Estyn

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

A report on

**Cwmdar County Primary School
The Square
Cwmdare
Aberdare
RCT
CF44 8UA**

Date of inspection: June 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 23/08/2016

Context

Cwmdâr Primary School is in Aberdare in the Rhondda Cynon Taf local authority. There are currently 297 pupils in the school from the ages of 3 to 11. The number on roll has steadily increased since 2012. There are six single-age and three mixed-age classes, plus a nursery unit for three and four-year old pupils.

Over the last three years, the average number of pupils eligible for free school meals is around 15%, which is below the national average of 20%. About 10% have additional learning needs, which is also well below the national average of 25%. No pupils have a statement of special educational needs. Very few pupils are from an ethnic minority background or receive support in English as an additional language. Very few speak Welsh as a first language or are in the care of the local authority.

The last inspection was in March 2012. The headteacher took up his post in September 1997.

The individual school budget per pupil for Cwmdâr Primary School in 2015-2016 means that the budget is £2,834 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Cwmdâr Primary School is 92nd out of the 105 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Adequate

Current performance

The current performance of the school is good because:

- Overall, pupils' performance across the school is strong in many aspects of their work and pupils have a positive attitude to learning
- Nearly all pupils make good progress in developing their literacy and numeracy skills
- Nearly all pupils make good progress in their Welsh language skills
- Behaviour in lessons and around school is very good and many pupils show notable respect and concern for others
- The curriculum is effective in meeting the needs of pupils
- The majority of teaching is good
- There is a caring and supportive ethos throughout the school

Prospects for improvement

The school's prospects for improvement are adequate because:

- The senior management team plays a major role in whole-school development
- The deputy headteacher is very proactive and efficient
- Staff roles and responsibilities are well established and a collaborative team spirit permeates the school
- Governors are supportive of the school and well informed

However:

- The headteacher's and governors' contribution to the strategic direction of the school and the improvement process is underdeveloped
- Monitoring does not focus sufficiently on pupil outcomes and the quality of teaching
- The self-evaluation report does not always identify key areas where the school needs to improve

Recommendations

R1 Improve the attainment of boys and pupils eligible for free school meals, particularly in key stage 2

R2 Improve attendance rates

R3 Ensure that teaching provides tasks that match pupils' ability levels well and encourages them to develop their independent learning skills across the curriculum

R4 Ensure that written feedback to pupils helps them to improve their work

R5 Increase the strategic involvement of the headteacher and governing body in school improvement

R6 Develop the provision for outdoor learning in the Foundation Phase

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?	Good

Standards: Good

In the Foundation Phase, most pupils listen carefully. They speak clearly and respond to questions well. By the end of key stage 2, most pupils have consistently good speaking and listening skills. They speak with increasing confidence to adults and each other.

Many pupils in the Foundation Phase read appropriately for their age and ability. They read with a suitable level of fluency and accuracy, using their knowledge of the names and sounds of letters to help them to tackle more difficult words. Nearly all Year 2 pupils talk confidently about the types of books they like. Most pupils in key stage 2 read competently, using a range of suitable strategies. They make well-informed choices about the types of stories or authors they like. By Year 6, more able pupils make good use of higher-order reading techniques, such as inference, to gain a clear understanding of more difficult texts. Many skim and scan passages successfully to find information correctly.

In the Foundation Phase, pupils make steady progress with their writing. By the time they get to Year 2, they spell common words accurately and use a suitably wide vocabulary. They begin to write at length for a range of purposes. Throughout key stage 2, most pupils develop their writing skills well. Many write at length in an engaging way and, by the end of the key stage, they use sophisticated vocabulary skilfully to enhance their writing. By the end of Year 6, many pupils draft and redraft their work confidently to make improvements. They begin to apply their knowledge of different forms of writing successfully in other areas of the curriculum, for example when compiling a diary of a famous archaeologist's experiences in Egypt. However, pupils' presentation and handwriting skills vary too much across the school.

In the Foundation Phase, pupils learn to sort, count and measure accurately. By Year 2, nearly all can count to 100, add three or four numbers together correctly and begin to understand place value and the four rules of number. They measure carefully in standard units, recognise common two and three-dimensional shapes and understand the concept of symmetry. They tell the time to quarter of an hour and know the value of coins. They produce appropriate tally charts and graphs to display data and they tackle simple problems confidently.

Throughout key stage 2, most pupils continue to develop their mathematical knowledge and skills well. By Year 6, they achieve well and the more able reach high standards. Most use different mental calculation strategies well to reach answers quickly. They recognise relationships between numbers up to one million and use negative and squared numbers, scales and ratios confidently. They understand fractions, decimals and percentage equivalents and can convert between them. Most pupils undertake problem-solving and probability activities enthusiastically and interpret and represent different types of data accurately. Their knowledge of basic geometry and multiplication tables is very secure.

Nearly all pupils make good progress in their Welsh language skills. Across the school, they respond appropriately to a range of questions and instructions in Welsh. In the Foundation Phase, many communicate well using familiar sentences. For example, most are able to converse simply during Helpwr Heddiw activities. By the end of Year 6, many pupils begin to write widely and purposefully following basic patterns. They have good oral and reading skills in Welsh lessons. However, most pupils' use of the Welsh language outside the classroom is limited. Across the school, most pupils have a good understanding and knowledge of their Welsh heritage and culture.

Over the last four years, when compared with similar schools, pupils' performance at the end of the Foundation Phase in literacy and mathematical development has varied, moving the school between the higher 50% and lower 50% at the expected outcome and between the top 25% and lower 50% at the higher outcome. In key stage 2, pupils' performance in English, mathematics and science over the same period has placed the school mainly in the lower 50% at the expected level. However, performance at the higher level has generally been stronger. Attainment in science has recently placed the school in the top 25% of similar schools at both levels.

Overall, pupils' performance across the school is improving. Nearly all pupils make good progress in developing their literacy and numeracy skills. However, they do not always apply these to the same standard across the curriculum. In addition, boys and pupils eligible for free school meals, particularly in key stage 2, generally perform less well than other pupils.

Wellbeing: Adequate

Nearly all pupils feel happy and safe in school. They are considerate and courteous to adults and other pupils. Most have positive attitudes towards healthy living and know the importance of exercise and a healthy diet.

There are signs of recent improvement in the school's attendance rates, but the figures for the last four years place the school in the lower 50% or bottom 25% when compared with similar schools. Authorised absence is relatively high and those eligible for free school meals attend less well than other pupils. Most pupils arrive punctually at the start of the school day.

The school council plays an effective role in the school's decision-making process. Members undertake their responsibilities maturely and are diligent in representing the views of their fellow pupils. They are proud to initiate fundraising activities and use their delegated budget carefully for the benefit of all pupils, for example by purchasing equipment for the playground.

Many pupils participate in local community events, such as the local allotment society's scarecrow competition. The choir represents the school locally and in national events. These experiences help to develop pupils' self-confidence and pride in their local community well.

Most pupils are keen to learn. They work quietly in lessons and maintain good concentration. They have very positive attitudes to learning. However, their involvement in planning their own work, especially in key stage 2, is limited. Pupils take on a range of responsibilities, such as digital leaders, and carry out their duties responsibly and enthusiastically. Behaviour in lessons and around school is very good. Many pupils show notable respect and concern for others.

Key Question 2: How good is provision?	Adequate

Learning experiences: Good

The curriculum is effective in meeting the needs of pupils and the requirements of the Foundation Phase and the statutory curriculum. Teachers plan appropriate learning experiences, linking subjects purposefully and engaging pupils' interest well, for example by comparing today's lunch boxes with those during rationing in the Second World War. However, at times coverage of the foundation subjects and religious education is limited.

The school provides a suitable number of extra-curricular activities at different times of the year. Educational visits, including a study of the Egyptians and a residential stay in an activity centre, enhance pupils' learning opportunities further.

The school is implementing the National Literacy and Numeracy Framework purposefully. Teachers provide good opportunities for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills in subject specific lessons to ensure most make good progress. However, they do not always plan sufficiently well to enable pupils to apply these skills across the curriculum.

Opportunities for pupils to develop their Welsh oracy and reading skills in formal lessons are effective. However, provision for pupils to write in Welsh and to use the language outside lessons is less well developed. A wide range of activities promotes Welsh history and culture successfully, including singing Welsh songs in assembly and visits to Llangrannog.

The school provides a variety of stimulating and well-organised activities that promotes sustainable living effectively, such as visits to recycling education centres. As a result, pupils, especially members of the eco committee, are enthusiastic and knowledgeable about recycling, water conservation and energy saving. Pupils also have many opportunities to explore the wider world by studying different cultures and raising money for various charities.

Teaching: Adequate

Nearly all teachers prepare and organise lessons appropriately. They establish productive working relationships with pupils. They manage classroom time and pupils' behaviour well. They work effectively with support staff, who make a valuable contribution to pupils' learning.

Most teachers establish suitable classroom routines and conduct lessons at a pace that keeps pupils alert and interested. They use praise regularly to encourage pupils to succeed and they provide effective support for the range of individuals in their

classes. However, they do not always match tasks sufficiently well to pupils' abilities or enable them to work independently enough. For example, in the Foundation Phase, the overuse of worksheets means that pupils often do not achieve their full potential and, in key stage 2, pupils have insufficient opportunities to plan and to direct their own learning.

The school undertakes a range of relevant assessments to monitor and to record pupils' achievements. It uses an electronic system to track pupils' progress effectively, in order to set appropriate targets in the core subjects. Most teachers agree helpful personal targets with pupils and use assessment for learning strategies in their lessons successfully. Many teachers encourage pupils to assess their own work and that of others to enhance learning.

All teachers mark pupils' work thoroughly and provide positive and supportive comments. However, they do not specify sufficiently well how pupils might improve their work. Annual reports to parents are comprehensive and informative. They provide the opportunity for pupils to contribute and for parents to respond. Regular consultation evenings also enable parents to be well informed about their children's progress.

Care, support and guidance: Good

There is a caring and supportive ethos throughout the school that promotes pupils' wellbeing effectively. There are appropriate arrangements for promoting healthy eating and drinking. The school makes good provision for pupils' spiritual, moral, social and cultural development, particularly through a comprehensive programme of personal and social education that meets pupils' social and emotional needs well.

The school has appropriate strategies and reward systems in place to encourage good attendance, although this has yet to have a full impact on overall attendance rates. It works closely with the education welfare officer to reduce absences of targeted pupils. There are effective policies and procedures in place to manage pupils' behaviour. The school's arrangements for safeguarding meet requirements and give no cause for concern.

There is well-planned provision for pupils with additional learning needs. Teachers intervene at an early stage to identify any pupil's individual needs and to provide effective support. They use appropriate systems to monitor pupils' progress. Individual education plans contain relevant targets. Teachers review these regularly with parents and pupils. Support staff deliver specific intervention programmes in literacy and numeracy that have a positive impact on targeted pupils' achievement.

The school engages effectively with a range of specialist agencies, such as the local health authority, social services and the police. This has a positive impact on pupils' wellbeing and progress in learning.

Learning environment: Adequate

The school is a welcoming and inclusive community. All pupils have equal access to the curriculum and learn to treat others with respect and to tolerate differences well. As a result, pupils value the support they receive. They feel free from bullying and discrimination.

The interior of the building is in good condition and staff use the available space well. Displays in classrooms are of a high quality and celebrate pupils' achievements effectively. However, aspects of the exterior of the building are in a poor condition.

The outdoor learning environment for younger pupils is underdeveloped in relation to the requirements of the Foundation Phase. There is a lack of space and facilities to enable pupils to develop their independent learning skills. In addition, the playground is small for the number of pupils on roll and this constrains the quality of playground activities, especially ball games. The school is developing the adjoining field to provide additional provision for recreation and sports.

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

Leadership: Adequate

The headteacher leads the school sensitively and fosters good relationships between all stakeholders. He exercises an appropriate oversight of the school's administration and organisation. However, his role in leading the school forward, for example in the curriculum and teaching and learning, is limited.

Staff roles and responsibilities at other levels are well established. The senior management team plays a major role in whole-school development, for example in improving the provision in ICT. The deputy headteacher is very proactive and undertakes a range of whole-school responsibilities efficiently. All experienced teachers have specific roles and responsibilities linked to the curriculum, which they fulfil effectively. Collaborative teamwork is a strength of the school.

There are appropriate arrangements to manage the performance of all teachers and support staff, led by the headteacher and senior management team. All teachers have relevant targets, which relate to their professional needs, school priorities and pupils' achievement. This is beginning to have a positive impact on the quality of teaching and learning.

Governors are supportive of the school and most attend mandatory and voluntary training events. All have a subject link role and the majority visit the school regularly. They are well informed about the school's performance and manage the budget effectively. However, their contribution to the strategic direction of the school and the improvement process is underdeveloped. Most statutory documents and procedures are in place, but there are a few gaps, for example in relation to equal opportunities. The school is addressing national and local priorities, but progress is limited at times, for example in developing opportunities for pupils to use their literacy and numeracy skills across the curriculum.

Improving quality: Adequate

The school has developed appropriate systems to evaluate the quality of its work. It gathers a relevant range of first-hand evidence and it is beginning to take account of the views of parents and pupils when reviewing its performance.

All staff make a purposeful contribution to the self-evaluation process and identify specific areas where improvements are needed. They undertake a suitable range of monitoring activities, including listening to learners and the scrutiny of pupils' work. Their evidence also includes thorough analysis of data and, where relevant, subject action plans. However, monitoring, particularly of lessons, does not focus sufficiently on the impact on pupil outcomes and the quality of teaching. As a result, the self-evaluation report does not always identify clear key areas where the school needs to improve.

The current school improvement plan is suitable and focuses appropriately on raising standards. It includes clear actions, success criteria, areas of responsibility, timescales, resource implications and funding. The plan has an appropriate number of priorities for development with examples of measurable outcomes. Action taken by the school is beginning to make improvements, for example in boys' writing in key stage 2.

Partnership working: Good

There is a very positive relationship between staff and parents. The school keeps parents well informed through regular newsletters and social media channels. Most parents consider that the school listens to their views and takes action, when appropriate, for example in relation to the transition arrangements between classes. The school's open-door policy and the ease with which parents can approach the school with any concerns are a strength of the provision.

There are beneficial links with other local schools and ones further afield. For example, the school is collaborating successfully within its cluster to improve the achievement of more able and talented pupils. It is also working closely within its school improvement group on developing challenging numeracy tasks.

Arrangements for pupils transferring to the two main receiving secondary schools are well developed. As a result, pupils have a clear understanding of what to expect when they move to secondary education. Procedures for the standardisation and moderation of pupils' work within the local cluster at the end of both key stages to ensure the accuracy of teachers' assessments are effective.

Pupils participate in valuable activities within the local community, including fetes and competitions, and the choir sings in a local hospital and nursing home. This enriches pupils' understanding and appreciation of their neighbourhood. Links with the local authority and colleges in the vicinity are well established.

Resource management: Good

The school has enough well-qualified and experienced staff to deliver the curriculum and to ensure that the ratio of adults to pupils in classes is appropriate. It employs additional staff beneficially through extra grants to support less able and vulnerable pupils.

All staff participate in regular in-house and external training events, linked to their performance management targets and school priorities. They feed back on courses they attend to other staff effectively, for example on the use of Welsh. The arrangements for teachers' planning, preparation and assessment time are appropriate. The school manages its accommodation and resources well.

The school is allocating its pupil deprivation grants appropriately to support vulnerable pupils, mainly through the employment of additional staff. The focus is on language acquisition in the nursery and on literacy and numeracy in upper key stage 2. There is evidence that this extra support is beginning to have a positive impact. For example, all identified pupils are currently at or above their set targets. However, support for other year groups and improving attendance specifically for pupils on free school meals is limited.

The school has underspent its financial allocation in recent years, which has resulted in a high surplus of funds. It has used this mainly on upgrading the school's ICT equipment and refurbishment of parts of the accommodation. Currently, a smaller more appropriate surplus remains. Sound financial controls are in place. Overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6742134 - CWMDAR COUNTY PRIMARY SCHOOL

Number of pupils on roll	285
Pupils eligible for free school meals (FSM) - 3 year average	11.8
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	38	33	38	33
Achieving the Foundation Phase indicator (FPI) (%)	92.1	90.9	86.8	90.9
Benchmark quartile	1	1	3	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	38	33	38	33
Achieving outcome 5+ (%)	92.1	90.9	89.5	93.9
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	34.2	39.4	42.1	39.4
Benchmark quartile	1	1	2	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	38	33	38	33
Achieving outcome 5+ (%)	92.1	93.9	89.5	93.9
Benchmark quartile	2	2	3	2
Achieving outcome 6+ (%)	39.5	36.4	36.8	42.4
Benchmark quartile	1	1	2	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	38	33	38	33
Achieving outcome 5+ (%)	97.4	97.0	100.0	100.0
Benchmark quartile	2	2	1	1
Achieving outcome 6+ (%)	31.6	42.4	60.5	54.5
Benchmark quartile	3	2	2	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.

6742134 - CWMDAR COUNTY PRIMARY SCHOOL

Number of pupils on roll	285
Pupils eligible for free school meals (FSM) - 3 year average	11.8
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	30	26	27	33
Achieving the core subject indicator (CSI) (%)	80.0	80.8	85.2	87.9
Benchmark quartile	3	3	4	4
English				
Number of pupils in cohort	30	26	27	33
Achieving level 4+ (%)	90.0	88.5	88.9	90.9
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	36.7	34.6	40.7	42.4
Benchmark quartile	2	2	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	30	26	27	33
Achieving level 4+ (%)	86.7	88.5	88.9	93.9
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	30.0	34.6	33.3	42.4
Benchmark quartile	2	2	3	3
Science				
Number of pupils in cohort	30	26	27	33
Achieving level 4+ (%)	90.0	88.5	92.6	100.0
Benchmark quartile	3	3	3	1
Achieving level 5+ (%)	36.7	38.5	40.7	54.5
Benchmark quartile	2	2	3	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

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		100	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	96		94	2		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			98%	2%		
			92%	8%		
I know who to talk to if I am worried or upset.	100		98	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	98		95	3		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	94		84	10		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			89%	11%		
			96%	4%		
I am doing well at school	99		96	3		Rwy'n gwneud yn dda yn yr ysgol.
			97%	3%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	99		99	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	99		99	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	92		79	13		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			86%	14%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	97		86	11		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			89%	11%		
			95%	5%		
Other children behave well and I can get my work done.	89		64	25		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			72%	28%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	93		70	23		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			75%	25%		
			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.	64	44 69%	20 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	63	50 79%	13 21%	0 0%	0 0%	0	Mae fy mhlentyn 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.	63	50 79%	12 19%	1 2%	0 0%	0	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.	62	43 69%	17 27%	2 3%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	61	28 46%	32 52%	1 2%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	62	39 63%	23 37%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	61	43 70%	18 30%	0 0%	0 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	59	24 41%	32 54%	2 3%	1 2%	5	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	60	33 55%	23 38%	3 5%	1 2%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	64	37 58%	24 38%	3 5%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	63	45 71%	17 27%	1 2%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	54	25 46%	25 46%	4 7%	0 0%	9	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	64	25 39%	31 48%	7 11%	1 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	64	37 58%	25 39%	1 2%	1 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	59	19 32%	33 56%	5 8%	2 3%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	60	36 60%	22 37%	2 3%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	46	32 70%	12 26%	1 2%	1 2%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	64	34 53%	28 44%	1 2%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	63	40 63%	21 33%	1 2%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Peter David Ellis	Reporting Inspector
Eleri Anwen Hurley	Team Inspector
Deirdre Emberson	Lay Inspector
Jillian Mitchell	Peer Inspector
Paul Davies	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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