



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

A report on

**Tref-Y-Rhyg Primary School
The Avenue
Tonyrefail
Porth
RCT
CF39 8PR**

Date of inspection: February 2017

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

Tref-Y-Rhyg Primary School is on the outskirts of Tonyrefail in Rhondda Cynon Taf. There are currently 120 pupils on roll from the ages of three to eleven. There are four mixed-year classes and a full-time nursery.

Over the last three years, the average number of pupils eligible for free school meals is around 36% and about 33% currently have additional learning needs. These figures are both well above the national averages of 19% and 25% respectively. No pupils have a statement of special educational needs. Very few pupils are from an ethnic minority background or are in the care of the local authority. No pupils speak Welsh as a first language or receive support in English as an additional language.

The last inspection was in September 2009. The headteacher took up her post permanently in September 2016.

The individual school budget per pupil for Tref-Y-Rhyg Primary School in 2016-2017 means that the budget is £3,985 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Tref-Y-Rhyg Primary School is 15th out of the 104 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Most pupils make good progress through the school in the development of their reading, numeracy and information and communication technology (ICT) skills
- More able pupils perform consistently well at the end of the Foundation Phase.
- Pupils eligible for free school meals generally achieve as well as other pupils in the Foundation Phase
- Nearly all pupils behave well in lessons and around the school
- The school provides pupils with a wide range of learning experiences of good quality
- The quality of teaching is good overall
- Most teachers are beginning to apply assessment for learning strategies consistently
- The school is a welcoming and caring community

However:

- Most pupils do not make as much progress as they could in the development of their oracy and writing skills
- Boys as a group tend not to perform as well as girls, especially in key stage 2 and in literacy
- Across the school, pupils' skills in reading in Welsh are limited and the majority of pupils do not apply their oracy skills well to support their writing
- Attendance rates have declined in recent years, placing the school currently in the bottom 25%, when compared with similar schools
- A few pupils are regularly late for the start of the school day
- In the Foundation Phase, there is too much emphasis on structured activities in a minority of classes and not enough use of the outdoors as a learning environment

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders and governors have a clear vision for the school's future, which focuses appropriately on improving standards for all pupils
- Leaders have introduced many notable initiatives recently, which are leading to improvements
- The headteacher provides strong leadership and oversees the strategic direction of the school effectively
- The senior leadership team supports the headteacher well and the acting deputy headteacher makes a major contribution to improving the quality of teaching
- Governors are beginning to develop their roles appropriately as 'critical friends' of the school leadership
- The self-evaluation process identifies the school's strengths and areas for development clearly
- The school works purposefully with a range of partners

Recommendations

R1 Improve pupils' standards of achievement in oracy and writing

R2 Improve pupils' standards of achievement in Welsh second language

R3 Improve the achievement of boys, especially in key stage 2

R4 In the Foundation Phase, address the inconsistencies in provision and improve the use of the outdoor area

R5 Improve punctuality and rates of attendance

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils make good progress through the school in the development of their reading, numeracy and ICT skills, but they do not make as much progress as they could in the development of their oracy and writing skills.

In the Foundation Phase, many pupils listen appropriately and express their views using a suitable range of vocabulary. In key stage 2, many pupils listen with interest to adults and each other. Most older pupils discuss their work effectively in order to complete their writing tasks, for example when they create a letter by a character in a historical novel. However, when speaking, the sentence patterns used by a minority of pupils in both key stages are not consistently accurate.

As they progress through the school, most pupils develop effective reading skills. In Year 2, many read with independence and fluency. They correct themselves appropriately when they make mistakes and use their knowledge of letter sounds well to read unfamiliar words. They have a good understanding of the texts they read and recount what they have read accurately. By Year 6, many pupils are enthusiastic readers and distinguish fact from opinion well. Most read with accuracy and good expression. They have a good understanding of the difference between fiction and non-fiction. They use thesauruses and dictionaries effectively to improve their work. Most pupils have positive attitudes towards reading and many talk confidently about their favourite books and authors.

Many pupils' writing develops appropriately as they progress through the school. By the end of the Foundation Phase, many pupils write for a suitable range of purposes, for example a fact sheet about bears. They use a variety of sentence structures, vocabulary and punctuation appropriate for their age. By the end of key stage 2, many pupils organise their written work effectively for a variety of purposes and audiences, such as a report on the life of a child miner during the Victorian era. Many pupils use a suitable range of vocabulary to engage and retain the interest of the reader. They apply their knowledge of grammar, spelling and punctuation appropriately when writing across the curriculum. However, the quality of handwriting and presentation is underdeveloped in the Foundation Phase and varies too much within and between classes in key stage 2.

Most pupils produce a good quality and quantity of mathematical work relative to their ages and abilities, particularly in key stage 2. They undertake a broad range of practical and mental mathematical tasks successfully. They apply their skills well across the curriculum, for example when handling data in science. By the end of key stage 2, many pupils have developed sound reasoning strategies, when tackling real-life problems, for example when working out percentage discounts on shop prices. More able pupils use appropriate mental strategies skilfully and confidently to reach correct answers quickly, for example, by rounding up or down to the nearest 10 or 100 or by working backwards. Nearly all pupils by Year 6 know their multiplication tables well.

In the Foundation Phase, a majority of pupils use a range of software and ICT equipment appropriately across the different areas of learning. For example, in Year 2, they use suitable word-processing skills to create fact files about polar bears. The majority of pupils use data-handling and modelling skills successfully, for example to move a programmable toy. In key stage 2, pupils use word-processing programs successfully to convey information, for example about e-safety. By Year 6, a majority have a good understanding of how to use simple spreadsheets to present data.

Many pupils have a positive attitude towards learning Welsh. In the Foundation Phase, they ask and respond to simple questions independently following basic patterns. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, such as their hobbies, food, clothes and families. A minority extend their answers appropriately. However, across the school, pupils' skills in reading in Welsh are limited and the majority of pupils demonstrate little understanding of their texts. They do not apply their oracy skills well to support their writing. Most pupils have an appropriate understanding of the history and culture of Wales.

Due to the relatively small number of pupils in each year group, any analysis of pupils' assessments needs to be cautious. This is because one pupil's results can have a significant influence on the overall school performance and on any benchmarked comparisons, especially those based on pupils eligible for free school meals.

Across the school, pupils' performance at the expected outcome or level in literacy and mathematics over the last four years has declined, placing the school mainly in the lower 50% or bottom 25%, when compared with similar schools, especially in literacy. At the higher outcome, pupils' performance in the Foundation Phase has been better, placing the school mainly in the top 25%. However, in key stage 2, pupils' performance at the higher level has nearly always placed the school in the lower 50%.

Boys as a group tend not to perform as well as girls, especially in key stage 2 and in literacy. Pupils eligible for free school meals generally achieve as well as other pupils in the Foundation Phase, but have attained less well in key stage 2 over recent years. The more able in key stage 2 also tend not to achieve as well as they could in English and science.

Wellbeing: Adequate

Nearly all pupils have a clear understanding of the need to maintain a healthy lifestyle. They recognise the importance of a balanced diet and taking regular exercise. They feel safe at school and know what to do if they are worried or upset. Most older pupils understand how to stay safe on the internet.

Nearly all pupils behave well in lessons and around the school. They are polite and friendly to adults and to each other. Most pupils enjoy school and have a positive attitude to learning. They concentrate well on their tasks and work effectively together. As a result, most develop good social and life skills.

Attendance rates have declined in recent years, placing the school currently in the bottom 25% when compared with similar schools. The attendance of pupils eligible for free school meals is generally lower than that of other pupils, although the gap is narrowing. A few pupils are regularly late for the start of the school day.

Most pupils are keen to take on positions of responsibility, such as junior road safety officers. These roles enable them to participate in making decisions that enhance school life. For example, the school council has contributed to the school's behaviour procedures and the selection of the headteacher. Staff and governors value pupils' opinions and take their views into account. Many pupils also take part in community events. For example, the digital leaders have worked with local residents to improve their use of technology.

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

The school provides a broad and balanced curriculum that offers pupils a wide range of learning experiences of good quality that meet statutory requirements. Teachers across the school collaborate well to create long-term schemes of work, which engage pupils and provide a firm basis for teaching and learning. Teachers plan effective opportunities for pupils to apply their literacy, numeracy and ICT skills across the curriculum, for example when creating a timeline of life in Victorian times.

Pupils experience a good range of visits and visitors, but the provision for extra-curricular activities is limited overall. Teachers set pupils purposeful homework tasks that support their learning effectively, particularly through the use of an online ICT tool. In the Foundation Phase, the majority of pupils experience an appropriate balance of focused and free-choice activities. However, there is too much emphasis on structured activities in a minority of classes and not enough use of the outdoors as a learning environment.

Pupils have worthwhile opportunities to develop their Welsh speaking and listening skills. However, provision for developing pupils' reading and writing skills is less effective. The school supports Welsh traditions and culture within the curriculum and arranges worthwhile visits to local sites, such as the Rhonda Heritage Park and Caerphilly Castle. As a result, most pupils develop a good awareness of the history and culture of Wales.

There is suitable provision to develop pupils' knowledge and understanding of sustainable living and global citizenship. For example, the eco committee promotes recycling and energy conservation actively and monitors the amount of waste carefully. The study of other religions and countries, such as Uganda, develops pupils' awareness of life in the wider world.

Teaching: Good

All teachers know their pupils well and have suitable expectations about their achievement. They prepare lessons thoroughly and provide a wide range of resources and activities to promote effective learning. They use praise and reward

systems consistently to encourage pupils to enjoy learning and to succeed. On most occasions, they take good account of pupils' different abilities when planning and delivering lessons.

In the best practice, which occurs in most classes, teachers organise and structure lessons well and conduct them at a lively pace. They engage pupils actively in their own learning and encourage them successfully to co-operate with each other and to think for themselves. However, in a few cases, they do not use effective behaviour management strategies to ensure all pupils are always on task and learning well. In addition, in the Foundation Phase, staff do not always offer a suitable range of opportunities for pupils to develop their speaking and writing skills.

The school uses an appropriate range of standardised assessments to measure how well pupils achieve. Teachers use this information to track pupils' progress purposefully. Most teachers are beginning to apply effective assessment for learning strategies in lessons and in the feedback they provide for pupils. A particular strength in key stage 2 is the regular provision for self and peer assessment by pupils. Teachers ensure that pupils respond frequently to advice and comments on their work to move their learning forward.

Parents have the opportunity to consult with teachers about their child's progress three times a year. The annual pupil reports to parents are informative, although in key stage 2 they do not include separate comments on most of the foundation subjects.

Care, support and guidance: Good

The school has a well-developed personal and social education programme that supports all aspects of pupils' wellbeing effectively. There are appropriate arrangements for promoting healthy eating and drinking. The provision for physical education and playground activities, for example before school starts in the morning, encourages pupils to keep fit and active.

The school provides various worthwhile experiences for pupils to develop their spiritual, moral, social and cultural understanding effectively. There are clear procedures for behaviour management, which most staff implement consistently in their classes and around the school. The school makes good use of specialist agencies and organisations to provide advice and support on a range of issues. For example, the behaviour support service helps teachers to write relevant targets.

The school has a comprehensive approach to dealing with poor attendance and punctuality, such as the use of texts, follow-up calls, reward certificates and 'super attender' assemblies. It liaises closely with the attendance and wellbeing service. However, these measures have had insufficient impact to date on reducing absence and lateness. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school identifies pupils with additional learning needs appropriately at an early stage and staff monitor their progress regularly to meet their needs. Teaching assistants help identified pupils effectively within the classroom and through

intervention programmes, for example to develop pupils' emotional literacy. Teachers link pupils' classroom tasks well to the targets in their individual education plans, which they share appropriately with parents and pupils. The headteacher, who is the additional learning needs co-ordinator, monitors and reviews the progress of these pupils regularly and robustly to identify the next steps in their development.

Learning environment: Good

The school is a welcoming and caring community, where all pupils have access to every aspect of school life. It has an inclusive ethos and supports all pupils and adults well. There is an effective emphasis on fostering positive values, such as respect and tolerance for each other. For example, pupils have opportunities to reflect on how to be a good friend. Staff promote respect for diversity and racial equality successfully, for example through assemblies and personal and social education.

The school is making effective use of a restrictive physical environment. For example, some areas of the building require considerable attention and maintenance. Attractive displays in corridors and classrooms reflect and celebrate pupils' work successfully, particularly their creative achievements. Staff are developing the provision for the Foundation Phase to promote independent learning, although they do not use the outside area regularly enough. There is no green space and the environmental area is difficult to access due to steep steps.

The school has sufficient resources of good quality, including computers and tablets, to support pupils' learning successfully. Teachers and pupils use the available resources well.

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

The headteacher provides strong leadership. She oversees the strategic direction of the school effectively and has an accurate understanding of its current performance and future prospects. The senior leadership team supports her well and is taking more responsibility for school development. The acting deputy headteacher, in particular, makes a major contribution to improving the quality of teaching and Welsh second language.

Leaders and governors have a clear vision for the school's future, which focuses appropriately on improving standards for all pupils. They have introduced many notable initiatives recently, which are having an obvious impact, for example on improving the provision for reading and the quality of the learning environment. As a result, there is evidence of improving standards, for example in mathematics, but these developments have not had time to result in improved attainment across all areas of the school's work.

The headteacher leads the performance management process successfully. Teachers have appropriate appraisal targets linked to pupils' performance and the school improvement plan. As a result, aspects of the school's work are improving

well, for example in the provision of assessment for learning procedures. All teachers work well with each other and with support staff and they welcome advice from fellow professionals.

The governing body has several new members and the chair and vice chair have recently taken up their posts. Governors are beginning to develop their roles in supporting and challenging the school's leadership appropriately. They are becoming more knowledgeable about the school's performance, for example by involving themselves at an earlier stage of the self-evaluation process. Most visit classes, take on link subject responsibilities and attend training events. The school fulfils all statutory requirements and addresses local and national priorities well.

Improving quality: Good

In a relatively short time, the senior leadership team has successfully gathered a wide range of first-hand evidence to support self-evaluation and school improvement planning. This includes undertaking lesson observations, analysing performance data, scrutinising pupils' work and consulting parents. As a result, staff and governors have a clear understanding of the school's strengths and areas for development.

The self-evaluation report is comprehensive, honest and informative. Under the effective leadership of the headteacher, staff and governors understand the purpose and importance of self-evaluation. Their role in monitoring activities is developing appropriately.

The current school improvement plan is very clear and purposeful. It identifies a manageable number of priorities that focus effectively on the need to improve standards in appropriate areas of the school's work. It includes clear actions for improvement and identifies staff responsible for implementing and monitoring the plan. The school has a sound record of bringing about improvements, for example in the quality of teaching and the standards achieved by pupils in ICT.

Partnership working: Good

The school works purposefully with a wide range of partners. Parents are supportive of the school and appreciate particularly its positive approach to behaviour and bullying. They feel fully involved in school life through a suitable range of effective home-school links and projects. The 'Helping Hands' committee, run by parents, makes a valuable contribution to school life, for example by funding the purchasing of resources to enrich the curriculum. The school keeps parents well informed.

The school has appropriate links with various community groups. For example, pupils visit a nearby church regularly and the vicar often leads collective worship sessions. Pupils visit a home for the elderly and donate items to the local foodbank at Harvest time. There are also good links with local colleges and training centres, who frequently place students in the school for work experience.

The school's effective relationships with various early years settings help to ensure a smooth transition into school for pupils and their families, for example through Flying

Start. There is a purposeful transition programme in place with the receiving secondary school that ensures pupils are well prepared to move on to the next phase of their education. The school uses school-to-school working effectively to improve standards, provision and pupils' wellbeing, for example through the Foundation Phase Alliance and its school improvement group. Moderation and verification procedures by the local cluster of schools support the reliability and accuracy of the school's teacher assessments at the end of the Foundation Phase and key stage 2.

Resource management: Adequate

The school has enough suitably qualified and experienced staff to deliver the curriculum. However, there have been many staff changes recently, which have caused a period of instability, particularly at senior leadership level. This situation is also having a negative impact on the school's finances. There is effective deployment of support staff, who make a valuable contribution to pupils' learning and wellbeing.

All staff participate in regular in-house and external training events, linked to their individual targets and school priorities, such as improving behaviour management and developing the questioning techniques of staff. This is having a positive impact on classroom practice. The arrangements for teachers' planning, preparation and assessment time are suitable and enable most teachers to work and plan together constructively.

The school manages its accommodation, site and resources appropriately, despite the age of the building and the limited outside facilities. The headteacher and the governing body's finance committee manage the budget well and spending decisions reflect school priorities. Good financial controls are in place

Current plans for allocating the pupil deprivation grant focus appropriately on support and targeted programmes for disadvantaged pupils, as well as the employment of a family engagement officer to improve attendance and punctuality. These funded initiatives are having a positive impact. For example, around half of the pupils on intervention programmes make more than the expected progress. However, a few initiatives, for example in dance and after-school clubs, have had more limited effect.

Due to the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6742269 - Tref-y-Rhyg Primary School

Number of pupils on roll	104
Pupils eligible for free school meals (FSM) - 3 year average	35.7
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	17	11	8	12
Achieving the Foundation Phase indicator (FPI) (%)	76.5	72.7	75.0	75.0
Benchmark quartile	2	3	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	17	11	8	12
Achieving outcome 5+ (%)	76.5	72.7	75.0	75.0
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	35.3	54.5	50.0	25.0
Benchmark quartile	1	1	1	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	17	11	8	12
Achieving outcome 5+ (%)	76.5	90.9	100.0	75.0
Benchmark quartile	3	1	1	4
Achieving outcome 6+ (%)	23.5	27.3	62.5	33.3
Benchmark quartile	2	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	17	11	8	12
Achieving outcome 5+ (%)	100.0	81.8	100.0	91.7
Benchmark quartile	1	4	1	3
Achieving outcome 6+ (%)	35.3	63.6	75.0	66.7
Benchmark quartile	2	1	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6742269 - Tref-y-Rhyg Primary School

Number of pupils on roll 104
 Pupils eligible for free school meals (FSM) - 3 year average 35.7
 FSM band 5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	13	24	11	14
Achieving the core subject indicator (CSI) (%)	76.9	83.3	81.8	71.4
Benchmark quartile	2	2	3	4
English				
Number of pupils in cohort	13	24	11	14
Achieving level 4+ (%)	76.9	83.3	81.8	71.4
Benchmark quartile	3	2	3	4
Achieving level 5+ (%)	23.1	25.0	27.3	28.6
Benchmark quartile	3	3	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	13	24	11	14
Achieving level 4+ (%)	84.6	87.5	81.8	85.7
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	38.5	20.8	36.4	28.6
Benchmark quartile	1	3	2	3
Science				
Number of pupils in cohort	13	24	11	14
Achieving level 4+ (%)	76.9	87.5	81.8	85.7
Benchmark quartile	4	2	3	3
Achieving level 5+ (%)	23.1	20.8	27.3	28.6
Benchmark quartile	3	3	3	3

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.	42	42 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	41	40 98%	1 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	42	42 100%	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	42	41 98%	1 2%	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.	42	39 93%	3 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	41	41 100%	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.	42	42 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	42	42 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	42	39 93%	3 7%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	42	41 98%	1 2%	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.	40	29 72%	11 28%	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	41	33 80%	8 20%	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	1 10%	5 50%	0 0%	2 20%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	10	2 20%	5 50%	1 10%	2 20%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	10	7 70%	2 20%	1 10%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	10	2 20%	6 60%	0 0%	1 10%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	10	0 0%	3 30%	1 10%	3 30%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	10	1 10%	7 70%	2 20%	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	4 40%	6 60%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	10	2 20%	7 70%	0 0%	0 0%	1	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.	10	1 10%	6 60%	0 0%	2 20%	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	1 10%	6 60%	2 20%	1 10%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	10	2 20%	5 50%	3 30%	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'.	10	3 30%	1 10%	3 30%	1 10%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	10	2 20%	4 40%	1 10%	1 10%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	10	3 30%	4 40%	1 10%	2 20%	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	3 30%	5 50%	1 10%	1 10%	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.	10	3 30%	5 50%	2 20%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	10	1 10%	5 50%	1 10%	0 0%	3	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	1 10%	3 30%	4 40%	2 20%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	10	0 0%	6 60%	1 10%	2 20%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Peter David Ellis	Reporting Inspector
Rosemarie Wallace	Team Inspector
Deirdre Emberson	Lay Inspector
Ann-Marie Maloney	Peer Inspector
Charlotte Leese	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.