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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

Ysgol Pontrhydfendigaid
Pontrhydfendigaid
Ystrad Meurig
Ceredigion
SY25 6BL

Date of inspection: February 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.

Publication date: 16/04/2015

Context

The school is situated on the outskirts of the village and is maintained by Ceredigion local authority. There are 65 pupils aged between 3 and 11 years old on roll in three mixed-age classes. Approximately 15.4% of pupils are eligible for free school meals.

Eighteen point four per cent (18.4%) of pupils have additional learning needs. There are no pupils with a statement of special educational needs. Fifty-four per cent (54%) of pupils come from Welsh-speaking homes.

The headteacher has been in post since 2005, and is in charge of two nearby schools in addition to her post at Pontrhydfendigaid. The school was last inspected in March 2012.

The individual school budget per pupil for Ysgol Gynradd Pontrhydfendigaid in 2014-2015 is £3,621. The maximum per pupil in primary schools in Ceredigion is £8,697 and the minimum is £3,038. Ysgol Gynradd Pontrhydfendigaid is in 34th place of the 51 primary schools in Ceredigion 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 performance is good because:

- Many pupils make beneficial progress during their time at the school
- The literacy and numeracy skills of many of the school's current pupils are developing successfully
- Many pupils use their thinking skills to solve problems effectively
- Pupils understand what they need to do in order to improve their work
- The pupil's voice is strong and influences the school community
- Pupils are polite and well behaved
- Purposeful team work between all staff ensures a supportive and stimulating learning environment
- Teaching is consistently effective throughout the school

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher's innovative and purposeful leadership sets a clear strategic direction for developing the school
- The headteacher leads three schools skilfully within a federal system, and the schools' staff plan jointly and share good practice
- Good use of the expertise of different members of staff
- The school's self-evaluation identifies the school's strengths well along with nearly all areas that need to be improved
- Leaders monitor and review progress against the priorities in the improvement plan effectively
- The school has fostered a wide range of useful partnerships that contribute effectively to enriching provision

Recommendations

R1 Raise the percentage of pupils who attain Level 4 in Welsh at the end of key stage 2 so that it compares more favourably with that of similar schools

R2 Improve attendance so that the percentage compares more favourably with that of similar schools

R3 Strengthen the monitoring role of middle leaders

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes? | **Good**

Standards: Good

On entry to the school, pupils' skills are inconsistent and their literacy skills are below other skills. However, by the end of their time at the school, many make good progress. They work diligently in lessons and make appropriate progress against teachers' expectations. Many pupils use their thinking skills purposefully, for example by solving mathematical problems relating to a trip to London.

Many pupils throughout the school show good listening skills consistently. In the Foundation Phase, most pupils are able to convey simple information actively in Welsh. By the end of key stage 2, many pupils express their opinion successfully in both languages when presenting information and discussing with peers and adults.

By the end of the Foundation Phase, most pupils read aloud in Welsh with good expression and discuss their books confidently. When reading unfamiliar words, many pupils are able to use effective strategies to read independently. Nearly all pupils apply their reading skills skilfully when re-reading descriptions in their written work. In key stage 2, many pupils discuss the content of books intelligently and are able to explain clearly the purpose of the blurb. They can hold a lengthy discussion about their favourite authors. Many pupils in this stage read aloud clearly and with full expression in Welsh and English.

Nearly all pupils at the end of the Foundation Phase use basic punctuation in their work successfully, and most write a range of sentences independently. All pupils are able to add similes and adjectives to their sentences successfully, for example when describing their personal space vehicles. In key stage 2, many pupils develop their writing skills within the subject and across the curriculum effectively. The quality of most pupils' spelling, punctuation and presentation of current work is good. Most pupils have a sound awareness of different forms of writing, and they use these successfully when writing for different audiences.

In the Foundation Phase, most pupils develop their numeracy skills consistently across the areas of learning. They gather information and record their results correctly, for example in the form of block graphs. By the end of the Foundation Phase, most pupils use standard units to measure length successfully; for example when measuring the distance a vehicle travels when it is dropped down a slope.

In key stage 2, most pupils solve verbal problems relating to mass and time successfully. They weigh and measure ingredients correctly to make cakes to sell in coffee mornings. By the end of key stage 2, most pupils use mathematical vocabulary that is appropriate for the task, and many check results to consider whether or not they are reasonable. The most able pupils use formulae to measure the area of triangles and rectangles successfully. However, these pupils do not use their numeracy skills to the same standard across the curriculum consistently enough.

Over recent years, the school has often had a relatively small number of pupils (10 or fewer) in the year groups at the end of the Foundation Phase and key stage 2. This can have a significant effect on the school's benchmark performance in comparison with that of similar schools and in comparison with national averages. Pupils' performance at the end of the Foundation Phase and at the end of key stage 2 is inconsistent, in general. In 2014, 100% of pupils succeeded in achieving the expected outcome in literacy and mathematical development. Performance in mathematical development has placed the school among the top 25% of similar schools for the last two years. However, over the last three years, performance in literacy has placed the school in the lower 50% for the majority of the period in comparison with similar schools. Pupils' performance in literacy and mathematical development is at the higher outcome (outcome 6) and has generally been in the upper quartiles for the majority of the last three years.

There was a decline in pupils' performance at the end of key stage 2 in 2014 in terms of achieving the expected level 4 and higher level 5, and performance did not compare well with that of similar schools. Over a four year period, pupils' performance at the expected levels has been inconsistent. The school's performance in English and mathematics at level 4 has placed it in the bottom 25% of similar schools for much of the period. Performance in science has placed it in the top 25% during the same period. The school's performance in Welsh has placed it in the bottom 25% consistently in terms of attaining level 4, and for much of the time in terms of level 5. However, latecomers to the school have a notable effect on how the school compares with similar schools in terms of standards of Welsh, particularly considering the small number that is in a cohort.

The school's performance at the higher levels at the end of key stage 2 over the last four years has also been inconsistent. In English, performance has placed the school in the upper 50% of similar schools or better for half of the period. Performance in mathematics and science is more consistent, and has placed the school in the upper 50% or better for much of the period.

There is no notable difference between the performance of pupils who are eligible for free school meals in comparison with their peers, or between the performance of boys in comparison with girls. Nearly all pupils with additional learning needs achieve well and make progress against their personal targets.

Wellbeing: Good

Most pupils have a secure understanding of how they can live healthily through what they eat and drink. They have very positive attitudes towards keeping healthy and they take advantage of frequent opportunities to exercise through activities arranged by the sports ambassadors and after-school activities.

All pupils feel safe at school and know whom to approach if they are worried. Pupils' behaviour both inside and outside lessons is one of the school's strengths. They behave responsibly and treat each other with respect and care. In general, they are motivated to work and concentrate for appropriate periods. Many pupils work together effectively, show a good level of perseverance in lessons, and know what they need to do to improve their work. Many pupils are able to recall previous learning effectively and build on it. By using mind maps and class discussions, pupils have an appropriate influence on what they learn.

Through the work of the school council and eco committee, the pupil's voice is developing well and having an effect on school life. Pupils take pride in this. A good example is their contribution to developing the outdoor area and the range of resources in it. Pupils contribute effectively to the local community through a variety of activities, such as Pantyfedwen and Swyddffynnon eisteddfodau, and fundraising activities.

Over the last four years, the school's attendance has varied, moving the school from the bottom 25% to the upper 50% of similar schools. Pupils' punctuality is good and they enjoy coming to school.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school plans effectively with teachers at the three federal schools to offer continuity and progression in provision. By doing so, they ensure that they address the requirements of the National Curriculum and the areas of learning in the Foundation Phase appropriately. Arrangements respond to the needs of the wide range of pupils' interests and abilities. The school offers a range of extra-curricular activities, such as purposeful visits and after-school clubs, that enrich pupils' learning successfully.

On the whole, the school plans effectively to develop pupils' literacy and numeracy skills across the curriculum. Planning is based on the requirements of the National Literacy and Numeracy Framework. Opportunities for pupils to develop their literacy skills are good. However, opportunities for pupils to apply their numeracy skills across the curriculum are appropriate. The school provides beneficial support to improve the literacy and numeracy skills of specific groups of pupils. This has a positive effect of these pupils' standards.

Provision for promoting pupils' knowledge of Welsh culture and history is comprehensive. They learn about the local area thoroughly, and about authors from Ceredigion such as Lyn Ebeneser and T Llew Jones. Pupils contribute to and compete regularly in local and national eisteddfodau, and are successful in a wide range of competitions.

Sustainable development and global citizenship are promoted successfully through curricular work, and the work of the school council and eco committee. The school has developed a vegetable garden and a grow tunnel that are used effectively to develop pupils' entrepreneurial skills. Teachers' high expectations ensure that the eco committee is diligent and takes its responsibilities seriously by recycling, saving energy and collecting food waste for compost bins. The school has ensured appropriate opportunities to promote understanding through international projects, and the annual fair trade week ensures that pupils understand the importance of a fair deal for workers in foreign countries.

Teaching: Good

Teaching has a good effect on the school's work. Teachers have a beneficial working relationship with pupils and they succeed in creating an environment in which pupils feel safe and are able to trust staff. Teachers use a range of teaching methods that motivate pupils and activities that engage their interest effectively. They establish clear learning objectives and share them appropriately with pupils so that they are aware of the aim of the lesson and the expectations. All teachers make effective links with previous work which helps pupils make good progress during the lesson. They ask pupils probing questions in order to expand their minds and ensure that they understand the work.

On the whole, teachers create purposeful lesson plans and adapt the work skilfully to meet the needs of pupils of different abilities. Effective co-operation between teachers and assistants is one of the school's strengths, and this has a positive effect on the progress made by pupils. However, there are few opportunities for pupils in key stage 2 to develop data handling and modelling skills by using information and communication technology (ICT).

Teachers use an effective system to track individual pupils' progress. This enables teachers to provide purposefully for them. Pupils receive beneficial oral feedback from staff in order for them to understand how to improve their work. Teachers mark work regularly and, in the best examples, comments are linked with success criteria consistently. Reports to parents are comprehensive and celebrate pupils' progress, and also set a direction on how to improve.

Care, support and guidance: Good

The school develops pupils' awareness of the importance of health and wellbeing effectively. Pupils' fitness is developed successfully by nurturing pupils to act as sports ambassadors during playtime. The school makes appropriate arrangements to promote eating and drinking healthily. This includes the daily opportunity to buy fruit, providing a selection of healthy food for lunch, and giving advice to parents on the contents of packed lunches.

The school promotes pupils' moral, social and cultural development effectively. By including opportunities for pupils to reflect regularly in morning assemblies, the school encourages their spiritual development effectively. The school has robust policies and procedures in terms of dealing with discrimination, harassment and bullying. Treating others with respect is prominent at the school, and this emphasis has been shared effectively and has had a very positive effect on pupils' behaviour.

The school identifies pupils with additional learning needs at an early stage. They offer effective provision for them through a range of intervention programmes based on individual education plans. These programmes focus appropriately on developing literacy and numeracy needs. Plans are reviewed regularly and the school includes parents in the process successfully. Most pupils on the special educational needs register make appropriate progress. The school makes good use of external agencies, including the support of the authority's special educational needs team and the speech therapy service, to ensure that these pupils receive appropriate support in order to make progress.

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

Learning environment: Good

Staff have high expectations of pupils' behaviour and treating each other with care and respect. As a result, the school is a safe, orderly and diligent environment in which everyone is treated with respect and has equal opportunities. The pupil's voice is promoted successfully, which is one of the school's strengths. This has a positive effect on the way that pupils respect resources, as they have played a part in providing them. Purposeful team work between all members of staff ensures a supportive learning environment of good quality. The school offers equal access to the curriculum, educational visits and extra-curricular activities.

Although the building is old, the school makes good use of the resources that are available. On the whole, the buildings and rooms are in good condition. Educational displays stimulate and support pupils' learning effectively. The outdoor areas have been developed and arranged well and respond purposefully to the principles of the Foundation Phase and enrich older pupils' experiences. For example, the small row of shops develops role play successfully, and the vegetable garden and grow tunnel provide opportunities for pupils to learn about how to grow vegetables and attend to them. The standard of hygiene, maintenance and safety in the school and the grounds is good.

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

Leadership: Good

The headteacher's innovative and purposeful leadership sets a clear strategic direction for developing the school. She has a firm vision, and shares that vision successfully with the school community. The headteacher leads three schools within a federal system skilfully. Procedures to ensure co-operation between the three schools is one of the school's obvious strengths. The headteacher distributes responsibilities effectively, and all members of staff develop their roles as middle leaders appropriately.

Through the headteacher's leadership, staff at the three schools plan jointly and share good practice, which has a positive effect on the quality of teaching and learning. Staff monitor standards of literacy and numeracy regularly and, as a result, the school's current standards are good. However, monitoring provision to ensure that all plans are implemented in full is slightly less effective.

The school has addressed a number of national and local priorities well, and this has had a positive effect on learning outcomes. For example, the Foundation Phase has been established successfully, and the school is part of a working group that shares good practice in the Foundation Phase with other schools across the county.

The governing body is very supportive and knows the school community well. Governors receive detailed reports from the headteacher each term. This ensures that they have a thorough knowledge of the school's work and performance.

Governors have begun to monitor lessons, scrutinise books and discuss pupils' work with subject co-ordinators, and discuss recommendations for the reports jointly. However, they do not use their knowledge to hold the school to account for its performance robustly enough.

Improving quality: Good

The school's self-evaluation procedures have led to improvements in provision and standards. A wide range of evidence is used to contribute to the self-evaluation process, including the views of parents and pupils. The school responds effectively to this; for example, by inviting a particular author to inspire boys to develop their writing skills.

On the whole, the school's arrangements for monitoring outcomes are effective and have a positive effect of the current quality of teaching and learning. The headteacher makes rigorous use of attainment data to set targets for improvement. Middle leaders analyse data beneficially at class and individual pupil level. However, their understanding of how the school compares with similar schools has not developed to the same degree.

The self-evaluation report identifies the school's strengths successfully, as well as nearly all of the areas that need to be improved. There is a clear link between self-evaluation findings and the priorities in the improvement plan. Teachers have clear roles in creating and implementing specific aspects of the plan. The evaluation of the previous school improvement plan is comprehensive and is used well to inform the current plan. The school improvement plan includes measurable targets and earmarks specific amounts of money to address priorities. This enables leaders to monitor and review progress against the priorities effectively in order to ensure further improvements.

Partnership working: Good

The school has successful strategic partnerships that contribute to improving pupils' standards and wellbeing. There is a good relationship between the school and parents. They are very supportive of the school's work and support learning activities purposefully. For example, parents promote pupils' entrepreneurial skills by raising their awareness of the world of work successfully through activities in the garden and craft work. The friends' association arranges a number of successful events to raise money for the school regularly in order to purchase resources, such as ICT equipment and a purposeful cabin to expand provision in the Foundation Phase.

There is a strong partnership between the school and the community. Pupils contribute to the success of local eisteddfodau, plant flowers and keep the area clean. This promotes pupils' sense of the importance of community and their obvious pride in their local area.

Partnerships with the local authority, through monitoring visits, contribute effectively to improving the quality of teaching and learning. The beneficial partnership between the school and specialist agencies ensures an appropriate response to support vulnerable pupils, when necessary. Another valuable example is the internet safety provision for pupils by the police liaison officer.

The school works well with the local nursery group to ensure that children settle quickly into the reception class. Transfer arrangements for pupils to the secondary school are effective and prepare the older pupils very well for the next stage in their education. The school has worked purposefully with schools in the cluster and the secondary school as part of the local authority's arrangements to standardise and moderate pupils' work. This ensures accuracy and consistency in their assessments.

Resource management: Good

The school manages its resources effectively and has an appropriate number of staff to meet the needs of all pupils. Co-operation between the three federal schools is successful, and makes good use of sharing resources, good practice and staff's expertise; for example, the assistant headteachers at the three schools co-ordinate different areas across the schools. On the whole, the arrangements have a positive effect on the quality of provision and standards.

Performance management arrangements are effective and all staff benefit from training that is arranged according to individuals' needs and the school's priorities. Teachers receive appropriate planning, preparation and assessment time. However, long-term planning is not transferred to the weekly plans consistently enough. As a result, older pupils, for example, do not have enough opportunities to study other religions.

The school works effectively within a network of professional practice that focuses on strategies to raise pupils' standards of spelling in English. This work is has a positive effect on pupils' standards.

The school has rigorous financial arrangements, and expenditure links well with the school's objectives, targets and plans. The headteacher, with the governors' support, monitors and manages the budget carefully. Despite the small number of pupils who are eligible for free school meals, leaders make suitable use of the Pupil Deprivation Grant. These pupils make good progress against their personal targets.

Considering the standards achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6672353 - YSGOL GYMUNEDOL PONTRHYDFENDIGAID

Number of pupils on roll	59
Pupils eligible for free school meals (FSM) - 3 year average	5.5
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	12	8	10
Achieving the Foundation Phase indicator (FPI) (%)	83.3	87.5	100.0
Benchmark quartile	3	3	1
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	12	8	10
Achieving outcome 5+ (%)	83.3	87.5	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	41.7	50.0	30.0
Benchmark quartile	2	1	3
Mathematical development (MDT)			
Number of pupils in cohort	12	8	10
Achieving outcome 5+ (%)	91.7	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	41.7	37.5	30.0
Benchmark quartile	1	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	12	8	10
Achieving outcome 5+ (%)	91.7	100.0	100.0
Benchmark quartile	4	1	1
Achieving outcome 6+ (%)	25.0	62.5	80.0
Benchmark quartile	4	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.

6672353 - YSGOL GYMUNEDOL PONTRHYDFENDIGAID

Number of pupils on roll	59
Pupils eligible for free school meals (FSM) - 3 year average	5.5
FSM band	1 (FSM<=8%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	10	8	9
Achieving the core subject indicator (CSI) (%)	*	70.0	100.0	77.8
Benchmark quartile	*	4	1	4
English				
Number of pupils in cohort	*	10	8	9
Achieving level 4+ (%)	*	60.0	100.0	88.9
Benchmark quartile	*	4	1	4
Achieving level 5+ (%)	*	40.0	50.0	22.2
Benchmark quartile	*	3	2	4
Welsh first language				
Number of pupils in cohort	*	10	8	9
Achieving level 4+ (%)	*	70.0	75.0	66.7
Benchmark quartile	*	4	4	4
Achieving level 5+ (%)	*	10.0	12.5	22.2
Benchmark quartile	*	4	4	4
Mathematics				
Number of pupils in cohort	*	10	8	9
Achieving level 4+ (%)	*	90.0	100.0	77.8
Benchmark quartile	*	3	1	4
Achieving level 5+ (%)	*	50.0	50.0	33.3
Benchmark quartile	*	1	2	4
Science				
Number of pupils in cohort	*	10	8	9
Achieving level 4+ (%)	*	100.0	100.0	88.9
Benchmark quartile	*	1	1	4
Achieving level 5+ (%)	*	50.0	50.0	33.3
Benchmark quartile	*	2	2	4

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary survey (all pupils)

Denotes the benchmark – this is the 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.	29		29 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	29		29 100%	0 0%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	29		29 100%	0 0%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
			97%	3%		
The school teaches me how to keep healthy	29		29 100%	0 0%		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.	29		29 100%	0 0%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	29		29 100%	0 0%		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	29		29 100%	0 0%		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
I know what to do and who to ask if I find my work hard.	29		29 100%	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.	29		28 97%	1 3%		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.	29		28 97%	1 3%		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.	29		28 97%	1 3%		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	29		29 100%	0 0%		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 the 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.	46	36	10	0	0	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		78%	22%	0%	0%		
		63%	33%	3%	1%		
My child likes this school.	46	40	6	0	0	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		87%	13%	0%	0%		
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	46	42	4	0	0	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		91%	9%	0%	0%		
		72%	26%	1%	0%		
My child is making good progress at school.	46	33	12	1	0	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		72%	26%	2%	0%		
		61%	34%	3%	1%		
Pupils behave well in school.	46	29	17	0	0	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		63%	37%	0%	0%		
		46%	45%	4%	1%		
Teaching is good.	46	36	10	0	0	0	Mae'r addysgu yn dda.
		78%	22%	0%	0%		
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	46	35	11	0	0	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		76%	24%	0%	0%		
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	44	26	13	2	0	3	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.
		59%	30%	5%	0%		
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	46	36	9	1	0	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		78%	20%	2%	0%		
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	45	32	12	1	0	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		71%	27%	2%	0%		
		59%	36%	2%	0%		
My child is safe at school.	46	31	15	0	0	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		67%	33%	0%	0%		
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	45	35	9	0	0	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		78%	20%	0%	0%		
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	46	33	13	0	0	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		72%	28%	0%	0%		
		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.	46	37 80%	9 20%	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.	46	32 70%	13 28%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	46	35 76%	10 22%	0 0%	0 0%	1	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.	40	28 70%	10 25%	0 0%	0 0%	2	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.	45	35 78%	9 20%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	46	35 76%	11 24%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Maldwyn Ellis Pryse	Reporting Inspector
Rhian Jones	Team Inspector
Deris Davies Williams	Lay Inspector
Catherine Ann Deschoolmeester	Peer Inspector
Joyce George	School 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.