A report on

**Ysgol Pen-y-Garth
1 Heol Tircoch
Penarth
Vale of Glamorgan
CF64 2QN**

Date of inspection: April 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Context

Ysgol Gynradd Pen-y-Garth is a designated Welsh-medium school that serves the town of Penarth and a number of surrounding villages in the Vale of Glamorgan authority. English is introduced formally at the school at the beginning of key stage 2.

There are 413 full-time pupils on roll, and 63 nursery-age part-time children. Pupils are taught in eight classes in the Foundation Phase and eight classes in key stage 2 and the equivalent of 18.6 teachers are employed, including the headteacher. About half the pupils come from English-speaking homes. Very few pupils are from an ethnic background and about 2.8% of pupils are eligible for free school meals, which is considerably lower than the national average.

At present, about 10% of pupils are on the additional learning needs register and no pupils have a statement of special educational needs

The headteacher was appointed in September 2004 and the school was last inspected in March 2009.

The individual school budget per pupil for Ysgol Pen-y-Garth in 2015-2016 is £2,966. The maximum per pupil in primary schools in the Vale of Glamorgan is £5,170 and the minimum is £2,735. Ysgol Pen-y-Garth is in 41st place of the 46 primary schools in the Vale of Glamorgan in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils show excellent progress in their ability to hold discussions and express an opinion in Welsh by the end of their time at the school
- The majority of pupils are able to apply number skills effectively in subjects across the curriculum
- Nearly all pupils have a mature attitude to their work and benefit from being able to concentrate for long periods
- Teachers provide a wide variety of activities that enrich pupils' experiences effectively
- Teachers immerse pupils in rich language from a very early age and extend pupils' understanding of unfamiliar vocabulary effectively
- Support staff play an effective role in supporting learning

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders convey high expectations of staff and allocate responsibilities successfully and make the best use of their specialisms
- Members of the senior management team undertake their duties to realise aims, plans and strategic responsibilities very successfully
- Staff are aware of what they need to do in order to ensure consistency in teaching across the school
- Leaders make good use of data analysis to identify trends over time
- The school co-operates well with Welsh-medium schools in the consortium to create numeracy resources for more able pupils
- The school co-operates well with Welsh-medium primary schools in the cluster and this contributes considerably to improving pupils' standards and attainment in literacy and numeracy reasoning skills

Recommendations

R1 Provide appropriate opportunities across areas of learning in the Foundation Phase for pupils to make choices and act independently

R2 Provide mathematics tasks that challenge more able pupils at the end of the Foundation Phase

R3 Ensure that procedures for supporting pupils who have additional learning needs meet requirements

R4 Develop further the role of governors in order for them to be able to challenge the school and hold it to account

R5 Ensure that the self-evaluation report is more evaluative and is an active document across the school

What happens next?

The school will produce an action plan, which shows how it will address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils enter the school with abilities that are in line with what is expected for their age. Considering the linguistic background of about half the pupils, nearly all develop to use Welsh confidently during their activities and when conversing around the school.

By the end of the Foundation Phase, most pupils use a wide variety of rich words to improve the standard of their pieces of extended writing successfully. Many pupils use conjugated verb forms confidently at the beginning of sentences and create interesting and effective similes to improve the quality of their work, for example 'a pink tongue like a piece of ham'. Many are enthusiastic readers and use a range of reading strategies successfully to understand unfamiliar words and give meaning to a text. By the end of Year 2, nearly all pupils show particularly good progress in their ability to hold discussions and express an opinion in Welsh.

By the end of key stage 2, nearly all pupils' oral skills are of a very good standard. They hold mature conversations about a wide range of texts, and use a variety of syntax and interesting phrases. Their ability to hold discussions and present views is developing very well. Most pupils' reading skills are developing well and daily reading sessions succeed in developing pupils' higher reading skills effectively. They read confidently and fluently in both languages, and change the intonation of their voice to add interest.

Most pupils possess a sound understanding of a wide number of different writing styles. Their knowledge of characteristics and forms of language is effective; for example, they write a newspaper report about the voyage of the Mimosa and write a debate article on 'Welsh-medium education is essential'. Most pupils' understanding of punctuation is developing well in key stage 2 and they set out their work in an organised way in paragraphs. Nearly all are able to write to the same standard in Welsh and English. Most are able to write pieces of extended writing work to the same standard in their Welsh and English lessons and in areas across the curriculum, for example when comparing the lives of a poor child and a rich child during the Victorian age.

The mathematical skills of most pupils in the Foundation Phase are developing appropriately. By the end of the stage, most of them are able to use and apply numbers up to 100, weigh using grams, measure using centimetres and use appropriate measures when dealing with capacity. However, they do not use their skills sufficiently in order to attain the higher levels. Many use their data-handling skills purposefully across the curriculum. A good example of this is the work on comparing temperatures in countries around the world. In key stage 2, most pupils' understanding of mathematical characteristics, including addition, subtraction, multiplication and division procedures, is very good. More able pupils are able to use their knowledge to solve problems involving ratios, multiplying numbers with decimals

and multiples and adding and subtracting mixed fractions. By the end of the key stage, the majority are able to apply number skills effectively in subjects across the curriculum. They are able to create a line graph successfully to record data from science experiments and to measure the distance from Patagonia to different countries in the world and compare the populations of Patagonia and Wales in their geography work.

Pupils who have additional learning needs make good progress against their personal targets.

Over the last four years, there has been a trend of improvement in pupils' performance at the end of the Foundation Phase in literacy and mathematical development. Over the last two years, their performance at the expected level and at the higher outcome than expected has placed the school in the upper 50% in comparison with similar schools.

At the end of key stage 2, pupils' performance at the expected level shows a trend of improvement in each of the core subjects. Over the last two years, their performance has placed the school in the upper 50% in comparison with similar schools in Welsh, English and mathematics. Performance at the higher levels has been consistently above the median over the period.

Small numbers of pupils are eligible for free school meals, and therefore it would not be reliable to make a comparison between their performance and the performance of those pupils who are not eligible for free school meals.

There is no marked difference between the performance of boys and girls at the expected levels or at the higher levels.

Wellbeing: Good

Nearly all pupils feel safe at school and know to whom to turn if they are anxious. Their standard of behaviour across the school is very good and they are courteous to each other and to adults. They are aware of eating and living healthily and take advantage of a variety of physical activities.

Nearly all pupils have a mature attitude towards their work and they benefit from being able to concentrate for long periods. Many pupils work independently and develop a good understanding of their strengths and areas for improvement. They contribute successfully to planning classroom activities.

Many pupils show enthusiasm for accepting responsibilities and the role of playground friends, namely 'Mêts Grêt' (Great Mates) is developing well. The school council works effectively and contributes successfully to school life; for example, they have raised money for buying books of interest to boys and play equipment for the school playground.

Pupils are developing a good understanding of social life skills by contributing to planning such activities as a cake stall and a dressing-up day to raise money for charities. Many pupils take part in social activities, for example singing for the elderly.

In comparison with similar schools, attendance levels have placed the school in the upper 50% and the top 25% over the last three years. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a rich range of experiences that respond to the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. Teachers plan stimulating activities jointly and effectively to meet most pupils' needs. However, not all teachers in the Foundation Phase plan purposefully enough to ensure opportunities for pupils to develop their independent learning skills.

The school has made good progress in terms of developing the Literacy and Numeracy Framework. The curriculum includes beneficial activities that develop pupils' literacy, numeracy and thinking skills successfully across the school. The school plans appropriately to develop pupils' information and communication technology skills. A variety of themes gain most pupils' interest effectively and teachers pay appropriate attention to the pupil's voice in the planning process. The school provides effective intervention to improve the literacy and numeracy skills of specific groups of pupils. However, mathematical activities in the Foundation Phase do not always challenge more able pupils sufficiently.

Provision for developing the Welsh language and Welsh culture is comprehensive and promotes the history and culture of Wales successfully. Teachers provide a wide range of activities that enrich pupils' experiences effectively. For example, visits to Llancaiach Fawr, St Fagan's and Cardiff Bay have been a means of promoting pupils' knowledge of their history and the local area.

Through a wide range of beneficial activities, pupils have an opportunity to learn how to live sustainably. The school provides a range of stimulating and interesting activities that develop pupils' understanding of life in countries around the world, for example in Patagonia and Botswana. The eco council co-operates effectively with pupils across the school to encourage them to recycle and reduce waste. Pupils arrange fund-raising activities for a number of charities and this has a positive effect on their awareness of the needs of others.

Extra-curricular activities, including trips to places of interest, workshops and presentations by visitors, enrich provision for pupils, for example workshops with a theatre in education group. A wide range of extra-curricular activities develops pupils' social and physical skills and wellbeing successfully.

Teaching: Good

On the whole, the quality of teaching is consistently good across the school with some elements of excellence. Teachers have a sound understanding of the curriculum and question probingly in order to build on previous knowledge and develop pupils' thinking skills. Teachers immerse pupils in rich language from a very early age and extend pupils' understanding of unfamiliar vocabulary effectively. In

lessons in which aspects of excellence are seen, tasks are challenging and tailored to the needs of individual groups, and expectations are consistently high. These teachers also ensure interesting introductions and conclusions, which gain pupils' enthusiasm and maintain their interest successfully. Support staff play an effective role in supporting learning and there is a successful working relationship between adults and pupils in each classroom.

Teachers use a suitable range of assessment for learning strategies naturally and this promotes pupils' understanding effectively. Pupils' written work is marked regularly and teachers' comments provide suitable targets that explain what needs to be done in order to develop further. Pupils receive regular opportunities to respond to the comments and amend their work in order to improve its quality. The constructive feedback that is provided orally leads to considerable progress in pupils' attainment.

The school has thorough procedures for assessing and tracking pupils' progress. They make good use of standardised tests and teachers' assessments in order to track pupils' progress. Teachers understand pupils' needs well and use the knowledge effectively to provide suitable tasks that have an effect on outcomes. The process of standardising pupils' work jointly with schools in the cluster, from the nursery class to Year 6, has a considerable effect on teachers' understanding of the requirements of levels.

Written reports to parents on their children's progress are comprehensive and comply fully with requirements.

Care, support and guidance: Good

The school is a safe and caring community. It is organised effectively and staff contribute well to developing pupils' wellbeing.

The school provides successful help and support for pupils and, as a result, their awareness of to whom they can turn for guidance is very good. The school makes suitable arrangements for promoting eating and drinking healthily and enables pupils to keep fit. A wide range of physical exercise activities is provided within lessons and through extra-curricular activities, and these have a positive effect on developing pupils' health and wellbeing.

The school promotes pupils' spiritual, moral and social development effectively across the curriculum. Assemblies and opportunities to reflect and worship collectively support their moral and spiritual development successfully.

Cultural activities such as concerts, the Urdd eisteddfod and various visitors enrich pupils' experiences effectively.

The school makes good use of external agencies such as speech therapy and the hearing service, which has a positive effect on the development of a specific cohort of pupils.

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

Pupils who have additional learning needs have full access to all areas of the curriculum. The school identifies their needs at an early stage and there are up-to-date individual education plans for each pupil on roll. Although the school does not always plan purposefully for these pupils, and procedures are not implemented consistently enough, provision for them ensures that these pupils make good progress in their learning.

Learning environment: Good

Ysgol Pen-y-Garth is an inclusive community that provides equal opportunities for pupils and encourages them to foster respect and care for each other. Prominent emphasis is placed on recognising, respecting and celebrating diversity.

The school provides a stimulating learning environment for pupils and uses nearly all parts of the building to their full potential. Displays in classrooms and along corridors are attractive, support learning and celebrate Welsh culture effectively. The school makes effective use of the multi-purpose hall on the school site in order to hold physical education and sports activities. This hall is used appropriately by the community to hold a number of weekly clubs. The school has a suitable supply of resources and equipment in order to satisfy all elements of the curriculum.

The school's outdoor areas include a range of purposeful equipment to develop pupils' social and physical skills successfully. The building is in good condition and is maintained to a safe and robust standard.

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

Leadership: Good

Leaders have a clear vision that is based on ensuring respect, high standards and pride in Welshness. They share the vision with staff, pupils and governors effectively. As a result, their commitment to ensuring improvement has a positive effect on standards. Leaders convey high expectations of staff and allocate responsibilities successfully, and make the best use of their specialisms.

The headteacher has established a beneficial management structure that shares responsibilities effectively. Members of the senior management team undertake their duties in order to realise aims, plans and strategic responsibilities very successfully.

All staff have job descriptions that identify responsibilities clearly. The school links its priorities and staff's professional development with performance management targets successfully. As a result, teachers receive effective support in order to ensure improvements in teaching and learning across the school.

On the whole, staff meetings focus appropriately on priorities for improvement, provision and pupils' outcomes. As a result, staff are aware of what they need to do in order to ensure consistency across the school. The school responds well to a

number of local and national priorities. For example, use of the Literacy and Numeracy Framework is developing effectively and is having a significant effect on most pupils' skills and outcomes.

Governors are supportive of the school's work and undertake their responsibilities appropriately. They have sound knowledge of the school's performance in comparison with that of similar schools and they are beginning to undertake monitoring activities. For example, they visit the school occasionally to observe lessons and to meet staff. However, they do not have a secure knowledge of the school's strengths and priorities for improvement. As a result, they are not able to challenge the school and hold it to account for its performance regularly enough.

Improving quality: Adequate

The school's leaders have developed a range of suitable self-evaluation activities. These include appropriate arrangements for monitoring the quality of provision and the school's standards. They make good use of data analysis to identify trends over time. On the whole, monitoring reports identify strengths and areas to be improved effectively.

The self-evaluation report includes a great deal of information and details that identify strengths and areas to be improved appropriately. In general, outcomes of the self-evaluation report are used suitably to set priorities for improvement. However, the report is not evaluative enough and does not include evidence from all the stakeholders effectively enough.

The school improvement plan identifies the school's priorities for improvement, along with responsibilities, costs, an implementation timetable and success indicators, appropriately. However, priorities are not always specific enough or quantitative enough in places. The school improvement plan does not focus sufficiently on measuring success against previous priorities. As a result, this limits leaders' ability to evaluate progress meaningfully against success indicators.

Partnership working: Good

The school has a wide range of partnerships that enrich pupils' learning experiences successfully and have a significant effect on provision and pupils' outcomes. There is an appropriate relationship between the school and home that helps parents to support their children's education. The use of electronic methods, the text messaging system and the 'Pigion Pen-y-Garth' newsletter contributes effectively to improving communication between the school and home. The parents and teachers association supports the school well by raising money to purchase useful resources, for example by contributing to the development of the outdoor areas and purchasing information and communication technology equipment that enriches pupils' learning well. On the whole, parents receive useful information about their children's progress and targets regularly.

The school co-operates effectively with external specialist agencies in order to equip staff to provide a range of valuable programmes. As a result, this cohort of pupils receives successful support. The school has a valuable relationship with local

pre-school organisations in order to ensure that children settle quickly in the nursery class. Transition arrangements with the secondary school are effective. This enables older pupils to prepare well for the next stage in their education.

Teachers co-operate successfully with nearby schools and the secondary school. This enables staff to work effectively to standardise pupils' work and to prepare rich learning resources. For example, the school co-operates with Welsh-medium schools within the consortium of local authorities to create numeracy resources for more able pupils.

An appropriate partnership between the school and the local community enriches pupils' learning experiences successfully; for example, they perform in concerts for various audiences.

Resource management: Good

The school has a sufficient number of teachers and classroom assistants to cover all aspects of the curriculum. They co-operate effectively to support pupils successfully. Teachers use their planning, preparation and assessment periods effectively to plan jointly and to raise standards.

The school works very effectively within learning networks, which contributes well to enriching provision and improving pupils' outcomes. For example, the leader for Welsh has contributed particularly well to a network of primary and secondary schools to develop pupils' reading skills. This has contributed considerably to improving pupils' standards and attainment in literacy and numeracy reasoning skills.

Performance management processes for teachers lead to setting appropriate targets that are linked to the school's priorities for improvement and their professional development. This has a positive influence on the quality of teaching and learning, for example by improving pedagogy across the school.

The headteacher and governors, along with the administrative officer and the county's finance officer, monitor and manage the budget carefully. The school's expenditure decisions link well to priorities for improvement.

The Pupil Deprivation Grant is used effectively to improve the wellbeing and literacy skills of specific groups of pupils. These pupils make good progress against their targets.

Considering pupils' standards of achievement, the school provides good value for money.

Appendix 1: Commentary on performance data

6732152 - YSGOL PEN-Y-GARTH

Number of pupils on roll	406	
Pupils eligible for free school meals (FSM) - 3 year average	2.6	
FSM band	1	(FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	46	50	50	56
Achieving the Foundation Phase indicator (FPI) (%)	80.4	90.0	100.0	98.2
Benchmark quartile	3	3	1	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	46	50	50	56
Achieving outcome 5+ (%)	97.8	92.0	100.0	98.2
Benchmark quartile	2	2	1	2
Achieving outcome 6+ (%)	30.4	30.0	48.0	46.4
Benchmark quartile	2	3	2	2
Mathematical development (MDT)				
Number of pupils in cohort	46	50	50	56
Achieving outcome 5+ (%)	93.5	96.0	100.0	100.0
Benchmark quartile	3	2	1	1
Achieving outcome 6+ (%)	17.4	24.0	46.0	48.2
Benchmark quartile	4	3	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	46	50	50	56
Achieving outcome 5+ (%)	84.8	96.0	100.0	100.0
Benchmark quartile	4	3	1	1
Achieving outcome 6+ (%)	23.9	46.0	76.0	73.2
Benchmark quartile	4	3	2	2

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6732152 - YSGOL PEN-Y-GARTH

Number of pupils on roll   406
Pupils eligible for free school meals (FSM) - 3 year average   2.6
FSM band   1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	30	26	42	40
Achieving the core subject indicator (CSI) (%)	96.7	92.3	95.2	97.5
Benchmark quartile	2	3	2	2
English				
Number of pupils in cohort	30	26	42	40
Achieving level 4+ (%)	96.7	96.2	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	56.7	46.2	61.9	60.0
Benchmark quartile	1	2	1	2
Welsh first language				
Number of pupils in cohort	30	26	42	40
Achieving level 4+ (%)	96.7	96.2	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving level 5+ (%)	50.0	46.2	59.5	57.5
Benchmark quartile	1	2	1	1
Mathematics				
Number of pupils in cohort	30	26	42	40
Achieving level 4+ (%)	96.7	92.3	95.2	97.5
Benchmark quartile	2	3	2	2
Achieving level 5+ (%)	50.0	57.7	64.3	67.5
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	30	26	42	40
Achieving level 4+ (%)	96.7	96.2	97.6	100.0
Benchmark quartile	3	3	3	1
Achieving level 5+ (%)	46.7	69.2	64.3	60.0
Benchmark quartile	2	1	1	2

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

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	100		100	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	98		95	3		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			97%	3%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		90	10		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			90%	10%		
			97%	3%		
The school teaches me how to keep healthy	100		99	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			99%	1%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	100		90	10		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			90%	10%		
			96%	4%		
I am doing well at school	100		94	6		Rwy'n gwneud yn dda yn yr ysgol.
			94%	6%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	100		100	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	100		95	5		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			95%	5%		
			98%	2%		
My homework helps me to understand and improve my work in school.	100		62	38		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			62%	38%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	100		82	18		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			82%	18%		
			95%	5%		
Other children behave well and I can get my work done.	100		78	22		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			78%	22%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	99		82	17		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			83%	17%		
			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.	118	42 / 36% / 63%	67 / 57% / 33%	7 / 6% / 3%	2 / 2% / 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	117	69 / 59% / 73%	43 / 37% / 26%	4 / 3% / 1%	1 / 1% / 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	115	63 / 55% / 72%	42 / 37% / 26%	7 / 6% / 1%	3 / 3% / 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	116	49 / 42% / 62%	55 / 47% / 34%	8 / 7% / 3%	4 / 3% / 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	111	54 / 49% / 48%	55 / 50% / 47%	2 / 2% / 4%	0 / 0% / 1%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	111	35 / 32% / 62%	65 / 59% / 36%	9 / 8% / 2%	2 / 2% / 0%	5	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	115	52 / 45% / 65%	56 / 49% / 34%	5 / 4% / 1%	2 / 2% / 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	98	28 / 29% / 50%	46 / 47% / 42%	19 / 19% / 6%	5 / 5% / 2%	18	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
Staff treat all children fairly and with respect.	105	40 / 38% / 60%	44 / 42% / 34%	15 / 14% / 4%	6 / 6% / 1%	12	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	113	51 / 45% / 60%	58 / 51% / 37%	4 / 4% / 2%	0 / 0% / 0%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	116	62 / 53% / 67%	52 / 45% / 31%	1 / 1% / 2%	1 / 1% / 1%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	97	42 / 43% / 56%	41 / 42% / 38%	10 / 10% / 4%	4 / 4% / 1%	18	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	116	27 / 23% / 50%	65 / 56% / 41%	23 / 20% / 8%	1 / 1% / 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.

	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.	117	43 37%	48 41%	18 15%	8 7%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	96	24 25%	41 43%	23 24%	8 8%	22	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	109	41 38%	60 55%	7 6%	1 1%	8	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	78	33 42%	37 47%	8 10%	0 0%	38	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	115	36 31%	62 54%	17 15%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	108	30 28%	51 47%	21 19%	6 6%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Gwenda Easton	Reporting Inspector
Gillian B Evans	Team Inspector
Kevin Davies	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Catherine Lloyd-Jenkins	Peer Inspector
Iona Edwards	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.