



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

Report on

**Heol-Y-Celyn Primary School
Holly Street
Rhydyfelin
Pontypridd
RCT
CF37 5DB**

Date of inspection: June 2014

by

**Estyn, Her Majesty's Inspector 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 Heol-Y-Celyn is a community primary school that is situated in Rhydfelin, Pontypridd. The school is maintained by Rhondda Cynon Taf local authority. The school provides education for pupils aged between three and 11, either through the medium of English or Welsh. There are 15 classes at the school. In six classes, including the nursery class, Welsh is the main language medium of teaching, whilst the nine remaining classes are taught through the medium of English. There is a county special needs class at the school and also a nurture class in the Foundation Phase.

There are 367 pupils on roll, including 61 children in the nursery. At present, about 43% of pupils are eligible for free school meals, which is much higher than the average for Wales.

About 39% of pupils have additional learning needs, which is higher than the national average. White British is the ethnicity of almost every pupil. Nearly all pupils come from homes in which English is the main home language.

The school was last inspected in June 2008. The headteacher has been in post since February 2004.

The individual school budget per pupil for Ysgol Heol Y Celyn in 2013-2014 is £3,317 per pupil. The maximum per pupil in primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Ysgol Heol Y Celyn is in 74th position 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	Adequate

Current performance

The school's current performance is adequate because:

- pupils across the school behave well in lessons;
- pupils' health and wellbeing is promoted effectively; and
- pupils who have additional learning needs make good progress.

However:

- pupils do not make enough progress across the school in aspects of literacy including Welsh as a second language;
- there is lack of detail in planning to ensure that the work always provides an appropriate challenge for pupils of different ability levels in a class, especially pupils of higher ability; and
- marking does not do enough to show pupils what to do in order to improve the standard of their work.

Prospects for improvement

Prospects for improvement are adequate because:

- leaders have had a positive influence on the school's attendance levels and standards of behaviour;
- leaders have a clear understanding of their responsibilities;
- the school's self-evaluation report is a detailed document that offers evaluative comments on an appropriate range of aspects of the school's life and work; and
- partnerships with parents are good.

However:

- to date, leaders have not done enough to address inconsistency in teaching and assessment;
- the governing body does not yet challenge the school's performance enough;
- the self-evaluation report does not provide an accurate enough picture of the current situation; and
- the development plan does not make enough use of the information arising from the school's monitoring systems

Recommendations

- R1 Improve pupils' writing skills in both languages across the school
- R2 Raise standards of Welsh and Welsh as a second language across the school
- R3 Improve the achievements of higher ability pupils at the end of both stages
- R4 Ensure better consistency in the quality of teaching and assessment across the school
- R5 Develop the role of governors further in order to challenge the school about its performance
- R6 Strengthen the link between self-evaluation and the school improvement plan

What happens next?

The school will produce a development plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At the beginning of their time at the school, most pupils' basic skills are below that expected in all outcomes. However, many pupils across the school make appropriate progress during their time at the school.

They recall previous learning successfully and show appropriate knowledge and understanding of what they have learnt. By the end of key stage 2, the majority of pupils have developed their thinking skills appropriately, acquire knowledge purposefully and apply these suitably in a number of subjects. Although a majority of pupils achieve work of an appropriate standard in lessons and in books, there is too much inconsistency in standards throughout the school, especially in Welsh as a first language and Welsh as a second language across the school. There is also too much variation in standards within lessons and books between classes.

Many pupils who have additional learning needs make good progress against the agreed targets. However, pupils of higher ability do not achieve as well as they could in the majority of lessons.

Considering their linguistic background, pupils' oral skills develop quickly. Many Foundation Phase pupils communicate well in Welsh and use vocabulary that is appropriate to their age and ability. Many also respond confidently to teachers' instructions. This develops further in key stage 2, and many speak confidently in formal and informal situations. Many apply their oracy skills successfully in their work across the curriculum.

In the Foundation Phase, many pupils read with expression and use phonic reading strategies well when reading unfamiliar words. By the end of the Foundation Phase, the majority of pupils are able to discuss content meaningfully whilst referring to events and characters in the books they read. In key stage 2, the majority of pupils read a range of reading materials appropriately in Welsh and English, and their understanding of reading is developing well. The majority use higher reading skills successfully to acquire specific information from a text. The best pupils discuss a range of reading materials in a mature way, and express an opinion about their favourite authors. However, there is little progress in the reading skills of Welsh second language pupils in key stage 2. Older pupils' ability to read with understanding and to discuss the content of their books has not been developed fully.

The majority of pupils in the Foundation Phase make good progress with their early writing skills. By the end of the Foundation Phase, the majority of them use their literacy skills appropriately across the curriculum. However, a minority of pupils do not make enough progress in their ability to write at length. Pupils continue to make appropriate progress throughout key stage 2, where the majority of them write correctly in both languages across the curriculum. However, their ability to write creatively and at length in both languages has not developed sufficiently. The majority of pupils' handwriting and presentation of work is untidy across the school.

In the Foundation Phase, most pupils identify, arrange and use number appropriately in their activities across the areas of learning, for example when dealing with number patterns through the story of Noah's Ark. The oldest pupils use their numeracy skills at the appropriate level in science, for example data handling when recording the results of various types of recycling materials. In key stage 2, most pupils achieve mathematics work at an appropriate level in line with their age and ability. They complete a good and wide variety of purposeful work. However, there are few examples by pupils, including those who are more able, of applying numeracy skills to other areas and subjects across the curriculum.

By the end of key stage 2, many pupils who speak Welsh as a second language are able to respond to simple instructions suitably. However, many pupils' reading and writing skills have not developed enough.

In the Foundation Phase, the standards of pupils who achieved the expected level, namely outcome 5, are generally lower than the average for schools in the family. In comparison with other similar schools in terms of the percentage who are eligible for free school meals, results are higher than those in 2012 for English literacy. However, pupils' achievement at the expected level has fallen, moving the school to the lower 50% for mathematics and the higher 50% for Welsh literacy, but the school has risen to the higher 50% for its performance in English literacy. At the higher level than expected, pupils' standards place the school in the lower 50% for literacy and the bottom 25% for mathematics.

In key stage 2, pupils' standards at level 4 are lower than the average for schools in the family in all core subjects. Recent results place the school in the lower 50% of similar schools for Welsh, English and mathematics, science and the core subject indicator. At the higher level than expected, however, pupils' standards place the school in the lower 50% for Welsh and in the bottom 25% for English, mathematics and science.

Wellbeing: Good

Nearly all pupils are aware of the importance of health and fitness, and they achieve consistently well in their personal, social and cultural development. Most of them feel safe at school and know to whom to turn if something is worrying them. They know how they can stay healthy by eating sensibly and exercising their bodies through physical education lessons and activities.

Many pupils are enthusiastic and eager to learn, and they show perseverance in their work. They also co-operate successfully together in their lessons. However, their skills to improve their own learning have not developed enough. Pupils' standards of behaviour are good in lessons and across the school. They play together happily at break time and lunch time and are courteous when responding to adults and peers. Across the school, pupils are welcoming and courteous and they are careful of each other.

Over time, pupils' attendance percentage has been lower than in similar schools in terms of the number of pupils who are eligible for free school meals. Attendance has now improved and the school is now in the higher 50% in comparison with similar schools. Pupils' punctuality is good.

The school council is active and members enjoy shouldering responsibilities. They show an understanding of their role and evidence is seen of their decisions influencing school life. Pupils are proud of their school and appreciate the opportunity to make a difference.

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

The school provides a wide, balanced range of good learning experiences for all pupils. These experiences enrich their education and respond to the requirements of the Foundation Phase, the National Curriculum and religious education. Rich and stimulating experiences are provided for the Foundation Phase in a variety of situations inside and outside the classroom. This is built upon successfully in key stage 2. However, provision does not always meet the needs of all learners, including offering enough of a challenge for pupils of higher ability.

Teachers co-operate effectively to plan comprehensive programmes, but there is not enough consistency in the quality of plans across the school. Where planning is thorough, there are detailed evaluations that influence the next stage in the planning effectively. However, in a few plans, evaluations are scarce and superficial. Provision for developing and applying communication, numeracy and information and technology (ICT) skills is planned appropriately. However, there are not enough opportunities for pupils to develop numeracy and writing skills across a range of subjects. The school gives good attention to creative skills across the curriculum.

There is a good range of extra-curricular activities available for pupils, which enrich experiences and expand opportunities. These contribute to their cultural and physical development successfully.

Planning for the Welsh language and the Welsh dimension is developing appropriately throughout the school. However, pupils do not have enough opportunities to develop their skills in Welsh as a second language, especially reading and writing skills. Learning experiences are enriched by visits to outside places that link effectively to the pupils' work in subjects such as history and geography. The eco committee's enthusiasm ensures that principles such as recycling and saving energy develop as an integral part of school life. They collaborate closely with parents to maintain two gardens on the school site. The school has created very close links with a school in Uganda and, by sharing information, pupils develop a good awareness of global citizenship.

Teaching: Adequate

Most teachers model good language and manage pupils' behaviour effectively.

In the majority of lessons, teachers have good subject knowledge. Presentations are lively and they provide an appropriate variety of suitable activities that gain pupils' interest. In these lessons, there is a good working relationship with pupils and the pace of lessons is suitable.

In a minority of lessons, in which teaching is not as good, tasks do not challenge pupils of higher ability or offer enough opportunities for pupils to develop into independent learners. In these lessons, teachers do not ask open-ended questions that encourage pupils to think and reason and improve their understanding of the work. There is over use of low-challenge writing tasks and work sheets that hinder pupils' ability to write at length and to achieve as well as they could.

Classroom assistants make a significant contribution towards implementing programmes for improving pupils' literacy and numeracy skills.

Most teachers and support staff give constructive oral feedback, which celebrates effort appropriately. Marking in many classes is beneficial and detailed. In the minority of cases in which marking is most effective, comments refer directly to success criteria and ensure that pupils understand the next steps to be taken in order to make progress. An example of this is the 'Sgwennu Swmpus' (Lots of writing) books. However, this is not consistent across the curriculum or across the school.

Assessment for learning strategies have not been embedded consistently across the school. Opportunities for pupils to evaluate their own and others' progress are limited and opportunities for pupils to discuss their success criteria during lessons are scarce.

The school has comprehensive arrangements for assessing and recording pupils' progress. An electronic tracking system is used to track all pupils' progress carefully. Suitable and effective use is made of the data in order to plan appropriate intervention strategies.

The school informs parents well about their children's progress and achievements. The annual report to parents provides useful and detailed information and responds fully to statutory requirements.

Care, support and guidance: Good

The school provides a variety of purposeful opportunities to promote pupils' spiritual, social and cultural development. Pupils have appropriate opportunities to reflect in school assemblies and the school has appropriate arrangements for promoting healthy eating and drinking.

Personal and social education is a prominent aspect of school life and plans have been adopted for improving pupils' wellbeing and behaviour. These have a positive effect on pupils' moral and social standards.

By investing in additional resources and reviewing arrangements thoroughly, the school has improved attendance and punctuality effectively over the last two years.

Effective use is made of the support of external specialist services, including the services of an educational psychologist, language therapist, the police, a nurse and social workers. In addition, the school has trained a member of staff in order to offer an internal counselling service for pupils.

The school's arrangements for safeguarding meet statutory requirements and they are not a cause for concern.

The school identifies pupils who have additional learning needs at a very early stage by holding regular tests and discussions with staff. All of these pupils receive a suitable programme that is reviewed three times a year. Appropriate targets are set that ensure that they move on to the next stage in their development.

Learning environment: Good

The school's ethos reflects the welcoming and happy atmosphere. There is a friendly atmosphere among staff and pupils. All pupils have equal rights to all the school's provision, and there are policies, plans and procedures in place which promote equality and social diversity. Tolerant attitudes are developed well and ensure that all pupils are free from harassment.

The school is on a pleasant site and has good external resources. Staff make appropriate use of the available space and displays in classrooms are suitable and reflect the school's wider activities purposefully. A varied supply of good quality resources matches pupils' needs appropriately.

The outdoor area for the Foundation Phase is used creatively to promote learning. The building and grounds are maintained appropriately.

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

The school has appropriate aims for its development, which relate clearly to the national priorities to improve provision for literacy and numeracy. The school also gives extensive attention to meeting the needs of vulnerable pupils. The effect of leadership can be seen in the pattern of significant improvement in attendance levels and standards of behaviour at the school. However, to date, leaders have not done enough to address the inconsistency in teaching and the need to improve pupils' achievements across the school.

The school has a suitable management structure, and responsibilities for leading whole-school aspects are shared appropriately. Leaders have a clear understanding of their responsibilities and they make an important contribution towards developing aspects of provision. A specific timetable identifies times for staff meetings and other events linked to whole-school matters. Issues that arise from quality improvement activity are discussed regularly in meetings for all staff and departmental meetings.

Governors have detailed knowledge of a number of aspects of the life and work of the school. The governing body meets regularly and receives reports on a range of issues, including performance data and monitoring reports following visits by local authority officers. Representatives of the body participate in the sub-groups that are involved in producing the school's self-evaluation report. However, governors do not have an accurate enough understanding of the school's performance over time, especially in comparison with that of similar schools. As a result, they do not challenge the school's performance and act fully as critical friends.

Improving quality: Adequate

The school uses an appropriate range of sources to collect evidence as part of the quality improvement arrangements. This includes scrutinising books regularly and visiting lessons to monitor learning and teaching. The school also makes appropriate use of questionnaires to collect the views of pupils and parents. However, there is no detailed programme for co-ordinating arrangements for improving quality over time.

In general, records arising from scrutinising books and observing lessons give a clear and evaluative picture, and observation records give specific attention to pupils' standards and progress. However, the practice of producing follow-up reports that summarise the monitoring outcomes has not been established consistently across the school. There are appropriate arrangements for giving follow-up support as needed on the basis of classroom observations.

The school's self-evaluation report is a detailed document that offers evaluative comments on an appropriate range of aspects of school life and work. It includes detailed analyses of performance data, and identifies some priorities to be included in the school development plan. However, the report does not provide an accurate enough picture of the current situation, nor does it do enough to identify areas where improvement is needed in terms of standards and aspects of teaching and assessment.

The school development plan includes appropriate strategies for addressing priorities that are included, and makes appropriate use of challenging quantitative targets for measuring progress. However, the development plan does not make enough use of information arising from the school's monitoring systems or prioritise other important issues where improvement is needed.

Partnership working: Good

Partnerships with parents are good. They participate by helping with after-school clubs, for example sports and reading clubs. Visits to the community and visitors from the community make a positive contribution to enriching pupils' experiences, for example visits to the dentist and musical visits.

There are good partnerships with a number of local authority agencies, that have a positive effect on the development of pupils' wellbeing and attainment. The relationship with agencies such as the care services, the police and social services are very effective and enrich pupils' learning and wellbeing. The local supermarket co-operates closely and successfully with the school to promote pupils' attendance.

A good partnership exists with local secondary schools and effective transition arrangements ensure a smooth transfer to the next stage in pupils' education. The school's staff attend regular meetings between secondary schools and primary schools in the catchment area, which ensures beneficial opportunities to standardise and moderate teachers' assessments jointly.

Resource management: Adequate

The school has enough teachers with appropriate qualifications to deliver the curriculum. It provides appropriate support where teachers teach outside their

specialisms. However, it does not take full advantage of the expertise of teachers in the Welsh stream to stretch pupils who are learning Welsh as a second language. The school makes effective use of learning assistants and other staff for pupils who need additional support.

The school has appropriate arrangements for managing the performance of teachers and support staff. Observations are used to set appropriate development goals, which are reviewed regularly and lead to suitable support or training. There are useful opportunities for staff to benefit from observing peers, in the school and in other schools. The school co-operates with other schools on projects that are linked to mathematics or provision for more able and talented pupils. However, co-operation on specific projects within the school has not developed to the same extent.

Staff who have leadership responsibilities have appropriate non-contact time in order to undertake their management duties.

The headteacher and the governing body manage the school's budget carefully to ensure that there is no over-expenditure and make appropriate use of reserve funds to meet the school's needs. The school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2013, the percentage of pupils who achieved the expected level (outcome 5) at the end of the Foundation Phase in literacy, language and communication in Welsh and in mathematical development is lower than the average for other schools in the family and nationally, except for literacy, language and communication in English. Results for 2013 are higher than those in 2012 for English. In literacy and language and communication development in English, pupils' achievement at the expected level has risen, moving the school from the bottom 25% to the upper 50% in comparison with similar schools in terms of the percentage of pupils eligible for free school meals. Pupils' achievement in literacy, language and communication in Welsh has fallen, moving the school from the top 25% to the upper 50% of similar schools, and for performance in mathematics the school has fallen to the lower 50%.

The proportion of pupils who attain outcome 6 in literacy, language and communication in both languages, mathematical development and in personal and social development, is considerably lower than the average for the family. In mathematical and personal and social development at the higher level, pupils' achievement has placed the school in the lower 50% of similar schools in 2012 and the bottom 25% in 2013. In literacy, language and communication, the school is in the lower 50%.

In key stage 2 in 2013, the percentage of pupils at the expected level (level 4) at the end of key stage 2 is lower than the average for the family in Welsh, English, mathematics, science and the core subject indicator. In comparison with levels in similar schools in terms of the proportion of pupils eligible for free school meals, performance in key stage 2 has varied in recent years. The school has been in the lower 50% of similar schools for performance in science for the last four years. Performance in the core subject indicator has moved the school between the lower 50% and the bottom 25% for the last four years. In Welsh and English, the school has been between the lower 50% and the bottom 25% in comparison with other similar schools. In mathematics, the school's performance has varied, moving the school between the upper 50% and the lower 50%.

In key stage 2, the percentage of pupils who achieved the higher level (namely level 5) in 2013 is higher than the average for the family and Wales in all core subjects. Pupils' performance has varied. In Welsh, English, mathematics and science, the percentage has been lower than the average for the family and Wales for the last four years. The school's performance at level 4 has placed it in the lower 50% of similar schools during the last four years in all subjects except mathematics in 2011, when it was in the upper 50%. The school's results in Welsh and English have improved, moving it from the bottom 25% in 2012 to the lower 50% in 2013.

In the Foundation Phase, girls achieve better than boys in lessons and boys achieve much better than girls in mathematics. Although there are variations in the cohort over time, girls achieve better in key stage 2 in all areas. In general, pupils who are eligible for free school meals do not achieve as well as their peers.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	128	125 98%	3 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	128	98 77%	30 23%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	128	113 88%	15 12%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	127	114 90%	13 10%	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.	128	112 88%	16 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	128	114 89%	14 11%	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.	128	124 97%	4 3%	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.	128	123 96%	5 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.	128	102 80%	26 20%	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.	128	106 83%	22 17%	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.	128	50 39%	78 61%	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.	127	53 42%	74 58%	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 to date 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.	36	12 33%	16 44%	6 17%	1 3%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	20 54%	17 46%	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.	37	22 59%	13 35%	2 5%	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.	35	19 54%	13 37%	3 9%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	5 14%	24 65%	6 16%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	36	15 42%	17 47%	3 8%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	18 49%	19 51%	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.	35	11 31%	18 51%	3 9%	0 0%	3	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.	36	11 31%	19 53%	3 8%	1 3%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	15 41%	19 51%	3 8%	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.	37	15 41%	20 54%	1 3%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	37	17 46%	12 32%	2 5%	3 8%	3	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.	37	18 49%	13 35%	5 14%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	37	18 49%	15 41%	3 8%	1 3%	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.	37	13 35%	14 38%	4 11%	4 11%	2	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.	37	15 41%	20 54%	1 3%	1 3%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	13 37%	13 37%	2 6%	2 6%	5	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.	36	12 33%	18 50%	3 8%	1 3%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	36	8 22%	17 47%	6 17%	3 8%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Meinir Howells	Reporting Inspector
Iolo Dafydd	Team Inspector
Gwen Aubrey	Lay Inspector
David Bundock	Shadow Inspector
Gwenda Easton	Peer Inspector
Delyth Kirkman	Peer Inspector
Alun Rees	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.