



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Ysgol Gynradd Gymraeg Evan James  
Rhondda Road  
Pontypridd  
Rhondda Cynon Taf  
CF37 1HQ**

**Date of inspection: May 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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 Gynradd Gymraeg Evan James is situated on the outskirts of the town of Pontypridd, in Rhondda Cynon Taf.

There are 308 pupils aged between 3 and 11 years on roll. They are divided into eleven classes, which include 36 pupils in the nursery class on a full-time basis and three mixed-age classes. The school provides Welsh-medium education. A little over 4% of pupils come from Welsh-speaking homes. Very few pupils come from ethnic minority backgrounds.

About 8.4% of pupils are eligible for free school meals, a figure that is lower than the average for Wales. About 15.3% of pupils have additional learning needs (ALN).

The headteacher has been in post since 2013. The school was last inspected in November 2009.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Evan James in 2015-2016 is £2,786. The maximum per pupil in primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Ysgol Gynradd Gymraeg Evan James is in 96<sup>th</sup> place of the 105 primary schools in Rhondda Cynon Taff in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Most pupils make sound progress in their learning
- Nearly all pupils feel safe there and know to whom to turn for advice and support
- The school provides a wide and rich curriculum that meets requirements effectively
- The Welsh language is promoted well
- The quality of teaching is reasonably sound
- It has thorough procedures for assessing and tracking pupils' progress
- It is a safe and caring community
- There is a welcoming and warm ethos there

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision and high expectations that are shared successfully with staff and governors
- It responds successfully to a number of national priorities
- Members of the governing body are very supportive and contribute well to the school's provision and work
- Self-evaluation procedures have been established firmly
- It has a number of strategic partnerships that contribute to raising standards and improving pupils' wellbeing effectively
- It is staffed appropriately and good use is made of the expertise of individuals to enrich teaching and learning
- It provides good value for money

## **Recommendations**

R1 Improve pupils' reading skills

R2 Improve attendance

R3 Strengthen provision to develop pupils' information and communication technology (ICT) skills and ensure that they are used regularly

R4 Ensure that teaching promotes pupils' independent learning, especially for more able pupils

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils enter the school with low skills for their age. However, most pupils across the school make robust progress in their learning.

Considering their starting point, especially their ability to speak the language, most pupils grasp Welsh quickly after starting school. They listen attentively to adults and respond well to instructions. By the end of the Foundation Phase, most are able to speak confidently and use an increasing range of relevant vocabulary and sentence patterns correctly. By Year 6, nearly all are confident in discussing their work, and express their ideas clearly and correctly. Pupils across the school take pride in the Welsh language and use it naturally when conversing together. Nearly all pupils' oral skills in English are developing successfully.

Many pupils' reading skills are developing appropriately and in line with their ability. By the end of the Foundation Phase, the majority of them are able to read increasingly fluently and retell stories confidently. Many discuss their books sensibly and they have increasing knowledge of various types of books.

In key stage 2, many pupils read accurately, with an understanding that is appropriate to their age and ability in both languages. They discuss the main events and characters in their current books appropriately. However, a minority of pupils discuss various texts and answer questions effectively about the content of books that they are reading in Welsh. They understand the purpose of factual books and share their views appropriately during discussions, for example in their research on Martin Luther King. Many pupils use higher reading skills suitably to acquire specific information from a text.

Most pupils in the Foundation Phase show continuous development in terms of developing their early writing skills in Welsh. They also make effective initial progress in their ability to write independently. For example, they write simple scientific vocabulary to describe how to make objects move. They use vocabulary and phrases increasingly correctly, for example when writing about the experiences of Teddy lost in the forest. They vary sentences and use punctuation marks confidently when writing in various forms.

By the end of key stage 2, most pupils write extended pieces in a variety of styles in both languages, and use interesting vocabulary to enrich their work. They present their ideas and knowledge effectively and demonstrate a firm grasp of spelling patterns, paragraphing and punctuation. Many pupils in key stage 2 write effectively for various purposes across the curriculum, for example writing a biography on Isambard Kingdom Brunel and scripting the story of the local hero, Guto Nyth Brân. Most pupils' standards of handwriting and presentation of work across the school are very neat.

In the Foundation Phase, most pupils have robust mathematical skills. By the end of the phase, many have a firm grasp of number facts and use this knowledge effectively to solve problems in their activities. Many apply their understanding of standard and non-standard units of measurement well, for example when measuring the length of Little Red Riding Hood's grandmother's bed. Most collect, present and analyse simple information when creating a table and producing simple graphs, for example by showing different temperatures.

In key stage 2, most pupils have a sound understanding of numeracy strategies. By the end of the key stage, many identify the steps needed to solve problems and develop appropriate strategies accurately, for example when calculating the cost of visiting a rugby match. They collect and present information systematically and accurately in the form of tables and graphs when investigating the distance a rocket can travel. Most pupils' mathematical skills are robust and they transfer them purposefully to other areas across the curriculum.

Many pupils develop their thinking skills successfully. For example, older pupils discuss and then choose who, out of a cross-section of people, with each having their different reasons, should receive a transplant.

Pupils who have additional learning needs make good progress in relation to the targets in their individual education plans. There is no obvious difference between the performance of boys and girls at the expected level or at the higher level than expected, from scrutinising books or during lesson observations. Because the size of cohorts is small, it is not possible to reach a meaningful judgement on the basis of the data on pupils who are eligible for free school meals. However, the performance of pupils who are eligible for free school meals compares more favourably with their peers over the last year. The progress and good standards of more able pupils are more obvious when scrutinising books and observing lessons than it is when considering data.

In comparison with similar schools, over four years, the school's performance at the expected outcomes in the Foundation Phase has varied, moving it between the upper 50% and the lower 50% in literacy and mathematical development. The school's performance at the higher outcomes over the same period has varied, moving it between the lower 50% and the top 25% in comparison with similar schools.

During the same period, at the end of key stage 2, pupils' performance at the expected outcome and higher in Welsh, English, mathematics and science has generally varied, moving the school between the upper 50% and the lower 50% in comparison with similar schools.

### **Wellbeing: Adequate**

Nearly all pupils feel safe at school and know to whom to turn for advice and support. Most pupils know what is needed in order to eat healthily and understand why it is necessary to take regular physical exercise.

Most pupils co-operate well within the classroom and show a keen interest in their work. Many pupils in the Foundation Phase contribute their ideas effectively towards planning aspects of their class theme. For example, the 'Gwenyn gwyh' (Brilliant Bees) map independent activities to accompany the book of the week. However, although the school's older pupils do not contribute as successfully to their activities, they develop their skills to improve their own work and respond regularly to teachers' comments.

Many older pupils are keen to undertake responsibilities and they play their role well. Members of the school council represent the voice of other pupils effectively. Recently, they have improved the play environment, devised a language ticket system and created the role of 'Captain of Welsh' which is successful in encouraging the other pupils to speak Welsh regularly. Other groups of learners, such as the digital leaders, are beginning to support a number of pupils' information and communication technology skills effectively. Another group is providing entrepreneurial opportunities to many pupils in key stage 2 by creating jewellery and producing a school newspaper.

Although it has improved consistently over three years, the school's attendance rates continue to place it in the lower 50% of similar schools. Most pupils arrive at school punctually.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a wide and rich curriculum that meets the requirements of the National Curriculum and religious education effectively. Provision for the Foundation Phase has been embedded firmly for most pupils. Teachers plan a wide range of learning experiences to inspire pupils. For example, a visit to Hampton Court in London sparked older pupils' interest in the life of the Tudors successfully.

Teachers plan contemporary themes and ensure that there is effective progression from pupils' previous learning. The school has embedded the Literacy and Numeracy Framework successfully in its procedures. Long-term planning ensures that there are regular opportunities for pupils to use their literacy and numeracy skills and their thinking skills in a variety of contexts. This is a strong feature across the school and has a robust effect on pupils' progress and quality of learning. However, provision for developing pupils' information and communication technology (ICT) skills is limited.

Provision for developing the Welsh language and the Welsh element is promoted effectively. Resident poets and artists are invited to collaborate with pupils and these visits have a positive effect on pupils' standards of achievement. A prominent place is given to local and national culture, for example by competing in the Urdd Eisteddfod and the annual book quiz. This is a positive reflection of what happens in the life and work of the school.

The work of the school council and the eco council ensures that pupils have an appropriate understanding of sustainability. The 'green rules' in each classroom



encourage pupils to recycle and conserve energy successfully. The school provides valuable and varied opportunities for pupils to support charities and help those who are less fortunate than themselves. However, there are few opportunities to develop pupils' understanding of global citizenship.

### **Teaching: Good**

The quality of teaching is fairly robust across the school. There is an effective working relationship between adults and pupils. Teachers have a sound understanding of the subjects and areas of learning and they take advantage of every opportunity to develop pupils' skills successfully. Introductions to lessons are lively and teachers question purposefully in order to extend pupils' understanding and raise standards. Most staff model language well and this enriches the quality of pupils' oral language successfully. The school uses support staff effectively to support specific individuals.

In a few classes, there is a tendency for teachers to over-direct pupils. This limits opportunities for pupils, especially those who are more able, to develop their independent learning skills and take responsibility for their own learning.

Teachers across the school have adopted effective strategies for assessment for learning, which includes providing regular opportunities for pupils to assess their own work and that of their peers. Teachers use an effective strategy, namely 'what is needed to cross the bridge?', as a stimulus for pupils to create their own success criteria. Teachers mark pupils' work in detail and provide useful oral feedback for them during lessons. In addition, pupils receive regular opportunities to respond to their own work. As a result, pupils have a strong understanding of what they need to do in order to succeed in tasks.

The school has thorough procedures for assessing and tracking pupils' progress. By implementing these conscientiously, teachers are able to identify pupils' needs at an early stage and plan appropriate activities for groups and individuals, and ensure progress.

Parents receive good information about their children's progress and annual reports meet statutory requirements.

### **Care, support and guidance: Good**

The school is a safe and caring community. The effective arrangements for providing support have a successful effect on pupils' standards and wellbeing. The school has appropriate procedures for promoting eating and drinking healthily, and for ensuring that pupils understand how to keep fit. The school celebrates pupils' successes effectively by using weekly reward systems. Regular emphasis is placed on good and consistent attendance. This has a positive effect on pupils' wellbeing, behaviour and attitude towards learning.

Staff provide regular opportunities for pupils to develop their awareness of spiritual, moral, social and cultural aspects successfully through regular collective worship assemblies and curricular activities. For example, opportunities for pupils to create a film about the journey of Welsh people to Patagonia have a strong influence on their understanding of the history and culture of Wales.

The school makes suitable and regular use of the service of external agencies, such as the health service and the educational psychologist, to support individual pupils. The varied provision has a beneficial effect on pupils' confidence and achievements.

The school has thorough procedures for identifying pupils' additional learning needs at an early stage. It provides effective support for pupils who need specific support through intervention groups to improve, for example, some pupils' literacy, numeracy or social skills. Pupils' individual education plans identify appropriate targets for them and the plans are reviewed regularly, and include parents in the process. As a result, the school and parents are able to work effectively in partnership together for the benefit of pupils' wellbeing and progress.

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

### **Learning environment: Good**

The school's ethos is warm and welcoming. The school's community appreciates the ability and achievements of all pupils effectively. Pupils co-operate very effectively together and with adults.

The school celebrates pupils' successes extremely effectively through a series of attractive and stimulating displays. The 'path of success' includes all the school's stakeholders, which engenders pupils' pride in themselves and fosters confidence and self-respect.

Emphasis is placed on ensuring equal opportunities and full access to the curriculum for all pupils. Respect for difference and equality is promoted through varied work; for example, the story of Rosa Parks is used as a starting point for discussions about racism.

The school has a range of resources of appropriate quality that enrich learning, and the outdoor area in the Foundation Phase is imaginative and interesting. The areas are structured carefully to support the different learning areas and to promote pupils' personal and social development effectively.

Although the building is old, it is well-maintained and the best use is made of what is available. The school site is safe and is not a cause for concern.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher has a clear vision and high expectations that are shared successfully with staff and governors. He works effectively with the deputy headteacher who also provides clear leadership for the school. All staff are aware of their roles and responsibilities and support the headteacher well. Teachers are committed and co-operate well together to create a homely ethos for pupils. Team work is a prominent feature and everyone co-operates effectively to raise standards and ensure pupils' wellbeing.

Leaders use staff meetings as an effective medium to discuss planning and pupils' progress regularly. This contributes to raising standards in the classroom and to identifying individual pupils' needs. Performance management processes promote relevant aspects for staff's professional development successfully.

The school responds successfully to a number of local and national priorities. The use of the Numeracy and Literacy Frameworks in order to map skills across the curriculum, for example, has been interwoven effectively across the themes. The school has specific and effective arrangements for improving more vulnerable pupils' wellbeing and achievement.

Members of the governing body are very supportive and contribute to the school's provision and work well. By receiving the headteacher's reports and visiting the school regularly, they increase their understanding of curricular matters, and pupils' standards and wellbeing. They have an increasing understanding of data and are beginning to hold the school to account about its performance purposefully. This has led specifically to developing appropriate provision to support and improve pupils' wellbeing.

### **Improving quality: Good**

Self-evaluation procedures have been established firmly at the school. They are based on a clear monitoring programme that includes observing lessons, scrutinising books and collecting the views of staff, governors, parents and pupils. Staff contribute effectively to this process by producing useful subject reports that focus clearly on improving the quality of provision. The headteacher and senior management team analyse the school's performance data in detail. Effective use is made of this information by all staff to plan their steps for improvement and identify the needs of individuals and specific groups of pupils.

The self-evaluation report, which was produced by the headteacher and staff, provides an honest picture of the school. It identifies a clear view about pupils' attainment and the areas that need improvement in terms of standards and provision.

There is a good link between the outcomes of the self-evaluation report and the priorities in the school development plan. The plan includes appropriate targets for improvement, as well as a thorough review of progress in relation to the aims of the previous plan. It has been costed carefully and indicates clearly an implementation timetable and specific staff responsibilities. The plan also makes extensive use of success indicators to measure progress, including quantitative and challenging targets that are linked to raising standards. This has led to improvements, especially in standards of literacy across the school and mathematical development in the Foundation Phase.

### **Partnership working: Good**

The school has a number of strategic partnerships that contribute effectively towards raising standards and improve pupils' wellbeing.

There is a robust partnership with parents. The school holds sessions, such as the 'literacy café', for example, to inform parents about curricular matters, and the fitness club for the whole family promotes the importance of keeping fit successfully. The homework club enables parents to understand current concepts in order to be able to support their children at home. The parents association is active and contributes financially every year in order to provide varied and useful resources.

There are effective links with the community. Pupils take part in concerts in the chapel and sing carols in the local centre. They visit local businesses to raise their awareness of their area. The school welcomes visitors to speak about their work. A good example is the author, Gwyn Morgan, who came to the school to speak about his work, and who has influenced pupils' creative skills successfully.

There is a robust working relationship between a number of other schools to share good practice and to develop new strategies. For example, the partnership between two other schools in the wider community to raise the standards of more able pupils is beginning to have a positive effect on pupils' written work at the school. Effective transition plans between the school and the secondary school prepare Year 6 pupils successfully for the next stage in their education.

The joint standardising and moderating activities with other local schools ensure consistency in teachers' assessments. This also contributes effectively to teachers' understanding of levelling work, and to improving provision and pupils' outcomes.

### **Resource management: Good**

The school is staffed appropriately and makes effective use of individuals' expertise to enrich teaching and learning. The school's support staff are an integral part of the team and contribute considerably to the success of learning.

The school has suitable procedures for managing staff's performance and professional development. Teachers use their planning, preparation and assessment periods effectively to raise standards.

The school works effectively within professional learning communities with schools in the cluster and family, and this contributes valuably towards enriching the school's provision. Successful examples are that way that they have co-operated to raise standards of literacy.

The headteacher and governors make careful decisions to make the best use of funding and resources that are available to them. Expenditure on maintaining the school reflects the priorities in the school development plan well. The school makes good use of the Pupil Deprivation Grant to improve provision further for developing the literacy and numeracy skills of pupils who are eligible for free school meals. It also has a valuable effect on these pupils' wellbeing and confidence.

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

## Appendix 1: Commentary on performance data

### 6742362 - YSGOL GYMRAEG EVAN JAMES

Number of pupils on roll	335
Pupils eligible for free school meals (FSM) - 3 year average	11.5
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	48	35	40	43
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	79.2	82.9	90.0	90.7
Benchmark quartile	3	3	2	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	48	35	40	43
Achieving outcome 5+ (%)	83.3	88.6	95.0	93.0
Benchmark quartile	3	3	2	3
Achieving outcome 6+ (%)	37.5	34.3	30.0	41.9
Benchmark quartile	1	2	3	2
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	48	35	40	43
Achieving outcome 5+ (%)	89.6	88.6	92.5	95.3
Benchmark quartile	3	3	3	2
Achieving outcome 6+ (%)	41.7	28.6	30.0	48.8
Benchmark quartile	1	3	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	48	35	40	43
Achieving outcome 5+ (%)	91.7	94.3	95.0	95.3
Benchmark quartile	3	3	3	4
Achieving outcome 6+ (%)	47.9	54.3	52.5	62.8
Benchmark quartile	2	2	3	3

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.

**6742362 - YSGOL GYMRAEG EVAN JAMES**

Number of pupils on roll	335
Pupils eligible for free school meals (FSM) - 3 year average	11.5
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	56	39	36	40
<b>Achieving the core subject indicator (CSI) (%)</b>	89.3	92.3	91.7	92.5
Benchmark quartile	2	2	2	3
<b>English</b>				
Number of pupils in cohort	56	39	36	40
Achieving level 4+ (%)	89.3	89.7	94.4	95.0
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	39.3	46.2	33.3	47.5
Benchmark quartile	2	2	3	2
<b>Welsh first language</b>				
Number of pupils in cohort	56	39	36	40
Achieving level 4+ (%)	85.7	89.7	91.7	95.0
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	32.1	41.0	27.8	37.5
Benchmark quartile	2	1	3	2
<b>Mathematics</b>				
Number of pupils in cohort	56	39	36	40
Achieving level 4+ (%)	92.9	97.4	97.2	95.0
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	39.3	38.5	33.3	40.0
Benchmark quartile	2	2	3	3
<b>Science</b>				
Number of pupils in cohort	56	39	36	40
Achieving level 4+ (%)	89.3	97.4	94.4	95.0
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	32.1	38.5	27.8	40.0
Benchmark quartile	3	2	4	3

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

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.	93	93 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	93	92 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	93	92 99%	1 1%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	93	93 100%	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.	93	92 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	93 100%	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.	93	93 100%	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.	93	93 100%	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.	93	91 98%	2 2%	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.	93	93 100%	0 0%	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.	93	90 97%	3 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	93	92 99%	1 1%	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.	43	21 49%	19 44%	2 5%	1 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	44	28 64%	14 32%	2 5%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	44	27 61%	14 32%	3 7%	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.	44	27 61%	12 27%	4 9%	1 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	37	9 24%	22 59%	4 11%	2 5%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	42	19 45%	20 48%	3 7%	0 0%	2	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	44	24 55%	16 36%	2 5%	2 5%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	42	15 36%	24 57%	2 5%	1 2%	2	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	41	19 46%	18 44%	3 7%	1 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	23 52%	20 45%	1 2%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	43	25 58%	15 35%	3 7%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	11 32%	17 50%	4 12%	2 6%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	44	14 32%	23 52%	7 16%	0 0%	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.	44	29 66%	13 30%	2 5%	0 0%	0	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.	35	8 23%	21 60%	4 11%	2 6%	9	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.	42	20 48%	18 43%	4 10%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	26	7 27%	14 54%	5 19%	0 0%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	43	13 30%	24 56%	5 12%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	43	20 47%	20 47%	3 7%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Eleri Hurley	Reporting Inspector
David Davies	Team Inspector
Gwen Aubrey	Lay Inspector
Berian Lewis	Peer Inspector
Gruffydd Roberts	Peer Inspector
Richard Carbis	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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.