



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

**Tonysguboriau Primary School
Stuart Terrace
Talbot Green
Pontyclun
RCT
CF72 8AA**

Date of inspection: April 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Tonysguboriau Primary is a community school in Talbot Green, in the Taff area of Rhondda Cynon Taf.

The school provides education for pupils from the age of three to eleven. There are currently 247 pupils on roll, which includes 35 full -time nursery pupils and four pupils in the local authority learning support class. The school is organised into 9 classes, including the nursery and the learning support class.

Around 14% of pupils are eligible for free school meals. A very few pupils are in local authority care. English is the predominant language for 86% pupils. No pupil speaks Welsh as a first language. Approximately 18% of pupils have additional learning needs, but only a very few pupils have statements of special educational needs.

The headteacher took up her post in 2008 and the school's last inspection was in 2009.

The individual school budget per pupil for Tonysguboriau Primary School in 2014-2015 means that the budget is £3,157 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Tonysguboriau Primary School is 69th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Nearly all pupils develop an ability to read competently and show a good understanding of a wide range of texts;
- By the end of key stage 2, many pupils create high quality stories, poems, letters and other texts that engage the reader fully, using a range of valuable skills including alliteration and imagery;
- Most pupils solve 'mental maths' problems at speed;
- Nearly all pupils show respect, courtesy and consideration towards each other;
- Many pupils show a positive and enthusiastic approach towards their learning;
- The school plans a range of worthwhile learning experiences that meet the needs of many of pupils; and
- Nearly all teachers motivate pupils well and use a good range of strategies to support their learning.

Prospects for improvement

The school's prospects for improvement are good because:

- The senior management team work effectively together and other staff contribute usefully to moving the school forward;
- Leaders provide worthwhile challenge and support for staff;
- Governors support the school well;
- The school has an effective range of self-evaluation procedures, based on a regular analysis of first-hand evidence of teaching and learning;
- Recent initiatives have improved the quality of teaching across the school and raised pupils' writing standards; and
- The school manages its resources well.

Recommendations

- R1 Raise standards in Welsh language
- R2 Provide learning experiences that challenge pupils of all abilities effectively
- R3 Improve the accuracy of end of key stage assessments, especially in the Foundation Phase
- R4 Improve the use of continuous provision in the Foundation Phase to engage pupils and encourage them to become independent learners
- R5 Use data effectively to evaluate the impact of initiatives and monitor trends and progress over time

What happens next?

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

Main findings

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

Assessment of pupils when they enter the nursery class indicates that many are of average ability or below. Most pupils make steady progress as they move through the school and, by the end of Year 6, most pupils' achievements in English and mathematics are in line with the national average.

Across the school, most pupils speak confidently to each other and to adults when, for instance, they talk about the things they enjoy doing in school. Many older pupils in key stage 2 speak eloquently about school life using a wide vocabulary. When expressing opinions, they provide sensible reasons to support their views.

In the Foundation Phase, most pupils develop good reading skills at a level appropriate to their ability. Most use good decoding strategies to sound out unfamiliar words and pupils who are more able develop good fluency and expression. In key stage 2, nearly all pupils continue to develop their ability to read competently and show a good understanding of a wide range of texts using inference and deduction where appropriate.

In the Foundation Phase, pupils write for a range of purposes in their literacy lessons. Spelling and punctuation are age appropriate and most pupils write legibly and with correct letter formation, although in a few cases pupils do not present their work neatly. Although a majority of pupils are able to use appropriate and interesting vocabulary, their ability to write independently at length is limited, particularly in work across the curriculum.

By the end of key stage 2, many pupils write with a mature style and vocabulary. They create high quality stories, poems, letters and other texts that engage the reader fully, using a range of valuable skills including alliteration and imagery. In most classes, spelling conforms to regular patterns and is generally accurate. Pupils' ability to write extended pieces across the curriculum is often at a level similar to that in their English books.

Many pupils in the Foundation Phase are developing good numeracy skills. They count correctly in twos, fives and tens and use their understanding of multiplication tables to solve simple problems. Most can count on and back in steps of tens. Most are developing a good awareness of numbers up to 100 but rarely beyond. They confidently talk about their work using familiar mathematical language. Most pupils develop good mental numeracy skills and apply them appropriately across the curriculum.

Many pupils in key stage 2 demonstrate a good understanding in a range of mathematical concepts. By the end of key stage 2, most multiply whole and decimal numbers by 10, 100, and 1,000 accurately and they use their understanding of number facts to solve everyday word problems successfully. Many pupils

demonstrate a secure understanding of decimals and fractions and they are developing their understanding of percentages. Most pupils' solve mental maths problems at speed. Most are familiar with a range of appropriate mathematical vocabulary and pupils who are more able use this knowledge well. Most pupils apply their numeracy skills appropriately in a few subjects across the curriculum, for example data collection and calculating the mean during a scientific experiment, skills that correspond well with the standards they achieve in mathematics.

Many pupils in the Foundation Phase demonstrate an appropriate understanding of Welsh during basic conversations. However, most pupils across the school lack confidence in speaking Welsh beyond simple set patterns. Most pupils in key stage 2 read basic Welsh texts competently but their understanding of the content is limited. They are beginning to write Welsh appropriately, using good sentence structure and familiar language patterns.

Pupils who are more able make satisfactory progress. Those who are eligible for free school meals generally do as well as others at the expected level across the school, but less well than others at the higher than expected level. Those pupils who have support for English as an additional language attain well. There is little difference between the achievements of boys and girls.

Pupils' performance in the assessments at the end of the Foundation Phase at the expected outcome 5 has placed the school consistently in the top in top 25% of similar schools in literacy and mathematical development for the last three years. However, the standard of work in pupils' books indicates that assessments, particularly in literacy, are not always sufficiently accurate and are often too high, especially for less able pupils. For the higher outcome 6, pupils' performance has placed the school in the upper 50% of similar schools for literacy and in the lower 50% for two of the last three years in their mathematical skills.

At key stage 2, performance in English at the expected level 4 has placed the school consistently in the upper 50% of similar schools for three of the last four years. Performance in mathematics and science at the expected level shows a downward trend over the same period, moving the school to the bottom 25%. Performance at the higher than expected level 5 has been variable in all core subject areas over the last four years.

Wellbeing: Good

Nearly all pupils feel safe at school. Most pupils have a clear understanding of the need to maintain a healthy lifestyle. They realise the importance of a balanced diet and the need for regular exercise. There is a good take-up of the sports-based after school clubs on offer and pupils use a range of beneficial play equipment at playtimes to develop their fitness.

Most pupils feel proud of their school. Standards of behaviour throughout the school are generally good, although there is some low level disruption in a minority of lessons. Nearly all pupils show respect, courtesy and consideration towards each other.

The enthusiastic school council contributes appropriately to the life of the school and has a voice in decision-making. Recently members have helped to develop playground facilities. In key stage 2, pupils make effective choices about what they learn during topics. This is less evident in the Foundation Phase.

Many pupils show a positive and enthusiastic approach towards their learning. In the majority of cases, they sustain concentration appropriately and work well in groups, pairs and independently.

Pupils' attendance rates have risen over the last four years. For the last three years, attendance rates have been in the higher 50% when compared to those of similar schools. Nearly all pupils arrive punctually for the start of the school day.

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

The school plans a range of worthwhile learning experiences that meet the needs of many of pupils. These cover the full range of National Curriculum, Foundation Phase areas of learning and religious education well. Teachers use visitors to school and trips to places of interest such as Castell Coch, and a local supermarket to enhance the curriculum effectively. However, in the Foundation Phase, teachers do not always make enough use of the outdoor environment to support pupils' learning. A good range of extra-curricular activities supports pupils' learning well, particularly in physical education.

The school provides good opportunities for pupils to use their literacy skills at a suitable level in many subjects. The use of numeracy across the curriculum is developing appropriately. However, over reliance on published schemes in mathematics often limits the progress of those pupils who are more able and restricts their opportunity to apply their skills appropriately to solve problems. Provision for information and communication technology (ICT) meets pupils' needs well.

Provision for Welsh language is satisfactory. There are appropriate opportunities for pupils to learn about the history and culture of Wales through a range of trips and visits, for example to Cardiff Castle, the Welsh Folk Museum, and Cilfynydd Water Centre. Recent St David's Day celebrations, including a school Eisteddfod, raise pupils' awareness of their Welsh identity effectively.

The school makes worthwhile provision for pupils to understand energy use, minimising waste and recycling through a range of topics such as the study of wind farms and forestry. Pupils learn about the wider world through beneficial studies of other countries and current world issues. The school has effective links with Rwanda, and pupils raise funds to help build and equip a school there.

Teaching: Adequate

Nearly all teachers motivate pupils well and use a good range of strategies to support their learning. They establish effective learning objectives and share them appropriately with pupils. Many teachers make good links with previous work and this helps pupils to make good progress in their learning. Many teachers ensure that learning proceeds at a good pace. In a few lessons, where the quality of teaching is excellent, teachers provide pupils with challenging tasks tailored to individual needs, activities are imaginative and expectations are consistently high. Most teachers question pupils effectively in order to extend their thinking and they use support staff appropriately. This has a positive impact on pupil progress. The school makes good use of team teaching in upper key stage 2 to raise standards in English and mathematics.

In a few lessons, teachers do not challenge pupils at a high enough level and this limits the progress they make. Teachers in the Foundation Phase do not consistently make the best use of continuous provision to engage pupils and encourage them to become independent learners.

All teachers mark pupils' work regularly and give appropriate written feedback, including helpful comments on what pupils need to do next. However, few pupils use this information appropriately to improve their work. In key stage 2, most teachers provide useful opportunities for pupils to assess their own and others' work. They often provide valuable oral feedback to pupils during lessons, helping pupils to move their learning forward rapidly. All teachers track and assess pupils' work regularly.

Satisfactory arrangements with local schools to moderate pupils' work allow teachers to have a suitable understanding of attainment levels. However, for a few pupils in the Foundation Phase, the work seen in books and lessons during the inspection does not match end of key stage teacher assessments.

Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Good

The school provides a high level of care and support for its pupils. This makes a significant impact on their attitudes to healthy living and wellbeing. Arrangements to promote healthy eating and drinking are appropriate. Provision for personal and social skills is effective and the school ensures that there are regular opportunities for pupils to participate in a good range of extra-curricular activities.

Provision for pupils' spiritual, moral and cultural development is effective through, for example, discussion and agreement of school rules, studies of Judaism and Islam, and opportunities to take part in a wide range of music tuition. The school's personal and social development programme offers well-structured opportunities for pupils to reflect on their feelings, emotions and behaviour.

The school makes effective use of a range of external agencies and support services. Local police officers attend school to promote community safety and drug awareness. Local authority specialists provide useful advice and help for pupils who need extra support with their learning.

The school has effective systems for the early identification of pupils who have additional learning needs. Classroom support for these pupils is effective, aided by close working relationships between teachers, teaching assistants, pupils and parents. Individual education plans generally meet requirements. Where there are shortcomings, these contain insufficient detail and staff do not monitor their impact on the standards pupils achieve.

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

Learning environment: Good

The school is a very inclusive community that values all pupils whatever their background. It promotes the importance of fair treatment, tolerance and equality well. Staff provide a calm, orderly and caring environment where pupils are happy and enjoy coming to school.

The school's accommodation is of good quality with a wide range of play equipment and apparatus. Classrooms throughout the school are bright and stimulating with colourful displays of pupils' work. There are good quality resources that match the needs of pupils appropriately.

The school buildings and grounds are secure and well maintained. Inspectors brought a few issues relating to pupils' wellbeing to the attention of the governing body.

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

The headteacher and staff model the school's vision successfully across the school, contributing well to the school's ethos and pupil wellbeing.

The senior management team work effectively together and other staff contribute usefully to moving the school forward. They have appropriate job descriptions that include general areas of responsibility; however, they do not outline clearly specific tasks expected of individual roles. Leaders provide worthwhile challenge and support for staff. Arrangements for the performance management of teachers and appraisal of support staff are secure and appropriate training is organised to address areas that need developing. This has had a positive impact on improving pupils' writing skills at key stage 2.

Leaders and managers use national data to monitor performance satisfactorily. However, they do not use the wide range of individual pupil data available to them to judge the impact of initiatives, to confirm end of key stage assessments or to monitor trends and progress over time. For example, leaders have completed limited evaluations of the impact of funding to reduce the impact of poverty on attainment.

Governors support the school well. They have a thorough awareness of data from national tests and assessments, the school's strengths and shortcomings and its future priorities. They question the school regarding expenditure effectively and they are beginning to challenge the school on their end of year performance.

The school is making sound progress in meeting most of the national priorities. Planning for and implementation of the national literacy and numeracy framework is at an appropriate stage of development. However planning for continuous provision, particularly for the outdoor learning environment in the Foundation Phase, is limited.

Improving quality: Good

Self-evaluation and school development planning are important and regular parts of the school's working life. Most staff make a valuable contribution to self-evaluation.

The school has an effective range of self-evaluation procedures, based firmly on a regular analysis of first-hand evidence of teaching and learning. These include scrutiny of pupils' work, lesson observations, questionnaires for pupils and their parents, and a review of national data. Many staff complete useful audits of a range of subjects and share outcomes effectively, offering support and individual training where necessary. The school's self-evaluation report is detailed. It presents an accurate assessment of overall strengths and areas for development.

Leaders use the information gathered from self-evaluation successfully to form the annual school improvement plan. The plan has appropriate priorities, associated costs and identified staff responsible for actions. In a majority of cases, the plan contains measurable success criteria. The school monitors the progress of the plan regularly but concentrates largely on changes to provision rather than focusing consistently on the impact of actions to improve standards. However, recent initiatives are improving the quality of teaching across the school and are raising pupils' outcomes in writing at key stage 2.

Partnership working: Good

The school links effectively with a suitable range of partners. These links have a positive impact on pupils' achievement and wellbeing.

The parent teacher association raises significant funds each year. A national business provides the school with matched funding to that raised by staff and parents. The school uses these sums effectively, for example to buy ICT equipment and develop the outdoor learning environment.

Local clergy visit the school regularly and contribute well to collective acts of worship and the teaching of religious education. Pupils often visit the local church and Llandaff Cathedral and these activities enhance provision for pupils' spiritual and moral development

The school works well with the local authority music service to provide over 50 pupils with tuition. This helps to raise standards in music and gives worthwhile opportunities for pupils to play in an orchestra.

The partnership with the nearby playgroup helps pupils to enter school confidently and allows staff to match work successfully to pupils' needs. School staff provide useful support to playgroup practitioners in developing Foundation Phase practice.

Partnerships with the local high school support pupils' entry to secondary education successfully. Workshops between the high school and its feeder schools enable a consistent approach to teaching pupils across Year 6 and Year 7. Specialist physical education teaching by high school staff improves the quality of teaching and learning in this subject for older pupils.

Resource management: Good

The school manages its resources well. There are enough suitably qualified and experienced staff to deliver the curriculum. Teachers deploy skilled teaching assistants efficiently and they contribute positively to pupils' learning and wellbeing. Staff receive effective training and development. For example, observations of colleagues' teaching and valuable support from leaders following lesson observations have improved the overall quality of teaching.

The school links expenditure well to its objectives, targets and plans. It has systematic and thorough budgetary arrangements to monitor and review expenditure rigorously. The school uses additional funding from the Welsh Government to introduce appropriate initiatives to address the performance of vulnerable pupils. This is helping to raise the standards that most of these pupils achieve, but more able pupils' performance continues to lag behind.

In view of the quality of provision, the standards pupils achieve and their progress overall, the school gives good value for money.

Appendix 1: Commentary on performance data

For a few pupils in the Foundation Phase, the work seen in books and lessons does not match end of key stage teacher assessments. The recommendation given to the school is to, 'improve the accuracy of the end of key stage assessments'.

6742306 - Tonysguboriau Primary School

Number of pupils on roll	248
Pupils eligible for free school meals (FSM) - 3 year average	17.5
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	27	31	37
Achieving the Foundation Phase indicator (FPI) (%)	96.3	100.0	97.3
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	27	31	37
Achieving outcome 5+ (%)	96.3	100.0	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	25.9	29.0	35.1
Benchmark quartile	2	2	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	27	31	37
Achieving outcome 5+ (%)	96.3	100.0	97.3
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	14.8	22.6	32.4
Benchmark quartile	3	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	27	31	37
Achieving outcome 5+ (%)	96.3	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	48.1	80.6	54.1
Benchmark quartile	2	1	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.

6742306 - Tonysguboriau Primary School

Number of pupils on roll	248
Pupils eligible for free school meals (FSM) - 3 year average	17.5
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	22	32	30	34
Achieving the core subject indicator (CSI) (%)	81.8	93.8	83.3	85.3
Benchmark quartile	3	1	3	3
English				
Number of pupils in cohort	22	32	30	34
Achieving level 4+ (%)	81.8	93.8	90.0	91.2
Benchmark quartile	4	1	2	2
Achieving level 5+ (%)	27.3	40.6	33.3	76.5
Benchmark quartile	3	1	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	22	32	30	34
Achieving level 4+ (%)	81.8	93.8	83.3	85.3
Benchmark quartile	4	2	3	4
Achieving level 5+ (%)	13.6	31.3	16.7	52.9
Benchmark quartile	4	2	4	1
Science				
Number of pupils in cohort	22	32	30	34
Achieving level 4+ (%)	81.8	93.8	83.3	88.2
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	9.1	37.5	30.0	64.7
Benchmark quartile	4	2	3	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

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

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

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

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

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.	97	97 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	97	93 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	96	95 99%	1 1%	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	97	96 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	97	95 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	97	93 96%	4 4%	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.	97	96 99%	1 1%	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.	97	97 100%	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.	97	86 89%	11 11%	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.	97	92 95%	5 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.	95	74 78%	21 22%	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	97	86 89%	11 11%	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.	30	25 83%	4 13%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	25 83%	5 17%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	26 87%	4 13%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	30	23 77%	7 23%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	30	18 60%	11 37%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	30	23 77%	7 23%	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.	30	23 77%	7 23%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	30	16 53%	13 43%	1 3%	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.	30	18 60%	10 33%	2 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	21 70%	7 23%	2 7%	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.	30	23 77%	7 23%	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'.	27	16 59%	7 26%	2 7%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	30	23 77%	5 17%	2 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	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.	30	21 70%	9 30%	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.	30	20 67%	7 23%	3 10%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	30	21 70%	8 27%	1 3%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	28	16 57%	6 21%	2 7%	0 0%	4	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	30	20 67%	10 33%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	30	24 80%	6 20%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Ms Gwenda Easton	Reporting Inspector
Mr Richard Hawkley	Team Inspector
Mr Matthew Evans	Lay Inspector
Mrs Elizabeth Anne Dykes	Peer Inspector
Mrs Bailey (Headteacher)	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
- 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.