



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

## **Report on**

**Ysgol G.G. Castellau  
Ffordd Castellau  
Beddau  
Pontypridd  
Rhondda Cynon Taff  
CF38 2AA**

**Date of inspection: May 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
<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 Castellau is in the village of Beddau, between Llantrisant and Pontypridd, and is maintained by Rhondda Cynon Taff local authority.

The school provides bilingual education for pupils aged between 3 and 11 years. Welsh is the main medium of learning. About 23% of pupils come from Welsh - speaking homes.

Children are admitted to the school on a part-time basis to the nursery class in the September following their third birthday, and on a full-time basis in the September following their fourth birthday. During the inspection, there were 36 children in the part-time nursery class and 254 full-time pupils on roll. They are taught by eight full-time teachers and three part-time teachers.

The rolling three-year average for pupils who are eligible for free school meals is 8%, which is lower than the national average of 21%.

Twenty per cent of pupils are on the school's additional learning needs register. These figures are a little lower than the percentages for Wales. Very few pupils have a statement of special educational needs.

The headteacher was appointed in September 2007. The school was last inspected in July 2009.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Castellau in 2014-2015 is £3,138. The maximum per pupil in primary schools in Rhondda Cynon Taff is £5,513 and the minimum is £2,514. Ysgol Gynradd Gymraeg Castellau is in 72nd place of the 110 primary schools in Rhondda Cynon Taff in terms of school budget per pupil.

## Summary

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

### Current performance

The school's performance is adequate because

- Many pupils make appropriate progress during their time at the school
- Most pupils show an interest in their work and their behaviour and attitudes to learning are good
- Teachers provide an appropriate range of learning experiences that, overall, meet the needs of the majority of pupils
- There is effective provision to promote wellbeing and an inclusive and homely ethos, in which pupils feel happy and safe
- There is effective provision for pupils who have additional learning needs

However:

- Over time, the school's overall performance in the Foundation Phase and key stage 2 places it consistently in the lower 50% or the bottom 25% in comparison with similar schools
- Key stage 2 pupils do not develop their skills in writing in English and information and communication technology (ICT) effectively across other areas of the curriculum
- A minority of pupils are aware of what they need to do to improve their work
- Over-direction hinders older pupils at the school from taking a more active role in their learning

### Prospects for improvement

The school's prospects for improvement are adequate because

- The headteacher leads and co-operates successfully with staff in order to develop an active and caring community
- Recent progress can be seen in pupils' standards
- All members of staff are aware of their roles and responsibilities
- The governing body is very supportive of the school's life and work and now challenges the school and holds it to account for its performance
- There are robust partnerships with parents and the community, which contribute successfully to learning experiences and outcomes

However:

- A number of procedures that have been introduced recently have not had a positive effect on standards

- The school does not use the findings of lesson observations and scrutinising books effectively enough to set targets
- There has not been enough progress in responding to the recommendations of the previous inspection

## **Recommendations**

- R1 Continue to raise standards in language and mathematics across the school and science in key stage 2
- R2 Improve skills in English and information and communication technology (ICT) across the curriculum in key stage 2
- R3 Strengthen teachers' marking comments in order to ensure that pupils understand what they need to do in order to improve
- R4 Make better use of the findings of observations and scrutinising books in order to identify aspects where improvement is needed

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

During their time at the school, many pupils make good progress in their learning. Although Welsh is a second language for many pupils, they all handle the language confidently very quickly after starting at the school.

Most pupils across the school listen attentively, are keen to contribute to discussions and respond to teachers' questioning effectively. By the end of the Foundation Phase, many pupils are able to converse clearly and discuss familiar experiences and events confidently on an individual level and as members of a group. By the end of key stage 2, pupils' standards of oracy in Welsh are sound and almost all pupils speak increasingly accurately and confidently. Most pupils' oral skills in English are also developing well.

Most pupils' standards of reading in Welsh in the Foundation Phase and in both languages in key stage 2 are appropriate to their age and ability. In the Foundation Phase, pupils are familiar with a range of reading strategies and are able to use them to make good sense of print. By the end of the Foundation Phase, most understand what they are reading and express an opinion and can discuss the content of books on a simple level. In key stage 2, most pupils read a wide range of texts with fluency and are able to respond meaningfully to the content.

Many pupils make consistent progress in developing their writing skills. By the end of the Foundation Phase, many are able to write for a range of purposes and show a sound understanding of the characteristics of forms such as postcards and writing directions for the countryside code. On the whole, many pupils' quality of spelling and punctuation is good. Many are able to use their writing skills at the appropriate level in their work across the curriculum.

In key stage 2, many pupils make appropriate progress in their ability to write in various forms in Welsh. However, their writing skills in English are not developing to the same extent. Many punctuate and paragraph their work suitably according to their ability but do not write a wide enough range of extended work. Although many pupils' standards of literacy are good in language lessons, they do not use their writing skills consistently enough across the curriculum, especially through the medium of English. On the whole, presentation of work and handwriting are good across the school.

Nearly all pupils who have additional learning needs make good progress in relation to their targets in their individual education plans. On the whole, more able pupils make good progress, but they do not always work at the appropriate level across all subjects.

In the Foundation Phase, many pupils develop their numeracy skills well in mathematics lessons. In Year 2, many pupils add and subtract accurately using tens and units, and double or halve numbers correctly. They measure by using standard

units and solve simple problems by using information on block graphs, and they use these skills effectively in other areas of learning; for example, pupils in Year 2 examine the cost and profit of making cakes and selling them.

In key stage 2, many pupils make appropriate progress in numeracy. They are able to multiply numbers and decimals, read and interpret data and measure angles accurately. They apply their skills suitably across the curriculum; for example in geography, they discover the difference in temperature between Australia and Wales and measure the amount of sugar in drinks in science.

In the Foundation Phase, most pupils develop their ICT skills successfully in language activities and when solving problems. More able pupils word process successfully and create purposeful pictures. However, many pupils' ICT skills in key stage 2 have not developed effectively enough.

In the Foundation Phase, except in language in 2014, when the school's performance placed it in the upper 50% of similar schools, performance over a period of three years at the expected outcome (outcome 5) and the higher outcome (outcome 6) has placed it consistently between the lower 50% and the bottom 25% for language skills and mathematical development.

At the end of key stage 2, over a period of four years, the school's performance at the expected level (level 4) and the higher level has placed the school consistently between the lower 50% and the bottom 25% for Welsh, English, mathematics and science in comparison with similar schools.

Across the school, there is no significant pattern of differences between the performance of pupils who are eligible for free school meals in comparison with the remainder of pupils.

In the Foundation Phase, there is no significant pattern of differences between boys' and girls' results at either the expected outcomes or the higher ones.

In key stage 2, there is no significant pattern of differences between girls' and boys' results at the expected level in English, Welsh and science, but boys tend to perform better in mathematics. At the higher level, boys perform better than girls in English, Welsh and science.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and know to whom to turn for help and advice. Most of them have a sound understanding of the importance of eating and drinking healthily and of keeping fit.

Standards of behaviour are very high and all pupils across the school are polite and courteous. They show respect and care for their peers and work happily and conscientiously together.

Across the school, most pupils' levels of interest, enthusiasm and commitment are good. The way in which pupils in the Foundation Phase contribute intelligently to what they learn and discuss in a mature way how to improve their work is an obvious

strength. However, older pupils' ability to improve their own learning or to work independently has not developed fully.

The school council and the eco council are good fora for pupils to express their views and take part in a variety of activities. They are well established, and the members accept responsibilities conscientiously and contribute effectively to school life. The school council was key in the school's decision to change the menu and this has had a positive effect on the number of pupils who take school meals regularly.

Most pupils develop their social skills effectively. They contribute extensively to charity work and co-operate effectively in the village. A good example of this is the way in which they take part in caring for the community garden.

Attendance levels show progress annually and have placed the school in the upper 50% over the last two years in comparison with similar schools in terms of the percentage who are eligible for free school meals. Most pupils arrive at school punctually.

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

The school provides a range of appropriate learning experiences that gain the interest of the majority of pupils suitably. These experiences meet the requirements of the Foundation Phase, the National Curriculum and religious education appropriately. However, planning does not always ensure a balance of subjects, and nor is it varied enough to ensure a purposeful challenge for the most able pupils.

The school responds appropriately to the requirements of the National Literacy and Numeracy Framework in its long-term plans. There is a relevant range of opportunities for pupils to use their numeracy skills across the curriculum. However, provision for developing literacy in English and ICT across other areas of the curriculum in key stage 2 is less effective.

The school provides a wide range of extra-curricular sports, dance, science and mathematics clubs. These activities enrich pupils' experiences very effectively.

Provision for the Welsh language and the Welsh dimension in a variety of contexts is robust and central to all the school's work. By visiting historical sites, such as St Fagan's museum and Cardiff Castle, pupils have valuable opportunities to develop their awareness of their heritage.

Pupils have a good awareness of the importance of saving energy, recycling and reducing waste, and members of the school council care conscientiously for the community garden which is in the school grounds. There is effective provision for promoting pupils' understanding of the wider world. For example, the link with India contributes successfully towards increasing pupils' understanding of their role as global citizens.



## **Teaching: Adequate**

Teachers and other adults have an effective working relationship with each other and with pupils. This enables them to ensure suitable support for specific individuals and groups. Teachers have good subject knowledge and they manage behaviour effectively.

Teachers model language well at all times and encourage pupils to develop the standard of their Welsh in a wide range of different contexts.

In the majority of cases, where teaching is at its best, teachers share lesson objectives clearly and use beneficial resources to support learning and teaching. Presentations are lively and have a good pace and effective questioning. However, there is a tendency in key stage 2 to lead pupils too much. This limits opportunities for them to take responsibility for their own learning.

On the whole, teachers give useful oral feedback for pupils on the quality of their work. When marking pupils' work, although there is a variety of encouraging comments, only a few give them clear guidance on how to improve their work. As a result, pupils in key stage 2 do not always understand completely what they need to do to improve. There are no regular opportunities for pupils to assess their own work or that of their peers. The school's marking policy is not implemented consistently in key stage 2.

The school's arrangements for tracking pupils' progress have been reviewed recently. However, there is not enough evidence at present to judge their success or how effective they are for setting challenge targets for pupils.

Annual reports for parents include clear information about all pupils' progress and meet statutory requirements fully.

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

The quality of care, support and guidance has a positive effect on pupils' standards and wellbeing. Provision for developing pupils' understanding of the importance of eating and drinking healthily and how to be safe is effective.

The 'Llaw yn llaw' (hand in hand) scheme, which pairs an older child with a child who is starting school, has a positive effect on the school's social life. Older pupils mix well with the younger ones.

Provision for promoting pupils' spiritual, moral, social and cultural development is extremely effective. Periods for reflection and collective worship time are prominent in school life and values such as respect, fairness and thinking about the state of people who are facing difficulties in other countries are fostered effectively.

Provision for pupils who have additional learning needs is good and enables them to make obvious progress. Teachers identify any additional learning needs at an early stage and monitor pupils' progress effectively. Suitable individual education plans are in place and parents have an opportunity to discuss them and review them regularly.

The school has very strong and supportive links with a number of specialist services, which ensure valuable support and guidance for pupils and parents.

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

### **Learning environment: Good**

The school's ethos is welcoming and warm. It is a very inclusive and caring community in which pupils feel happy and safe and co-operate very effectively together and with adults. The school's Welshness is a strong feature at the school.

A prominent emphasis is placed on ensuring equal opportunities and full access to the curriculum for all pupils. Respect for racial diversity and equality is promoted through varied work.

There are good quality resources in all classrooms and staff use these effectively to improve pupils' learning. Resources for the Foundation Phase are especially good and they have a positive effect on pupils' learning. Displays in classrooms and across the school reflect pupils' work and the school's wider activities successfully.

The quality of the site is very good. It is maintained well and provides a stimulating environment that promotes successful learning. Outdoor learning areas have been developed extremely effectively in order to improve learning and play experiences.

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

The headteacher has a clear vision that is based on developing pupils to attain their full potential. There are a number of new strategies in place, but it is too early yet to judge their effect on pupils' standards. All members of staff are aware of their roles and responsibilities. The role of the senior management team is developing appropriately and they are beginning to take an active part in monitoring the quality of teaching and learning. The effect of this is obvious in the recent progress that is seen in standards at the end of key stages.

Governors are supportive of the school's work, meet regularly and fulfil their duties conscientiously. They contribute appropriately to self-evaluation processes by discussing attainment data, observing lessons and monitoring provision for pupils. This enables them to act as critical friends, who challenge and hold the school to account for its performance.

The school succeeds in responding positively to a number of national priorities by addressing raising standards of numeracy and promoting Welshness. Good attention is paid to the pupils' voice. However, assessment for learning in key stage 2 has not been developed effectively.

### **Improving quality: Adequate**

The arrangements for self-evaluation and planning for improvement are inclusive. The school seeks the views of governors, parents, pupils and teachers regularly and acts fairly effectively on their comments.

The self-evaluation report that was prepared before the inspection provides a clear judgement on the school's good features. However, it is too descriptive in places, and does not give a clear enough picture of the important aspects that need to be improved in terms of the provision and teaching. Leaders analyse the results of pupils' tests formally at the end of the Foundation Phase and key stage 2. This gives them a clear picture of patterns in performance. However, not enough use is made of lesson observations or scrutinising samples of pupils' work when evaluating performance and setting targets.

The school development plan focuses appropriately on priorities that are likely to have the greatest effect on raising pupils' standards. Clear success criteria are set about what needs to be done to improve the school's performance in comparison with that in the family of similar schools. The plan refers effectively to the steps to be taken, the success criteria, timing and responsibility, monitoring arrangements and budgeting. However, the actions have not had enough time to have had a positive effect on standards.

Progress towards fulfilling almost all the recommendations of the previous inspection has been effective, but steps to improve opportunities for pupils to write in various forms in English across the curriculum have been too slow.

### **Partnership working: Good**

The school has established a number of effective partnerships that have a positive effect on pupils' standards and wellbeing. There is a strong partnership with parents. The friends of the school association is active and raises money regularly to buy resources such as equipment to support ICT.

Pupils benefit from a close relationship with the local community and make beneficial use of local businesses in order to promote their knowledge of the world of business and enterprise.

The school works closely with local schools to hold joint training. There are effective arrangements with these schools for standardising and moderating pupils' work. This leads to ensuring good quality and a clear understanding by teachers of standards at the end of the Foundation Phase and key stage 2.

There are effective arrangements between the school and nearby nursery groups. There are arrangements for pupils to visit the school on specific days and the Foundation Phase teacher goes to visit these institutions regularly in order to promote successful transition.

Transfer arrangements between the school and the secondary school are good and prepare pupils effectively for the next stage in their education.

The school takes advantage of appropriate partnerships with external agencies such as health and social services, community organisations and the local authority. Staff use their expertise to support the school's work appropriately when necessary.

**Resource management: Adequate**

The school is staffed effectively by teachers and assistants who have appropriate qualifications and experience. It manages its resources appropriately and good use is made of teachers' and assistants' expertise to improve provision and raise pupils' standards.

The school's performance management processes lead effectively to staff development in appropriate areas. The school responds fully to the statutory requirements for teachers' workload and teachers use their non-contact time appropriately for planning, preparation and assessment.

A professional learning community has been established between the school and other schools in the catchment area to develop numeracy strategies and improve the quality of questioning. This has improved provision for developing numeracy skills across the school.

The headteacher and governors keep a close eye on the financial situation and expenditure links appropriately to the school's targets and improvement plans. Effective use of the deprivation grant is in place to target pupils who are eligible for free school meals. Additional part-time staff are employed to give support to pupils who have difficulty with their literacy and numeracy skills and to challenge more able pupils. This is beginning to have a positive effect on pupils' standards in these areas.

Considering pupils' outcomes, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6742359 - Y.G.G. CASTELLAU

Number of pupils on roll	243
Pupils eligible for free school meals (FSM) - 3 year average	8.0
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	37	33	33
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	64.9	81.8	90.9
Benchmark quartile	4	3	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	37	33	33
Achieving outcome 5+ (%)	78.4	81.8	97.0
Benchmark quartile	4	3	2
Achieving outcome 6+ (%)	10.8	24.2	33.3
Benchmark quartile	3	3	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	37	33	33
Achieving outcome 5+ (%)	81.1	84.8	90.9
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	18.9	18.2	21.2
Benchmark quartile	3	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	37	33	33
Achieving outcome 5+ (%)	78.4	93.9	100.0
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	32.4	36.4	42.4
Benchmark quartile	3	3	4

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.

**6742359 - Y.G.G. CASTELLAU**

Number of pupils on roll	243
Pupils eligible for free school meals (FSM) - 3 year average	8.0
FSM band	1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	27	14	24	16
<b>Achieving the core subject indicator (CSI) (%)</b>	70.4	85.7	83.3	87.5
Benchmark quartile	4	3	3	4
<b>English</b>				
Number of pupils in cohort	27	14	24	16
Achieving level 4+ (%)	74.1	85.7	79.2	93.8
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	22.2	28.6	20.8	31.3
Benchmark quartile	3	3	4	4
<b>Welsh first language</b>				
Number of pupils in cohort	27	14	24	16
Achieving level 4+ (%)	66.7	71.4	83.3	93.8
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	18.5	28.6	20.8	31.3
Benchmark quartile	2	2	3	3
<b>Mathematics</b>				
Number of pupils in cohort	27	14	24	16
Achieving level 4+ (%)	77.8	85.7	91.7	93.8
Benchmark quartile	4	4	3	3
Achieving level 5+ (%)	25.9	28.6	16.7	31.3
Benchmark quartile	3	3	4	4
<b>Science</b>				
Number of pupils in cohort	27	14	24	16
Achieving level 4+ (%)	85.2	85.7	91.7	93.8
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	11.1	28.6	16.7	31.3
Benchmark quartile	4	3	4	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 website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholders' satisfaction report

#### Responses to the learner questionnaire

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytun o	
I feel safe in my school.	106	104 98% 98%	2 2% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	106	96 91% 92%	10 9% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	105	101 96% 97%	4 4% 3%	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	105	104 99% 97%	1 1% 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.	107	106 99% 96%	1 1% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	102	97 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.	106	104 98% 99%	2 2% 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.	106	97 92% 98%	9 8% 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.	104	87 84% 91%	17 16% 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.	107	101 94% 95%	6 6% 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.	103	69 67% 77%	34 33% 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	102	84 82% 84%	18 18% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

## Response to the parent questionnaire

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.	73	47 64%	24 33%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	73	53 73%	19 26%	1 1%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	73	55 75%	15 21%	1 1%	1 1%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	73	43 59%	21 29%	8 11%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	72	32 44%	30 42%	5 7%	1 1%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	72	42 58%	26 36%	2 3%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	73	50 68%	21 29%	2 3%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	73	37 51%	30 41%	3 4%	1 1%	2	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	72	41 57%	22 31%	7 10%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	73	41 56%	27 37%	1 1%	1 1%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	73	50 68%	20 27%	1 1%	1 1%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	72	35 49%	24 33%	5 7%	1 1%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	72	36 50%	26 36%	9 12%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	73	46 63%	24 33%	3 4%	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.	72	33 46%	25 35%	5 7%	0 0%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	72	41 57%	26 36%	4 6%	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.	68	26 38%	20 29%	3 4%	1 1%	18	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.	73	38 52%	30 41%	5 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	73	49 67%	22 30%	2 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

### Appendix 3

#### The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Buddug Mai Bates	Team Inspector
Glenda Jones	Lay Inspector
Rosemarie Wallace	Peer Inspector
Dafydd Davies	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
- 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.