



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Pantysgallog Primary School  
Pant  
Dowlais  
Merthyr Tydfil  
CF48 2AD**

**Date of inspection: July 2014**

**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

Pantysgallog Primary School is in the village of Pantysgallog in the Merthyr Tydfil local authority.

There are 225 pupils aged three to 11 years at the school, including 26 full-time and six part-time children in the nursery. There are eight mainstream classes, including two mixed-age classes.

Around 30% of pupils are eligible for free school meals, which is above the average for Wales. A very few pupils are looked after by the local authority. Nearly all pupils are of white British ethnicity. No pupils speak Welsh fluently. A few pupils receive support for English as an additional language. The school identifies that about 24% of pupils have additional learning needs, which is above the average for Wales. No pupil has a statement of special educational needs. There have been no fixed term exclusions in the last three years.

The last inspection of the school was in May 2008. The headteacher has been in post since January 2010.

The individual school budget per pupil for Pantysgallog Primary School in 2013-2014 means that the budget is £3,568 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,219 and the minimum is £3,257. Pantysgallog Primary School is 13th out of the 23 primary schools in Merthyr Tydfil in terms of its school budget per pupil

## Summary

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

### Current performance

The current performance of the school is adequate because:

- standards throughout the school have significantly improved in the last two years, and the quality of work in most pupils' current books is good;
- standards of attainment of the expected outcomes and levels are comparable with those of similar schools;
- pupils have positive attitudes and are eager to learn;
- the quality of teaching in many classes is good; and
- staff provide a high level of care and support for pupils and this has a positive impact on standards of wellbeing.

However:

- too many pupils, particularly more able boys, do not achieve the standards of which they are capable;
- pupils' speaking and independent learning skills are limited; and
- the quality of teaching in the school is inconsistent.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior leadership team have a shared vision, clear aims and a strong commitment to maintaining improvement;
- the school has successfully improved standards achieved by pupils in recent years;
- teachers use assessment information well to set appropriate improvement targets for pupils;
- governors have increased their capacity to hold the school to account;
- pupils are well motivated to learn; and
- there are effective partnerships with a range of agencies including the local authority.

## Recommendations

- R1 Raise attainment of the higher outcomes at the end of key stage 2
- R2 Ensure that more able pupils, particularly boys, receive suitable challenges in their work to raise their performance
- R3 Ensure that teachers provide pupils with enough opportunities to extend their speaking and independent learning skills
- R4 Improve the quality of teaching so that it becomes at least good throughout the school
- R5 Strengthen communication with parents

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

On entry to the school, many pupils have skills that are below the level normally expected of pupils of a similar age. By the end of key stage 2 pupils make good progress as they move through the school and most attain the expected levels. However, attainment at the higher than expected levels is limited.

In the Foundation Phase, most pupils listen carefully in whole-class sessions and respond appropriately to questions when prompted by their teacher. More able older pupils extend their answers well. A majority collaborate well and are beginning to use their speaking skills independently to help with their learning.

Many pupils in the Foundation Phase are interested in their reading books. Most make good progress and learn to read with increasing accuracy and understanding. Pupils of average and below average ability develop an effective grasp of phonics and use a range of appropriate strategies to work out unfamiliar words. More able pupils read with good expression. They talk about stories and authors that they enjoy. Most pupils discuss the contents of their books sensibly with an adult and offer personal responses about what they have read.

Most pupils develop their writing skills well in Foundation Phase. They write for different purposes, such as invitations, instructions or to describe things that they have done. By the end of the Foundation Phase, most write in sentences and are able to produce more extended pieces of writing. Overall, pupils learn how to form their letters clearly and their handwriting develops well as they move through key stage 2 where the presentation of written work is generally good.

During key stage 2, most pupils continue to improve their reading skills. They are able to read effectively when working in other curriculum subjects, for example using texts of different types or on computer screens. Many listen well in class and a majority contribute reasonably well to discussions led by adults. However, the ability to speak with partners or independently with fluency is underdeveloped in more able pupils.

Most key stage 2 pupils produce written work of a good standard in a range of styles for different purposes, for example in science, geography and history. By the end of key stage 2, most pupils in English lessons produce more extended pieces of writing with a clear structure and many use interesting word choices to engage the reader.

By the end of the Foundation Phase, many pupils develop numeracy skills well. They count effectively and understand different units of measurement for weighing or measuring. They can use these skills to solve simple mathematical problems. By Year 2, many pupils are able to use their data handling skills to create tables and graphs in simple science investigations.

In key stage 2, most pupils develop their numeracy skills well according to their age and ability. Year 4 pupils use a range of strategies to add and subtract using two and three-digit numbers, and multiply and divide appropriately in mental maths. They use their data handling skills effectively to record frequency appropriately, for example using numbers created at random by dice. Year 6 pupils are secure in their knowledge of tables and understand well the relationships between fractions, decimals and percentages.

The progression in numeracy and language skills is good in securing achievement at the expected level at the end of each phase. However, the development of higher skills among more able pupils is limited.

Throughout the school, almost all pupils have a positive attitude to learning Welsh and most make good progress. Most pupils in the Foundation Phase use their speaking and listening skills well. They make greetings and respond to instructions given in Welsh and answer questions about the weather and their likes and dislikes. In key stage 2, older pupils' Welsh pronunciation and speech develop well and they handle questions confidently from each other in class activities. Pupils are enthusiastic and accurate when reading in Welsh from familiar texts. Pupils' writing skills in Welsh are less well developed.

Pupils with additional learning needs and those with English as an additional language make good progress as a result of well-targeted support.

At the end of the Foundation Phase in 2013, the percentage of pupils who achieved the expected outcome (outcome 5) in the key areas of mathematical development and in literacy placed the school in the higher 50% when compared with similar schools. Pupils' performance in achieving the higher-than-expected outcome (outcome 6) placed the school in the bottom 50% for literacy and mathematical development when compared with similar schools.

At the end of key stage 2 in 2013, the percentage of pupils who gained the expected level (level 4) placed the school in the upper 50% of similar schools in English and in the top 25% for mathematics and science. This is a significant improvement on the previous year when the performance of pupils placed it in the bottom 25% for each of these subjects. In 2013, performance in English and mathematics at the higher than expected level (level 5) placed the school in the bottom 25% of similar schools for each core subject.

The gap in performance between pupils eligible for free school meals and other pupils varies at the end of the Foundation Phase and key stage 2, but is close to national averages overall. Girls tend to do better than boys, especially at the higher levels.

### **Wellbeing: Good**

Most pupils have a good understanding of how to develop a healthy lifestyle. They are well aware of how to achieve this through eating and drinking appropriately and getting regular exercise. They have a positive attitude towards school sports activities and are keen to participate.

Throughout the school pupils have a very constructive attitude to their work and school life. They participate willingly in assemblies, follow the content with interest and sing with enthusiasm. In lessons, they are very eager to learn and attentive to teachers and other adults. Pupils feel safe in school. The behaviour of nearly all pupils in lessons and around the school is good. Most pupils socialise and play together happily. They are polite and respectful towards each other, staff and visitors.

Pupils generally have a high awareness of the importance of attending school and refer appropriately to the prominent displays promoting good attendance. The comparatively weak attendance of previous years has improved. In 2013, overall attendance rates placed the school in the top 25% in comparison with similar schools. The school's current attendance figures up to the end of the summer term 2014 indicate that the school is maintaining this improvement. Most pupils arrive punctually.

The school council is well established and is effective in representing the views of pupils and in influencing improvements to the life and work of the school

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

The school provides a broad and balanced curriculum that meets statutory requirements. Learning experiences are varied, stimulating and relevant to pupils' needs. Most teachers plan carefully for the development of pupils' literacy, numeracy, information and communication technology (ICT) and thinking skills. For example, the daily skills-based challenges provided in mathematics lessons give pupils regular opportunities to develop their understanding of mathematics, and the daily 'Big Question' in language helps pupils to think critically.

Provision for the development of pupils' Welsh oracy, reading and writing skills is good. Most adults use Welsh effectively in lessons and this enhances the progress that pupils make. The curriculum provides a good range of opportunities for pupils to learn about the local area and the art, music, culture and history of Wales.

The school's programme of extra-curricular activities supports and offers appropriate additional opportunities to add to pupils' experiences. These include the school choir and art club as well as sporting activities.

Education for sustainable development and global citizenship has a high profile in the school. The eco committee helps the school to act sustainably by encouraging pupils to recycle and to save energy. There is good provision to enable pupils to learn about sustainability and develop an understanding of the role they and others play in society and in the world. For example, pupils in key stage 2 understand that many children overseas have to travel long distances to access water or schools. They discuss the seriousness of this and compare these challenges sensibly to their own situation.



## **Teaching: Adequate**

Many teachers plan lessons carefully with support staff to ensure pupils that have learning experiences of good quality. They deliver sessions well and teachers have a good command of the content of the lesson and the range of teaching methods they use. Classroom management and the preparation of suitable resources are generally good. Teachers deploy support staff and other adults effectively in many classrooms to work with individuals and small groups of pupils.

However, too many sessions do not provide sufficient opportunities for pupils to develop their speaking and listening skills, and their creativity and independent learning skills. In these lessons, a minority of pupils, often the more able, are not sufficiently challenged by the work. Approaches to the Foundation Phase vary too much across classes and teachers do not always make the best use of the outdoors to develop pupils' learning.

There are thorough procedures in place to assess pupils' work, which is judged accurately. Subject leaders maintain detailed assessment portfolios of pupils' work. Teachers make effective use of assessments to identify pupils who require individual support. There is a secure system for evaluating pupils' work regularly, and teachers monitor their progress effectively using a computerised tracking system.

In class, teachers share success criteria with pupils effectively so they are clear about how they can succeed. Pupils include these in their books appropriately. Teachers' marking is positive and supportive, but, in a few cases, written comments do not identify clearly enough what pupils need to do to improve their work.

Parents are kept well informed about their children's achievements in regular meetings with class teachers and through twice-yearly reports that are clear and helpful.

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

The school is a caring community. Staff and visitors to the school use assemblies and occasions well to encourage pupils' spiritual, moral, social and cultural awareness. Pupils have frequent opportunities to reflect on their decisions and activities during the school day. The school has a clear policy and approach to prevent bullying. The school has the appropriate arrangements to promote healthy eating and drinking. Parents and pupils understand and support these arrangements well.

There is particularly effective provision for supporting the wellbeing of pupils with additional learning needs. Special support programmes are well managed and help children to fill gaps in their learning successfully. Individual education plans contain clear steps for learning that pupils and those working with them understand and use well. Staff review these plans regularly.

The school engages well with outside agencies. Staff work closely with the educational psychologist, pupil referral unit and social services to support pupils and

their families. In the last two years, collaboration with the local authority has supported programmes effectively to improve levels of attendance.

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

### **Learning environment: Good**

The curriculum challenges stereotyping effectively and encourages pupils to celebrate the diverse backgrounds of all pupils within the school community. Pupils feel valued and there are positive working relationships between pupils and staff. Facilities for pupils with disabilities are good and staff ensure that wheelchair users can make use of the school site readily.

The main building is well maintained. Indoor areas provide bright, attractive spaces for learning. Classrooms are well proportioned and set out well. The Foundation Phase classrooms have easy access to outdoor areas. The nursery provision is very well developed indoors and there are outdoor play surfaces of high quality and well-selected outdoor equipment. The outdoor space for upper Foundation Phase is less developed. The school field and grassed areas are a valuable facility and staff and pupils use them well. However, the annexe building in the upper yard is dilapidated and is an unattractive learning space.

Overall, the school has a good stock of resources to meet pupils' learning needs.

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

The headteacher provides clear and effective leadership for the school. She has communicated this vision successfully to parents, governors, staff and pupils. The senior management team supports the headteacher very well. Their roles and responsibilities are well defined to ensure effective monitoring of literacy, numeracy and Welsh throughout the school. This has had a powerful impact on raising pupils' standards, particularly in the last two years. Through sharing responsibilities for areas of the curriculum, teachers are developing in their roles as subject leaders, and a whole-school ethos that fosters good teamwork is growing successfully.

The school has clear procedures to manage the performance of teachers and the developmental targets of staff focus appropriately on whole-school priorities. Learning support staff also take part in individual professional development activities. However, leaders do not formally evaluate the effectiveness of support staff through a performance management system. The school is aware of local and national educational priorities and responds well to opportunities to develop its provision, for example in relation to priorities in literacy, numeracy and attendance. The Foundation Phase is well established in the early years' classes.

The governing body meets regularly, has established key sub-committees and fulfils its statutory requirements. The headteacher provides the governing body with reports of good quality covering many aspects of school life and with a sound focus

on raising standards. Governors are currently developing their understanding of performance related data. Their newly-established standards sub-committee has tracked and monitored pupil progress throughout the year and is well informed about the performance of the school. It provides useful opportunities for governors and staff to meet where the focus is specifically on raising the standards of pupils' achievement.

### **Improving quality: Good**

The school has an effective self-evaluation process led by senior leaders.

Self-evaluation activity draws on the views of staff at all levels across the school. It also draws appropriately on the views of governors, teaching assistants and pupils.

The self-evaluation report usefully identifies strengths and areas for development. It contains a thorough analysis of performance data and demonstrates a clear understanding of the school's achievements compared to those of similar schools and to national averages. Improvement plans use this data effectively and the school engages strongly with the local authority support team to set priorities and to deliver improvement. For example, the school has successfully implemented an improvement programme to introduce new technology and updated its ICT provision well to support further development of pupils' ICT skills.

The school's improvement plan contains clear targets to raise pupils' achievement. It is a useful tool for the building of higher standards.

The school has made significant progress in addressing issues identified in the last inspection. It has focused strongly on improving its assessment and targeting systems. This has led to raising standards in literacy and numeracy effectively and provides a valuable basis on which to build continued improvement. School improvement planning does not currently link effectively enough with performance management arrangements to enable the quality of teaching to be at least good throughout the school.

The school development plan relates appropriately to local and national priorities, such as the National Literacy Framework.

### **Partnership working: Good**

Involvement with an environmental transport organisation enables pupils to participate in an organised programme that has successfully promoted safe cycling to school. Local businesses have funded visits by pupils to cultural events. Collaboration with a community group provides improved, specialist sports tuition for pupils.

The school encourages parents and family to attend celebration events and briefings about their children's learning. A series of visits prepares new nursery pupils and their parents well for school life. There is a good level of communication with parents through a limited range of channels. For example, the school uses its text service effectively to remind parents of key messages and termly newsletters inform parents

about curriculum activities and dates for trips and outings. However, the school website is limited and communication with parents is underdeveloped overall.

The school participates fully in activities with its partner primary and high schools. Shared approaches by teachers in improving pupil assessment have had a positive impact in the school. It has collaborated effectively with its partner schools to moderate, standardise and improve the accuracy of assessments.

Pupils in key stage 2 engage in a joint programme of well-structured learning activities at the high school, including sports, ICT and science. These activities beneficially support pupils' social and emotional development and prepare the pupils well to continue with their learning more easily when moving into secondary school.

### **Resource management: Adequate**

The school has sufficient, appropriately qualified and experienced teachers and other staff to meet the needs of its pupils. Teaching assistants are deployed well to enhance the quality of learning experiences and to deliver targeted support.

The school provides well-considered training programmes for staff to assist in addressing whole-school and national priorities. There are appropriate performance management processes in place.

Subject leaders receive purposeful opportunities to work with colleagues and share expertise. The school collaborates well with networks of other schools and this has improved the quality of assessment within the school.

The headteacher and governing body manage the school budget effectively in collaboration with local authority finance officers. Circumstances beyond the school's control have led to a budget deficit. However, there is a strategic plan in place to manage this situation appropriately over time. The school therefore has sufficient resources to support the curriculum and to sustain its planned improvement programmes.

In view of the outcomes achieved by pupils and the quality of provision overall, the school gives adequate value for money.

## Appendix 1

### Commentary on performance data

At the end of the Foundation Phase in 2013, the percentage of pupils who achieved the expected outcome 5 in mathematical development, in literacy and in personal and social development placed the school in the upper 50% when compared with similar schools. Pupils' achievement of the higher-than-expected outcome (outcome 6) in 2013 placed the school in the lower 50% in literacy and mathematical development when compared with similar schools. In personal and social development it was placed in the top 25%.

In 2013, in comparison with its family average, the school's attainment of the expected Foundation Phase (outcome 5) is 7 percentage points above in literacy and 3 points above average in mathematical development. In the higher than expected outcome 6, the school is 13 percentage points below average in literacy and 14 points below the family average in mathematical development.

At the end of key stage 2 in 2013, the percentage of pupils who gained the expected level 4 placed the school in the higher 50% of similar schools for English and in the top 25% for mathematics and science. This is a significant improvement on the previous year when the performance of pupils placed it in the bottom 25% for each of these subjects.

In 2013, in comparison with its key stage 2 family average, the school's attainment of the expected level 4 is 3 percentage points above average in English, 7 points above average in mathematics and 8 points above in science. In 2013, performance in English and mathematics at the higher than expected level 5 placed the school in the bottom 25% of similar schools for each core subject. At the higher than expected level 5 in comparison to its family average, the school is 12 percentage points below in English, 13 points below average in mathematics and 17 points below in science.

Pupils in the school have performed generally well in attaining the expected outcomes and levels. However, pupils have underperformed at the higher than expected levels. This is true of all pupils, but for boys more so than girls.

Pupils eligible for free school meals tend to perform less well than other pupils. However, the performance figures of these pupils are generally close to those in similar schools and occasionally they have risen above those of their peers.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	108	100 93% 98%	8 7% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	109	93 85% 92%	16 15% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	109	102 94% 96%	7 6% 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy.	107	105 98% 97%	2 2% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	109	103 94% 96%	6 6% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school.	109	104 95% 96%	5 5% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	109	106 97% 99%	3 3% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	108	104 96% 98%	4 4% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	108	95 88% 91%	13 12% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	108	92 85% 95%	16 15% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	107	86 80% 77%	21 20% 23%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time.	107	62 58% 84%	45 42% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	23	10 43%	10 43%	2 9%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	23	13 57%	7 30%	3 13%	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.	23	15 65%	8 35%	0 0%	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.	23	12 52%	8 35%	1 4%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	23	8 35%	12 52%	0 0%	3 13%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	22	12 55%	7 32%	2 9%	1 5%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	23	12 52%	8 35%	3 13%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	23	8 35%	8 35%	3 13%	3 13%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	23	9 39%	10 43%	3 13%	1 4%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	23	12 52%	8 35%	2 9%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	23	12 52%	8 35%	1 4%	2 9%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	22	10 45%	11 50%	1 5%	0 0%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	23	7 30%	12 52%	1 4%	3 13%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	22	8 36%	11 50%	3 14%	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.	23	9 39%	9 39%	2 9%	1 4%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	23	8 35%	12 52%	3 13%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	5 25%	10 50%	2 10%	1 5%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	23	12 52%	8 35%	1 4%	2 9%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	23	7 30%	11 48%	4 17%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		



## Appendix 3

### The inspection team

Gregory John Owens	Reporting Inspector
Nia Daly	Team Inspector
Andrea Louise Davies	Lay Inspector
Jonathan Bussy	Peer Inspector
Janine Brill	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

### **All-Wales Core Data sets**

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

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

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