



*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**

**Y Bont Faen Primary  
Borough Close  
Cowbridge  
Vale of Glamorgan  
CF71 7BN**

**Date of inspection: November 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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**Publication date: 23/01/2015**

## Context

Y Bont Faen Primary School is in the town of Cowbridge in the Vale of Glamorgan. At the time of the inspection, there were 240 pupils on roll, taught in eight classes. This includes 32 pupils who attend the nursery part-time.

Around 1% of pupils are eligible for free school meals. This is significantly lower than the national average of 21%. Nearly all pupils are white British. A very few pupils speak English as an additional language and no pupil speaks Welsh at home.

The school identifies around 14% of its pupils as having additional learning needs. This is lower than the national average of 22%. No pupil has a statement of special educational needs. A very few pupils are looked after by the local authority.

The headteacher took up post in 2009. Estyn last inspected the school in November 2008.

The individual school budget for Y Bont Faen Primary in 2014-2015 means that the budget is £3,285 per pupil. The maximum per pupil in the primary schools in the Vale of Glamorgan is £6,237 and the minimum is £2,727. Y Bont Faen Primary is 39th out of the 48 primary schools in the Vale of Glamorgan in terms of its 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 good progress as they move through the school;
- most pupils have strong speaking and listening skills;
- most pupils write ably in a range of styles;
- the number skills of most pupils are good and they use them well across the curriculum;
- nearly all pupils concentrate well and most work together effectively; and
- the school's planned curriculum contains a wide variety of stimulating learning experiences that successfully engage the full range of its pupils.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and the senior leadership team have a clear vision for the future development of the school;
- the school has clear structures and policies that support its improvement objectives successfully;
- the school responds positively to local and national priorities;
- the governing body are well informed and hold the school to account as a critical friend effectively; and
- leaders have established a culture of successful, on-going self-evaluation.

## Recommendations

- R1 Improve outcomes for boys' literacy at the higher levels throughout the Foundation Phase and key stage 2
- R2 Improve pupils' attendance rates further
- R3 Ensure that all teachers use appropriate assessment strategies and provide pupils with useful written feedback on how to improve their learning
- R4 Raise expectations and provide learning experiences that challenge all pupils at an appropriate level
- R5 Ensure that senior leaders carry out their strategic roles fully and tackle underperformance robustly

### **What happens next?**

The school will draw up an action plan, which shows how it is going to 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 begin school with literacy, numeracy and personal and social skills that are appropriate to, or above, those expected for their age. Most pupils make good progress as they move through the school.

By the end of the Foundation Phase, most pupils listen well and speak clearly and confidently to other pupils and adults. At the end of key stage 2, most pupils have good speaking and listening skills. They engage confidently with adults and each other, expressing their opinions clearly and eloquently. For example, older pupils in key stage 2 use a wide vocabulary to explore and explain ways of measuring irregular shapes.

In the Foundation Phase, most pupils are able to read well at a level expected for their age. They are enthusiastic about reading and talk confidently about the books they like. Most pupils use a good range of strategies, including phonic skills to read unfamiliar words. In key stage 2, most pupils' reading skills are good and they read with fluency and expression. Many older pupils use higher-order reading skills well, such as skimming and scanning, to gather information from non-fiction texts and the internet.

Most pupils' writing develops effectively as they progress through the school. By the end of the Foundation Phase, many pupils write well for a range of purposes, including describing real-life events. For example, they use interesting vocabulary when writing imaginative stories about the model cows in their outdoor learning area. In key stage 2, most pupils make good progress in developing their writing skills. They write ably in a range styles, such as stories, play-scripts and descriptions. A minority of pupils do not apply their writing skills as successfully across the curriculum.

Most pupils' number skills are good. At the end of the Foundation Phase, most pupils use effective mental mathematics skills to add numbers efficiently and can estimate and weigh accurately. By the end of key stage 2, most pupils have strong number skills. They multiply two and three-digit numbers, including decimals, accurately. Most pupils understand and use fractions and complex percentages well and apply these skills successfully to problem-solving activities. For example, older pupils use their understanding of area and measure to calculate the cost of a new floor for the school efficiently. Most pupils use their numeracy skills well enough in other subjects, such as science.

At the end of the Foundation Phase, most pupils understand a good range of Welsh words and phrases and use common sentence patterns successfully. In key stage 2, many pupils answer and ask a suitable range of questions confidently. They read texts appropriate for their age with suitable understanding. However, most pupils do not write well enough in Welsh independently.

Many pupils across the school achieve good standards in their problem-solving skills. They use thinking strategies, such as 'skills hats' devised by the school, to analyse when they use their literacy and numeracy skills competently.

Pupils with additional learning needs make good progress towards achieving the targets set for them.

In the Foundation Phase, performance in 2014 at the expected outcome 5 places the school in the top 25% in literacy and mathematical development when compared with similar schools. Over the last three years, when compared with similar schools, performance has placed the school in the higher 50% or top 25% for all areas of learning.

At the higher outcome 6, performance in 2014 places the school in the higher 50% in literacy and mathematical development when compared with similar schools. Over the last three years, performance in mathematical development has placed the school in the higher 50% or top 25% consistently. Performance in literacy has moved it between the bottom 25% and higher 50% of similar schools.

In key stage 2, performance in 2014 at the expected level 4 places the school in the higher 50% for English and the top 25% for mathematics when compared with similar schools. For the previous three years, performance in English at the expected level 4 has placed the school in the higher 50% or lower 50% when compared with similar schools. In mathematics, performance has placed the school in the lower 50% and bottom 25% for the previous three years.

At the higher than expected level 5, performance in 2014 places the school in the higher 50% of similar schools for English and in the lower 50% for mathematics. Over the previous three years, performance in English has placed the school in the top 25% consistently when compared with similar schools. Performance in mathematics has placed the school in the top 25% or higher 50%.

At the end of Foundation Phase and key stage 2, girls outperform boys notably at the higher levels in literacy and English.

### **Wellbeing: Adequate**

Nearly all pupils enjoy school and feel safe. They are confident that staff will deal effectively with any issues that may arise. Nearly all pupils understand the need to eat healthily and to take regular exercise. Most pupils are aware of the importance of drinking water regularly and take part enthusiastically in the school's 'Wee Challenge' initiative.

Behaviour in the school is good. Nearly all pupils concentrate well in class and most pupils work together effectively. This creates a positive learning atmosphere throughout the school. All pupils move around the school calmly and follow the school rules, which they understand clearly.

Nearly all pupils have good social and life skills. The school council and eco-committee seek opinions from all classes, take part actively in decision-making and have a positive impact on school life. For example, they help make important strategic decisions about the forest school area, which has a positive impact on the school's provision for outdoor learning.

All pupils take on responsibilities readily and undertake their roles diligently. Older pupils are proud to act in a wide range of roles, which include 'digital DJs', sports' council representatives and playground buddies. For example, playground buddies organise games for Foundation Phase pupils and help support them at break times. This contributes to pupils' wellbeing beneficially.

For three of the last four years, attendance has placed the school in the lower 50% or bottom 25% when compared with similar schools. The overall attendance rate for last year improved to 95.6%, which places the school in the lower 50% when compared with similar schools

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

The school's planned curriculum contains a suitable variety of stimulating learning experiences that engage the full range of pupils successfully. In most areas, these experiences build well on what pupils already know and can do. However, long-term planning for science does not ensure that pupils develop suitable investigation skills and gain sufficient knowledge as they progress through the school. The school provides a wide range of interesting learning experiences for pupils to learn in real-life contexts. For example, the development of the school's beehives and the marketing and selling of its honey develop pupils' entrepreneurial skills well and contribute to their understanding of ecological issues effectively.

The school has made good progress in implementing the requirements of the National Literacy and Numeracy Framework and has effective plans that support pupils in developing these skills in different areas of learning. The school's successful introduction of the characters 'Romeo' and 'Pi' helps all pupils to focus on developing their literacy and numeracy skills successfully. However, in a few classes, pupils do not have sufficient opportunities to write independently and at length in subjects other than English.

Provision for pupils to learn the Welsh language is effective. This has led to good standards in most pupils' speaking skills. Planned opportunities for pupils to learn about the historical and cultural aspects of Wales are appropriate. For example, pupils in the Foundation Phase visit culturally important sites such as St Fagan's National History Museum. The resulting change in their role-play area to a house from Wales in the past contributes effectively to developing their understanding of Welsh history.

The school promotes education for sustainable development well through a wide variety of activities. All pupils learn the importance of acting sustainably through weekly recycling, regular litter picks and collecting food waste for compost bins. There are appropriate opportunities for pupils to develop their understanding of global citizenship, for example a whole-school focus on raising money for charities that work in Uganda.

## **Teaching: Adequate**

In many classes, the quality of teaching is good and supports pupils' learning effectively. Many teachers make effective use of a wide range of resources and a suitable variety of teaching methods to engage pupils successfully. Many teachers plan lessons with clear learning objectives and use a good variety of questioning and discussion techniques that assist pupils in their learning well. However, in a minority of lessons, teachers do not have sufficiently high expectations of what pupils can achieve and do not adapt learning well enough to challenge all pupils at an appropriate level.

All teachers mark pupils' work conscientiously, provide appropriate praise and recognise when pupils achieve learning objectives. They provide clear oral feedback during lessons that helps pupils to progress. However, in a few classes, a small amount of work is unmarked and in only a minority of cases does marking provide pupils with sufficiently focused feedback on how to improve their learning. Many teachers provide pupils with satisfactory opportunities to assess their own learning or that of their peers. However, across the school, teachers do not use formative assessment procedures consistently.

The school has regular and useful procedures for assessing pupils' learning. There are effective systems in place for recording a wide range of information on each pupil and for tracking their progress through the school. This allows teachers to monitor pupils' progress in the long term and to identify pupils in need of support.

Teachers' annual reports to parents are detailed and provide a suitable range of useful information about pupils' progress and attainment.

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

The school is a happy and caring community. It has comprehensive policies and arrangements for promoting healthy living and pupil wellbeing. A healthy tuck shop run by pupils has a positive impact on their understanding of living healthily and the growing and selling of vegetables adds to this understanding well. The school makes appropriate arrangements for promoting healthy eating and drinking.

Staff and members of the school council work effectively to encourage pupils' spiritual, moral, social and cultural development. Visits to local churches and theatres, and the school's on-going involvement with the national Shakespeare festival, enrich pupils' learning effectively. However, because of planned intervention strategies for groups of learners, not all pupils benefit from a daily act of collective worship.

The school engages well with a suitable range of outside agencies in order to support and help pupils. For example, staff work closely with educational psychologists and the family and children's trust to support individual pupils and their families effectively.

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

Provision for pupils with additional learning needs is good. The school uses a wide range of group and individual interventions for pupils identified as needing additional support. For example, 'catch-up' groups provide for pupils who need support to develop their literacy and numeracy skills effectively. As a result, most pupils undertaking these programmes make good progress. Pupils' individual education plans contain clearly-focused targets and pupils and parents contribute to them effectively. All staff work consistently to ensure positive outcomes for these pupils.

### **Learning environment: Good**

The school creates an inclusive and happy learning environment for its pupils. The headteacher and staff work hard to embody and promote equality and diversity by including everyone linked to the school in the 'Y Bont Faen family'. This has resulted in a clear focus on mutual respect. There are good working relationships between all staff and pupils, and pupils are proud of their school. All pupils have equal access to all aspects of school life and staff treat them fairly and with respect. Prominent displays support the school's core values, which pupils understand and respond to well.

There are enough resources of good quality to support pupils' learning effectively. The outdoor learning environment, including the sensory garden, adventure trail, beehives and forest school area, contributes well to developing pupils' physical and social skills. Displays in classes and in corridors celebrate pupils' work successfully. Space is limited in a few classrooms, and on a few occasions staff make insufficient use of communal areas to ease the pressure on space in classrooms. The inspection team identified a few issues relating to the security of the school site and brought these to the attention of school leaders.

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

The headteacher and the senior leadership team have a clear vision for the school based on high standards of learning and wellbeing. They convey this vision to staff, pupils, parents and governors effectively. The school is an orderly community and it has clear structures and policies that contribute to realising its objectives successfully. Staff work well as part of a team and understand clearly their role in implementing the school's plans. However, senior leaders do not use the outcomes of their monitoring procedures to challenge underperformance robustly enough. As a result, ineffective practice in a few classes has continued for too long. Leaders and managers do not scrutinise data sufficiently well to identify underperformance by groups of learners.

The school responds positively to local and national priorities. For example, the school implements the Foundation Phase successfully. All staff are active in responding to the requirements of the National Literacy and Numeracy Framework and this has a positive effect on pupils' standards.

The school has an effective and well-informed governing body that are well aware of the school's performance in comparison with that of similar schools. They help to set the school's strategic direction successfully and contribute to the self-evaluation report and the school development plan effectively. The governing body receive regular, detailed reports from the headteacher on the school's strengths and weaknesses. Governors undertake useful visits to the school to focus on specific aspects of provision. As a result, governors are well placed to act as critical friends and to hold the school to account appropriately.

### **Improving quality: Good**

The school is aware of its strengths and areas for improvement and leaders have established a culture of on-going self-evaluation among staff. The school uses a comprehensive range of procedures to evaluate its work and considers the opinions of staff, pupils, teachers and governors appropriately. The senior leadership team consider a suitable range of performance data, which includes a detailed analysis of trends over time. This information, along with lesson observations, book scrutiny and reports from the local authority's advisers, contributes to the self-evaluation report effectively. This provides a balanced and accurate picture of the school. However, the school's self-evaluation report does not evaluate data in a few important areas, such as the performance of boys, well enough.

There is a clear link between areas for improvement identified through self-evaluation procedures and the priorities in the school's improvement plan. The plan focuses on improving standards clearly and contains a good range of purposeful actions. All teachers understand the school's improvement priorities and are aware of their responsibility in implementing them. The plan includes clear success indicators and appropriate timescales for implementing actions. The school's focus on improving pupils' literacy and numeracy skills has resulted in strong results in national tests when compared with those in similar schools.

### **Partnership working: Good**

The school has effective links with a wide range of external agencies and organisations, such as health and social services, and these contribute their expertise well to support the school's work. The strong link between the school, the local authority and other schools in the catchment area has resulted in improvements in provision across the school. For example, more able pupils in key stage 2 benefit from the greater level of challenge in the regular workshops in the local secondary school. There are co-operative links between the school and parents that include an active parents and teachers' association and a recently formed parents' discussion group. These help the school to engage with parents effectively.

Arrangements for pupils transferring to the secondary school prepare them well for the next stage in their education. Teachers co-operate effectively with other primary schools and with the secondary school to moderate and standardise pupils' work and to provide joint training. A close relationship with local nursery groups ensures that pupils settle quickly into the Foundation Phase.

The school benefits from constructive links with the community, and pupils regularly take part in community activities successfully. For example, links with a local supermarket have resulted in improvements to the school's forest area.

**Resource management: Good**

The school manages its resources effectively and has an appropriate number of staff to meet the needs of all learners. The school makes beneficial use of staff expertise to provide a good range of enrichment activities and learning experiences, for example to teach pupils computer coding skilfully.

School leaders provide valuable training and support as part of the performance management of teachers and support staff. This provides useful opportunities for continuous professional development. For example, training for staff in the use of wireless networking devices has resulted in improvements in the use of ICT for teaching. The school uses the Welsh Government's Pupil Deprivation Grant suitably to provide support for pupils eligible for free school meals.

The school makes suitable provision for teachers' planning, preparation and assessment time. Leaders and managers review the impact of resources on teaching and learning regularly and they plan for likely future needs well. Staff and pupils make full and effective use of the extended outdoor areas.

The headteacher and governing body manage expenditure carefully. This ensures a good supply of resources that respond to the school's needs. Considering the good outcomes achieved by pupils, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6732151 - Y BONT FAEN PRIMARY SCHOOL

Number of pupils on roll	245
Pupils eligible for free school meals (FSM) - 3 year average	1.5
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	27	30	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	96.3	96.7	100.0
Benchmark quartile	2	1	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	27	30	30
Achieving outcome 5+ (%)	96.3	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	33.3	26.7	50.0
Benchmark quartile	2	4	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	27	30	30
Achieving outcome 5+ (%)	100.0	96.7	100.0
Benchmark quartile	1	2	1
Achieving outcome 6+ (%)	48.1	43.3	46.7
Benchmark quartile	1	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	27	30	30
Achieving outcome 5+ (%)	96.3	96.7	100.0
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	48.1	33.3	56.7
Benchmark quartile	3	4	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.

**6732151 - Y BONT FAEN PRIMARY SCHOOL**

Number of pupils on roll 245  
 Pupils eligible for free school meals (FSM) - 3 year average 1.5  
 FSM band 1 (FSM<=8%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	30	30	29	30
<b>Achieving the core subject indicator (CSI) (%)</b>	86.7	83.3	89.7	96.7
Benchmark quartile	3	4	3	2
<b>English</b>				
Number of pupils in cohort	30	30	29	30
Achieving level 4+ (%)	93.3	90.0	96.6	100.0
Benchmark quartile	2	3	2	1
Achieving level 5+ (%)	60.0	66.7	62.1	56.7
Benchmark quartile	1	1	1	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	30	30	29	30
Achieving level 4+ (%)	86.7	83.3	89.7	96.7
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	50.0	46.7	62.1	43.3
Benchmark quartile	1	2	1	3
<b>Science</b>				
Number of pupils in cohort	30	30	29	30
Achieving level 4+ (%)	93.3	93.3	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	46.7	76.7	65.5	60.0
Benchmark quartile	2	1	1	1

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary 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.	100	99 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	100	99 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.	100	99 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	100	100 100%	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.	100	99 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	100	100 100%	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.	100	100 100%	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.	100	100 100%	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.	100	96 96%	4 4%	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.	100	99 99%	1 1%	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.	100	90 90%	10 10%	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	100	88 88%	12 12%	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 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.	87	49 56%	33 38%	3 3%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	87	61 70%	25 29%	0 0%	0 0%	1	Mae fy mhentyn 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.	87	55 63%	28 32%	2 2%	0 0%	2	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.	86	44 51%	37 43%	4 5%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	87	45 52%	35 40%	3 3%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	87	36 41%	40 46%	7 8%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	87	47 54%	36 41%	1 1%	2 2%	1	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.	86	35 41%	40 47%	2 2%	2 2%	7	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.	85	47 55%	31 36%	2 2%	1 1%	4	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.	87	46 53%	34 39%	4 5%	1 1%	2	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.	87	56 64%	29 33%	0 0%	0 0%	2	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'.	84	31 37%	32 38%	3 4%	0 0%	18	Mae fy mhentyn 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.	87	41 47%	30 34%	14 16%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	87	44 51%	34 39%	6 7%	2 2%	1	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.	87	26 30%	48 55%	8 9%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	87	49 56%	31 36%	2 2%	0 0%	5	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.	84	28 33%	29 35%	1 1%	1 1%	25	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	87	41 47%	36 41%	4 5%	0 0%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	87	52 60%	33 38%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Andrew Thorne	Reporting Inspector
Eifion Lloyd Watkins	Team Inspector
Matthew Evans	Lay Inspector
Sarah Truelove	Peer Inspector
Meic Griffiths	School 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 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.