



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol yr Eos primary
Bishop Street
Penygraig
Tonypandy
RCT
CF40 1PQ**

Date of inspection: February 2014

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

Ysgol Yr Eos is located in a Communities First area overlooking the small town of Penygraig in the Rhondda Fawr valley. It was opened in 2004 as a result of the amalgamation of Dinas Junior School and Craig yr Eos Infant School.

The school currently has 102 pupils on roll from the ages of three to 11, including eleven full-time nursery children. There are four mixed-age classes.

Approximately 39% of pupils are eligible to receive free school meals, which is well above the national average. The school identifies that around 24% of pupils have additional learning needs, which is similar to the national average. No pupils have a statement of special educational needs or use Welsh as a first language. Very few pupils come from an ethnic minority background, speak English as an additional language or are looked after by the local authority.

The school was last inspected in January 2008. The current headteacher took up her post in September 2008.

The individual school budget per pupil for Ysgol Yr Eos in 2013-2014 means that the budget is £3,912. The maximum per pupil in primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Ysgol Yr Eos is 35th out of the 110 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 school's performance is adequate because:

- nearly all pupils achieve good standards in speaking and listening;
- standards in reading and writing are improving;
- pupil performance in the Foundation Phase over the last two years at the expected level has placed the school in the top 25% of similar schools overall;
- most pupils make the expected progress through the school and a few exceed their targets;
- attendance is improving;
- there is high quality provision for pupils' wellbeing; and
- teaching overall is good.

However:

- in the Foundation Phase, many pupils do not have a sufficient range of creative and independent writing skills;
- pupils in key stage 2 have limited higher order reading skills;
- the quality of handwriting and presentation is too variable;
- pupils do not consistently apply their literacy and numeracy skills across the curriculum;
- most pupils in key stage 2 lack confidence and skills in using Welsh;
- in both key stages, more able pupils do not consistently reach their potential and those in receipt of free school meals achieve less well than their peers; and
- independent learning is relatively underdeveloped.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher manages the school efficiently and provides strong strategic leadership and a clear sense of direction;
- the implementation of many significant initiatives, for example in literacy, is having a positive impact on standards and provision;
- team work is a strength of the school;
- governors are supportive and well informed;
- the school makes effective use of a range of self-evaluation procedures to identify its strengths and areas for development;
- all areas for development highlighted in recent local authority reviews have been addressed; and
- good partnerships exist with parents, the community and other schools.

Recommendations

- R1 Raise standards in literacy and numeracy, particularly in reading, writing and the presentation of work
- R2 Raise the achievement of more able pupils
- R3 Narrow the gap in achievement between pupils on free school meals and their peers
- R4 Raise standards in Welsh
- R5 Ensure that literacy and numeracy skills are planned effectively across the curriculum
- R6 Develop strategies to ensure pupils develop more independence and become more involved in leading their own learning
- R7 Ensure that marking has a direct impact on raising standards and helps pupils to improve their work

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

A significant number of pupils enter the school with a low level of skills, but most make the expected progress through the school and a few exceed their targets.

Most pupils' literacy skills are improving. Nearly all achieve good standards of speaking and listening. They speak confidently using suitable vocabulary.

Nearly all pupils respond well to the recently introduced reading strategies and most show a steady improvement in their reading skills. In the Foundation Phase, many pupils discuss books and retell stories showing a good understanding of the content. They make good use of their knowledge of letter sounds to help them read unfamiliar words. By the end of key stage 2, most pupils read with growing fluency, accuracy and understanding. However, they have limited higher order reading skills. For example, they do not always use a range of suitable strategies to make predictions or to extend their understanding of the text.

Many pupils make appropriate progress in developing their writing skills, but the quality of handwriting and presentation is variable. In the Foundation Phase, many produce short pieces of independent writing. Older pupils begin to use capital letters and full stops accurately. However, many do not show a sufficient range of independent writing due to an over-reliance on worksheets. This hampers the progress of more able pupils especially. In key stage 2, most pupils show a well-developed range of writing skills that include newspaper reports and persuasive arguments. However, they do not apply these skills in other subjects consistently.

The majority of pupils make the expected progress in their numeracy skills, but most do not apply them consistently enough across the curriculum. Most pupils in the Foundation Phase count to 100, order numbers correctly and produce tally charts and bar graphs. They use mathematical vocabulary appropriately, for example when using comparative language to say how far objects are from each other.

In key stage 2, many pupils undertake problem-solving activities confidently, for example when working out timetables and schedules. By Year 6, many can calculate numbers to 10,000 and are familiar with angles and degrees. A few know more complex shapes. However, a minority make more limited progress and their knowledge and understanding, for example of decimals and percentages, is insecure.

In Welsh, most Foundation Phase pupils develop appropriate oracy skills. In key stage 2, most understand various phrases and sentences, but few are confident enough to respond to others. When they do so, they only use a restricted range of vocabulary. Most do not use the language sufficiently during the school day.

Due to the small cohorts, pupil results inevitably vary from year to year. However, evidence indicates that more able pupils do not consistently reach their potential and those in receipt of free school meals achieve less well than their peers.

At the end of the Foundation Phase in 2013, at the expected outcome 5, pupil performance placed the school in the top 25% of similar schools. This was better than 2012 in language, literacy and communication skills. However, at the higher outcome 6, in 2013, pupil attainment placed the school in the lower 50% in language, literacy and communication skills and in the bottom 25% in mathematical development in comparison to similar schools, whereas in 2012 it was in the top 25% for these areas of learning.

At the end of key stage 2 over the last five years at the expected level 4, the school has moved between the bottom 25% and top 25% of similar schools in all three core subjects. At the higher level 5, it has moved between the bottom 25% and the higher 50% of similar schools in English and science and between the bottom 25% and top 25% of similar school in mathematics.

Wellbeing: Good

Nearly all pupils are well motivated and enjoy coming to school. They take part in the wide range of activities on offer enthusiastically.

Most pupils are aware of the importance of developing a healthy lifestyle. They understand how to keep themselves safe in school and know whom to talk to if they are worried, hurt or upset.

Nearly all pupils behave well and are polite and courteous to visitors and staff. They are caring towards one another. They have positive attitudes to learning and are able to sustain concentration for extended periods. They co-operate well in pairs and groups and contribute to discussions confidently. However, generally they have limited input into what and how they learn.

Attendance is improving and there has been a significant reduction in unauthorised absence since 2009. The most recent official attendance figures placed the school in the higher 50% of similar schools and was above the family average. Punctuality is good.

The school council is appropriately involved in making decisions on improving life in the school, particularly the playground. Members feel that the school listens to their views, especially through their meetings with the governing body. However, they do not generally canvass the views and opinions of their peers.

| |
|-----------------------------------------------|
| Key Question 2: How good is provision? |
|-----------------------------------------------|

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|-----------------|
| Adequate |
|-----------------|

Learning experiences: Adequate

The curriculum is broad and balanced. It ensures continuity and progression in learning and meets statutory requirements.

In their planning, teachers take good account of pupils' prior experiences and their different needs and abilities, particularly through a range of effective intervention programmes. They follow a two-year cycle of themes with related visits to places of educational interest, such as a Roman settlement. However, activities are generally teacher-led with little input from pupils about what and how they learn and with few opportunities for them to follow their own lines of enquiry.

Teachers generally provide good opportunities for pupils to use their thinking and problem-solving skills within different contexts. However, the implementation of the Literacy and Numeracy Framework across the curriculum is at an early stage of development.

The school welcomes many visitors and provides a good range of extra-curricular activities, including lunchtime and after school clubs. These experiences enrich pupils' learning.

The school makes appropriate provision for Welsh language development, but opportunities for pupils to hear and use the language incidentally are variable. The school promotes the history and culture of Wales well. For example, pupils learn about famous Welsh sports people from the Rhondda.

Provision for education for sustainable development and global citizenship is good. The school recycles, reduces waste and saves energy successfully. Through a strong link with a school in Uganda, pupils learn about the lives of others in a developing country.

Teaching: Adequate

In the best practice, teachers have high expectations and up-to-date subject knowledge. They plan purposeful learning activities and use resources that encourage pupils to learn effectively.

All teachers prepare and structure lessons well using a range of strategies. They share learning objectives with pupils and use relevant questioning techniques. They manage time and behaviour well and provide appropriate praise and encouragement. Most conduct lessons at a good pace and monitor pupils' progress effectively. All staff establish good relationships with pupils and know them well.

The school groups pupils appropriately for literacy and numeracy lessons, in which support staff contribute significantly to pupils' learning. However, in whole-class lessons teachers do not always match tasks to different ages and abilities sufficiently well. In addition, they do not challenge pupils consistently to produce their best work.

Assessment, recording and reporting procedures meet statutory requirements. The school undertakes a range of relevant assessments to track pupils' performance. It has developed its own effective system to monitor and record pupils' progress and to set appropriate targets. Individual pupil profiles provide good evidence of pupils' achievements.

All teachers regularly use a range of assessment for learning strategies in lessons and beneficially involve pupils in evaluating their own learning. However, individual target setting procedures are not as well developed.

Teachers mark nearly all work regularly and provide positive and supportive comments. However, suggestions on how to improve are not always clear and specific. Annual pupil reports provide parents with good information about their children's achievements and include appropriate targets for development.

Care, support and guidance: Good

There is high quality provision for pupils' wellbeing. Staff look after all pupils well and ensure that they are safe. Specific support to improve pupils' wellbeing, for example in the after-school club to raise self-esteem, is very successful.

The school has the appropriate arrangements to promote healthy eating and drinking. The well-attended breakfast club, for example, gives pupils the opportunity to have a healthy start to the day.

There is a good range of policies, procedures and initiatives to promote positive behaviour. There are also clear strategies in place, including a first-day response system, to raise levels of attendance and to discourage holidays in term time. These are having a positive impact on reducing absences. The daily reward system that recognises successes in behaviour, attendance and personal achievements is an example of good practice.

The school's provision for pupils' spiritual, moral, social and cultural development is good, for example in collective worship through the use of stories, such as Dr. Barnardo and Anne Frank. The school's arrangements for safeguarding meet requirements and give no cause for concern. The level of security of the school site is good.

Provision for pupils with additional learning needs is good. The school identifies quickly those pupils who require extra support. It ensures that they receive the help they need through regular intervention programmes, which are effective in raising standards. Individual education plans are appropriate and have measurable targets that staff agree and evaluate with pupils and their parents.

There are well-established links with a range of external services, such as educational psychologists and behaviour support staff, that effectively enhance pupils' learning and wellbeing.

Learning environment: Good

The school has a strong family ethos. It welcomes everyone and successfully promotes equality of opportunity, fairness and respect. Staff make every effort to ensure that pupils are free from any form of harassment, stereotyping or bullying. Although there are no pupils from an ethnic minority background currently on roll, the school celebrates diversity effectively through the curriculum and special events, such as Chinese New Year.

The building is bright, spacious and well maintained. It is fully accessible to any pupil or adult with a physical disability. Examples of pupils' work enhance the classrooms and corridors and celebrate pupils' achievements. The school is continually developing the outside environment and planters, trees and picnic tables contribute positively to pupils' playtime experiences. There is good toilet provision.

The school has good resources with sufficient modern information and communication technology equipment to deliver the curriculum effectively.

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

Leadership: Good

The headteacher, governing body and staff share a common vision for the school with a focus on school improvement.

The headteacher manages the school very efficiently and is extremely well organised. She provides a clear sense of direction. Over the last few years, she has overseen the implementation of many significant initiatives, for example in literacy. These are having a positive impact on standards and provision.

Team work is a strength of the school. All staff have specific roles and responsibilities which they undertake effectively. They share good practice beneficially and contribute to decision-making and strategic planning through regular senior management, departmental and whole staff meetings.

Governors are supportive and proactive. They make sure that all relevant policies are in place in order to meet statutory requirements. Most visit the school often to observe learning in action. This ensures that they are well informed about how well the school is performing. Their attendance at training events and presentations from staff and pupils also raise their awareness of the school's strengths and areas for development.

The school takes good account of local and national priorities. For example, raising standards in literacy and numeracy is the major focus of the current school development plan. In addition, the school places a major emphasis on reducing disadvantage through a range of supportive programmes, such as the 'Tots and Toddlers' and 'Link Up' sessions for parents with pre-school children.

Improving quality: Good

The school makes effective use of a range of self-evaluation procedures to identify its strengths and areas for development. The process includes analysing data in detail, observing lessons, monitoring pupils' work and gathering the opinions of pupils, parents and governors. Consequently, leaders have a good understanding of the school's performance. They use this information well to implement improvements. For example, having identified reading as an area for development, they have introduced strategies that are having a positive impact on standards.

The school's self-evaluation report is a detailed and thorough document that clearly identifies targets for improvement based on measurable evidence. It links closely to the school development plan, which contains a manageable number of targets with appropriate actions and success criteria based on national priorities. All targets focus appropriately on improving standards, pupils' wellbeing and the quality of provision.

The school demonstrates a good capacity for improvement. For example, it has implemented all areas for development highlighted in local authority reviews and reports. It has also successfully addressed all the recommendations from the previous inspection, although boys' literacy is a continuing focus in the school development plan.

Partnership working: Good

The school has developed successfully very positive and supportive relationships with families. It welcomes parents, who frequently assist in school events and fund raising activities. It organises a number of regular opportunities for parents to attend training or to spend time in classrooms, for example to celebrate their children's work and achievements. This aspect is a strength of the school as it helps to motivate pupils and encourages parents to become involved in their children's learning.

There are beneficial partnerships with other schools and institutions. There is an on-site pre-school playgroup, which successfully supports transition to the nursery. Links with the local high school are strong with regular opportunities for pupils in Year 5 and Year 6 to make visits and to meet secondary teachers. The school also regularly welcomes students from various training institutions on placements or as volunteers.

The school works closely with other local schools and participates in a range of constructive initiatives. For example, the literacy and numeracy café within the cluster gives parents the opportunity to work alongside their children on projects, such as the Second World War. The cluster also purchases shared resources and has well-established standardisation procedures, including jointly moderated electronic portfolios of pupils' work. These arrangements help the school build capacity for improving pupil outcomes.

Local community groups, including churches, chapels and sporting organisations, have supportive links with the school that help to enhance pupils' wellbeing.

Resource management: Adequate

All staff are well qualified and effectively deployed. Teaching assistants have appropriate roles and contribute significantly to learning, particularly for pupils with additional learning needs. Newly qualified teachers receive appropriate support.

All staff participate in regular in-house and external training events in line with their professional and personal development targets and whole school priorities. They share their experiences beneficially with colleagues, in order to improve the quality of teaching and learning.

Performance management procedures, led by the headteacher, meet statutory requirements. All teachers and support staff are involved and have whole-school, professional and personal objectives in order to develop their expertise.

The school participates in a number of networks of professional practice, mainly within its local cluster, which are helping to raise standards, particularly in literacy and numeracy. For example, it has recently joined an action research project focused on problem-solving in mathematics.

All teachers receive their statutory planning, preparation and assessment time each week and members of the senior management team also have regular non-contact management hours. The school organises these arrangements effectively, so that staff from the same phase can work together.

The school manages its accommodation, resources and budget well and good financial controls are in place. The governing body ensures that spending is closely linked to the school's priorities, particularly in relation to maintaining staffing levels, whenever possible.

Since the good features in pupil outcomes outweigh areas for development, the school currently provides adequate value for money.

Appendix 1

Commentary on performance data

At the end of the Foundation Phase in 2013 at the expected outcome 5, pupil performance was better overall than in the previous year and above the family average in all three areas of learning assessed. In comparison with similar schools, this placed the school in 2013 in the top 25% for all three areas, whereas in 2012 only mathematical development was in the top 25%. At the higher outcome 6, attainment in 2013 was lower than 2012 in all three areas of learning and below the family average in language, literacy and communication skills and in mathematical development. In comparison with similar schools, this placed the school in 2013 in the higher 50% for personal and social development, but in the lower 50% for language, literacy and communication skills and in the bottom 25% for mathematical development, whereas in 2012 the school was in the top 25% for all three areas.

At the end of key stage 2 in 2013, pupil performance at the expected level 4 was similar to the family average in English, but below the family average in mathematics and science. In all three core subjects over the last five years, the school has moved between the bottom 25% and top 25% of similar schools. At the higher level 5, attainment in 2013 was below the family average in all three core subjects. In English and science over the last five years, the school has moved between the bottom 25% and the higher 50% of similar schools and in mathematics between the bottom 25% and top 25% of similar schools.

Due to the small cohorts, pupil results inevitably vary from year to year. A significant number of pupils enter the school with a low level of skills, but most make the expected progress and a few exceed their targets. However, evidence indicates that more able pupils do not consistently reach their potential and those in receipt of free school meals achieve less well than their peers.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

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. | 56 | 56 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 56 | 55 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. | 56 | 53 95% | 3 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 | 56 | 52 93% | 4 7% | Mae'r ysgol yn fy nysgu i sut i aros yn iach. |
| | | 98% | 2% | |
| There are lots of chances at school for me to get regular exercise. | 56 | 49 88% | 7 12% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 56 | 53 95% | 3 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. | 56 | 56 100% | 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. | 56 | 54 96% | 2 4% | 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. | 56 | 46 82% | 10 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. | 56 | 53 95% | 3 5% | 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. | 56 | 43 77% | 13 23% | 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 | 56 | 34 61% | 22 39% | 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. | 22 | 12 55% | 10 45% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 63% | 33% | 3% | 1% | | |
| My child likes this school. | 21 | 13 62% | 8 38% | 0 0% | 0 0% | 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. | 21 | 11 52% | 10 48% | 0 0% | 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. | 22 | 13 59% | 9 41% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 34% | 3% | 1% | | |
| Pupils behave well in school. | 22 | 7 32% | 13 59% | 0 0% | 0 0% | 2 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 45% | 46% | 4% | 1% | | |
| Teaching is good. | 21 | 11 52% | 10 48% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 60% | 35% | 2% | 0% | | |
| Staff expect my child to work hard and do his or her best. | 22 | 16 73% | 6 27% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 63% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 21 | 11 52% | 10 48% | 0 0% | 0 0% | 0 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 47% | 40% | 6% | 1% | | |
| Staff treat all children fairly and with respect. | 22 | 10 45% | 12 55% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 58% | 34% | 3% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 22 | 12 55% | 10 45% | 0 0% | 0 0% | 0 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 36% | 2% | 0% | | |
| My child is safe at school. | 22 | 14 64% | 8 36% | 0 0% | 0 0% | 0 | Mae fy mhentyn yn ddiogel yn yr ysgol. |
| | | 66% | 31% | 1% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs'. | 21 | 11 52% | 6 29% | 0 0% | 0 0% | 4 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 50% | 34% | 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. | 21 | 11 52% | 10 48% | 0 0% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 49% | 41% | 8% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 21 | 10 48% | 11 52% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 31% | 4% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 19 | 7 37% | 7 37% | 2 11% | 0 0% | 3 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 44% | 39% | 7% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 20 | 10 50% | 10 50% | 0 0% | 0 0% | 0 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 55% | 39% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 20 | 7 35% | 13 65% | 0 0% | 0 0% | 0 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 42% | 34% | 4% | 1% | | |
| There is a good range of activities including trips or visits. | 21 | 11 52% | 10 48% | 0 0% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 38% | 5% | 1% | | |
| The school is well run. | 20 | 12 60% | 8 40% | 0 0% | 0 0% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 60% | 33% | 3% | 2% | | |

Appendix 3

The inspection team

| | |
|-------------------|---------------------|
| David Ellis | Reporting Inspector |
| William Griffiths | Team Inspector |
| Rhiannon Boardman | Lay Inspector |
| Liz Counsell | Peer Inspector |
| Marilyn Borland | Nominee |

Copies of the report

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

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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.