils in cohort	55	58	60	69
Achieving level 4+ (%)	94.5	96.6	96.7	95.7
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	65.5	60.3	45.0	46.4
Benchmark quartile	1	1	2	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.	133		129 97%	4 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	128		100 78%	28 22%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	133		127 95%	6 5%	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	131		119 91%	12 9%	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.	133		127 95%	6 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	130		124 95%	6 5%	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.	132		126 95%	6 5%	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.	133		127 95%	6 5%	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.	130		106 82%	24 18%	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.	130		115 88%	15 12%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	130		48 37%	82 63%	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	129		87 67%	42 33%	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.	146	54 37%	79 54%	10 7%	3 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	146	84 58%	61 42%	0 0%	1 1%	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.	143	80 56%	61 43%	1 1%	1 1%	3	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.	147	61 41%	77 52%	6 4%	3 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	135	29 21%	93 69%	10 7%	3 2%	12	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	139	46 33%	83 60%	9 6%	1 1%	8	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	139	51 37%	82 59%	5 4%	1 1%	8	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.	128	30 23%	75 59%	18 14%	5 4%	17	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.	130	43 33%	80 62%	2 2%	5 4%	17	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	138	50 36%	78 57%	7 5%	3 2%	9	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.	141	70 50%	61 43%	8 6%	2 1%	5	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	116	29 25%	68 59%	17 15%	2 2%	29	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.	144	36 25%	77 53%	29 20%	2 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	140	57 41%	61 44%	20 14%	2 1%	6	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.	113	33 29%	50 44%	24 21%	6 5%	33	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.	137	35 26%	95 69%	6 4%	1 1%	9	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	88	22 25%	56 64%	9 10%	1 1%	53	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.	139	42 30%	77 55%	17 12%	3 2%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	130	37 28%	68 52%	18 14%	7 5%	14	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Ms Fiona Arnison	Reporting Inspector
Mr Richard Lloyd	Team Inspector
Mrs Susan Lynne Painter	Team Inspector
Mrs Margaret Owenna Davies	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Ms Lisa Greenhalgh	Peer Inspector
Mr Roberts (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.