



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

**Troedyrhiw Primary School
Archer Street
Troedyrhiw
Merthyr Tydfil
CF48 4JQ**

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
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.

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Context

Troedyrhiw Primary School opened in 2006, following the amalgamation of the former separate infant and junior schools. It is in the village of Troedyrhiw, on the outskirts of Merthyr Tydfil. The school serves the villages of Troedyrhiw and Pentrebach with a very few pupils attending from further afield. The Foundation Phase and key stage 2 classes are on large, separate but adjoining sites.

The school caters for children aged from three to eleven years. There are 221 pupils on roll, including 38 children in the nursery and of these, nine attend full-time and 29 attend part-time.

Almost all pupils speak English as their home language. No pupil speaks Welsh as a first language. A very few pupils speak other European languages at home. Around 22% of pupils are eligible for free school meals, which is around the national average. The school identifies 31% of pupils as having additional learning needs. No pupil has a statement of special educational needs.

The headteacher took up her post in September 2012. The school's last inspection was in April 2009.

The individual school budget per pupil for Troedyrhiw Primary School in 2014-2015 means that the budget is £3,545 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,192 and the minimum is £3,365. Troedyrhiw Primary School is 16th out of the 23 primary schools in Merthyr Tydfil in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Most pupils make good progress from their starting points as they move through the school
- Pupils develop their reading, writing and numeracy skills well in areas of learning and subjects across the curriculum
- Almost all pupils participate particularly well in independent group work without the need for adult intervention
- Most pupils use the Welsh language with confidence and enjoyment
- Nearly all pupils have positive attitudes towards school and participate in lessons with enthusiasm
- Nearly all pupils' behaviour around the school and in classes is very good
- Almost all teaching is at least good
- Teachers plan effectively to meet the learning needs of pupils of different abilities
- There is a strong sense of trust between teachers and pupils that enables pupils to take responsibility for their learning from a young age
- There are effective systems in place to identify and monitor pupils who require additional support
- The school is a calm, friendly community where there are positive working relationships between staff and pupils

Prospects for improvement

The school's prospects for improvement are good because

- The headteacher has a clear vision and determination to maintain and improve standards, and ensure pupils' wellbeing
- There is a strong team spirit amongst staff who work very effectively together
- Thorough monitoring arrangements have a positive impact on school improvement
- The innovative system of staff peer-coaching groups enables colleagues to share good practice, inspire confidence and identify areas for improvement effectively
- The governing body is supportive and members undertake their responsibilities conscientiously
- Senior leaders have an accurate understanding of the school's strengths and areas for development
- The school works purposefully with a broad range of partners
- The effective deployment of teachers and learning support assistants makes the best use of their knowledge and expertise
- The arrangements for the performance management of all staff have a positive effect on improving teaching and learning

Recommendations

- R1 Continue to raise standards in literacy and numeracy throughout the school
- R2 Provide more opportunities for pupils to learn about global citizenship and develop their understanding of the wider world
- R3 Ensure that the governing body provides challenge as well as support to the school
- R4 Refine the analysis of self-evaluation so as to highlight the most important targets for improvement more plainly

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

On entry to the school, the proportion of pupils with average or above average skills varies. Most pupils make good progress from their starting points as they move through the school.

Most pupils gain confidence quickly and enjoy speaking to each other and adults. From a young age, they communicate their ideas and opinions well in oral discussion, for example when they discuss a text. They listen well to each other and are thoughtful when others express their views. They participate particularly well in independent group work without the need for adult intervention.

Overall, pupils make good progress in reading. In nursery and reception classes, pupils learn new letters, sounds and numbers well. The most able begin to read with confidence at a level well above that expected for their age. By the end of the Foundation Phase, most pupils have secure reading skills. They enjoy their texts, can decode words that are new to them and explain the story well. By the end of key stage 2, many pupils read fluently with good expression and make good progress in developing higher order reading skills. These enable them, for example, to research their class topic using books and software. A few older pupils who made a slow start in reading have made notable progress in the last three years and now read with enthusiasm, although at a level slightly below that expected for their age.

As they move through the school, pupils make at least good progress in developing useful writing skills. They present their work consistently well and show a sound understanding of spelling, punctuation and grammar conventions. In both key stages, pupils write across a suitable range of genres. Older pupils learn to improve their work through redrafting. By the end of key stage 2, most pupils can adapt their writing for a different audience, for example to convey their point of view regarding the evacuation during wartime. These pupils research and record a biography carefully and with enthusiasm, using an appropriate range of vocabulary.

Most pupils develop their numeracy skills well in areas of learning and subjects across the curriculum. For example, older pupils in the Foundation Phase produce bar charts and order numbers correctly in their topic on Superheroes. In Year 6, pupils analyse data about how people from different countries rank the importance of well-known figures. These pupils develop an appropriate understanding of how to present data.

Most pupils with additional learning needs make good progress.

Most pupils use Welsh confidently during their daily routines and their oral skills are developing well. Many pupils speak clearly with good pronunciation and make good progress. The majority of pupils' writing skills in Welsh develop suitably as they move through the school. They can recall their previous learning and apply it appropriately when they write in Welsh.

At the end of the Foundation Phase over the last three years, there has been a steady, if slight, improvement in pupils' performance in literacy and mathematical development at the expected outcome 5, but performance against that of similar schools is variable. Pupils' performance at the higher level 6 also varies but has generally placed the school in the higher 50% of similar schools or above over the same period.

Outcomes at the end of key stage 2 have been variable over the last four years. In English, mathematics and science performance at the expected and higher level has placed the school mainly in the lower 50% of similar schools. However, scrutiny of pupils' work during the inspection, suggests that pupils are often working at a higher level than that suggested by teacher assessment outcomes in both key stages.

Pupils who are eligible for free school meals generally do less well than their peers but outcomes are variable. There is little difference in the performance of boys and girls except in English, where girls perform better.

Wellbeing: Good

Pupils co-operate very well with staff and each other. Their behaviour around the school and in classes is very good. Nearly all pupils have positive attitudes towards school. They participate in lessons with confidence and enthusiasm, and follow teachers' class routines very well. Throughout the school, pupils work effectively in small groups, pairs and individually.

Pupils throughout the school demonstrate a good understanding of the importance of healthy eating and drinking. They take plenty of exercise in the large playground and neighbouring park. Many of them participate in the school's good range of extra-curricular sports activities.

Nearly all pupils feel safe at school and know whom they can talk to for support and assistance. For example, older pupils act as peer mentors at playtime and provide help and friendship that younger pupils value.

Through the effective school and eco councils, pupils have good opportunities to take responsibility and participate in decision-making. These councils make presentations to the governing body about their work, which includes, for example, improving playground games and the provision for recycling.

Over the last four years, there has been a steady improvement in school attendance from a low base. When compared to those of similar schools attendance rates are around average. Pupils are responding positively to the range of measures the school has put in place to encourage good attendance. Nearly all pupils are punctual.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad range of high quality learning experiences. These ensure appropriate coverage of the curriculum and progression in pupils' learning. Teachers work well together to plan appropriate medium and long-term programmes of study. Staff develop these plans effectively around imaginative topic themes that hold pupils' interest.

In the Foundation Phase, younger pupils have valuable opportunities to make choices about their learning from activities both in and out-of-doors that enable them to develop their independence well.

Teachers plan effectively to ensure that there is appropriate focus on developing pupils' literacy, numeracy, and information, technology and communication skills (ICT) across the curriculum. They make sure that pupils have enough opportunities to practise these skills at an appropriate level.

The school provides a wide range of extra-curricular activities that benefit many pupils. For example, the well-supported running club encourages fitness and the gardening club teaches pupils about growing their own food. The school provides appropriate opportunities for pupils to develop awareness of the importance of care for their environment and sustainability. However, there is not enough focus on helping pupils to learn about the wider world.

Provision for the Welsh language is good. The school promotes a prominent Welsh ethos through displays, the use of the language and cultural events.

Teaching: Good

There is a strong sense of trust between teachers and pupils that enables pupils to take responsibility for their learning from a young age. All teachers have well-established day-to-day classroom routines that all pupils understand. These give pupils the confidence to know what staff expect of them. Teachers and support staff establish positive relationships with pupils and give plenty of appropriate praise and encouragement.

In all lessons, teachers share clear learning objectives with pupils and monitor their progress towards these closely. They plan a range of imaginative activities that take appropriate account of the learning needs of pupils of different abilities. All teachers have good subject knowledge and use resources well to engage pupils in the tasks. For example, in many lessons pupils use tablet computers with confidence to research topics, film dialogue or reinforce their reading skills.

Almost all teachers deliver lessons at a good pace. In classes for younger pupils in the Foundation Phase, they provide a good balance of structured activities and appropriate, exciting opportunities to learn through play. For example, younger children develop their imagination and vocabulary when they mix a magic potion from strange ingredients.

In most lessons, teachers use questioning effectively to develop pupils' thinking skills. They encourage the use of 'talking partners' to help pupils explore ideas with each other. They generally end the lesson with a useful time for discussion when pupils reflect on their learning.

All teachers mark pupils' work appropriately. They make helpful comments so that pupils know how they can improve their work. The school carries out regular assessment of individual pupils and tracks their progress carefully. Staff share this information well to ensure that they meet the needs of individual pupils effectively.

Parents and carers receive useful reports about the progress of their children. The reports identify clearly the strengths in a pupil's work and provide helpful suggestions for further development.

Care, support and guidance: Good

The school has comprehensive arrangements to support the health and wellbeing of pupils and to encourage their involvement in school life. Arrangements to promote healthy eating and drinking are appropriate. The school is a caring community where staff and pupils treat each other with respect. As a result, nearly all pupils feel safe and enjoy coming to school.

Suitable learning experiences promote the pupils' spiritual, moral, social and cultural development successfully. These include activities across the curriculum, collective worship sessions and opportunities to take part in the many extra-curricular activities. Pupils show good knowledge of their rights and responsibilities towards others. They enjoy taking part in school assemblies that give them appropriate opportunities for reflection.

The school has strong links with external agencies in the local authority that provide support and guidance for staff, pupils and parents. The school has a strong focus on improving pupils' attendance and works closely with the education inclusion officer to engage parents.

There are effective systems in place to identify and monitor pupils who require additional support. Individual education plans for pupils with additional learning needs are thorough and contain clear targets. Parents and pupils are aware of these and the targets help pupils to make good progress both in class and through intervention programmes. Staff meet regularly to monitor pupils' progress and to review and update their targets. Tracking systems are thorough and enable staff to plan further provision appropriately.

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

Learning environment: Good

The school is a friendly and caring community where there are positive working relationships between staff and pupils. There is a calm, supportive ethos where pupils feel happy. All pupils, regardless of background or gender, take part in a range of activities and do so enthusiastically. The staff ensure that pupils from the Foundation Phase and key stage 2 have plenty of opportunities to join together so that they are part of one school, despite the distance between the premises.

The school buildings are welcoming, secure and well maintained. Classrooms and learning areas are attractive. Around the school, colourful displays of pupils' work promote their learning effectively. There are stimulating imaginative reading areas in each room with good quality resources and books. Pupils have access to a broad range of suitable learning resources for all subject areas. The school has a good range of ICT equipment in the classrooms.

The school makes effective use of its premises. Staff use the outdoor area and resources in the Foundation Phase well. There are extensive play areas that provide pupils with good opportunities for both learning and play. The school makes good use of the neighbouring park and other local facilities, for example for the after-school running club.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision and determination to maintain and improve standards, and ensure pupils' wellbeing. She conveys that vision well to staff, governors, parents and pupils. She has moulded an effective team that gives direction and purpose to the life and work of the school. Senior managers support her well in communicating these expectations. All staff have a clear understanding of their roles and know that their work is valued. There is a strong team spirit and a feeling of empowerment amongst staff, who work together very effectively.

The senior leadership team has a clear overview of the work of the school. Staff at all levels, attend regular meetings to discuss a range of appropriate issues. These include curriculum development, pupils' individual learning needs and performance, as well as promoting pupils' wellbeing. There are thorough monitoring arrangements that have a positive impact on school improvement. The innovative system of staff peer-coaching groups enables colleagues to share good practice, gain confidence and identify areas for improvement.

The school runs well on a day-to-day basis. The ancillary staff provide valuable support.

The governing body is supportive and members undertake their responsibilities conscientiously. Governors generally have a strong interest in the day-to-day life of the school. There is a programme in place for class visits, discussions with subject co-ordinators and feedback to the governing body, which helps raise governors' awareness of school issues. Staff attend governors' meetings regularly to report on specific subjects. However, the governors' role in monitoring provision and in challenging the school is less well developed.

The school takes appropriate account of national and local priorities in its planning to move the school forward and raise standards. Many of the initiatives in areas including attendance, teaching and assessment, and narrowing the gap caused by deprivation have already had a positive, measureable impact.

Improving quality: Good

Senior leaders have an accurate picture and understanding of the school's strengths and areas for development. The self-evaluation process fully involves all staff in discussing outcomes and their own performance. Self-evaluation draws on a sound range of first-hand information. Leaders analyse pupil performance data carefully to identify how well pupils achieve. The school seeks the views of pupils, parents and the local authority and acts on this information appropriately. Consequently, the school knows itself well, is very clear about how well pupils perform and is secure about standards of teaching. The self-evaluation report is a very detailed and comprehensive document but it is too complex for all stakeholders to understand the issues identified during the process.

School planning is thorough and maps out clearly the long-term areas for improvement. These are broken down into a set of key priorities and actions, which focus on achieving good outcomes for all pupils. Progress is measurable against set criteria with realistic timescales. Accountability within the senior management team is clear and understood by all staff. The overall quality of the current school improvement plan is good and this ensures strong systems to secure the effective teaching of literacy and numeracy.

Partnership working: Good

The school works purposefully with a broad range of partners. There is an effective partnership with parents. Parents receive a good range of information and nearly all of them feel that they are welcome at the school. The school works well with the local authority to identify appropriate strategies to enhance pupils' learning.

Transition arrangements are effective. There is a structured programme between the school and local pre-school providers to ensure that the young children starting school are familiar with their new classroom. There is a strong link with the local secondary school and effective arrangements are in place to promote pupils' wellbeing when they transfer.

Teachers lead activities and co-operate closely within the local cluster of schools to share good practice, for example in staff training and development. They moderate and standardise work in the core subjects together and deliver projects jointly. There are strong partnerships with training institutions, which train teachers and support assistants. This helps to develop the staff's awareness of current teaching and learning methodology.

There are strong community links with many local and national organisations, sports clubs, churches and charities that provide positive opportunities to extend pupils' learning experiences. These improve pupils' wellbeing and moral outcomes, and promote their pride in their community effectively.

Resource management: Good

The school deploys teachers and learning support assistants effectively to make the best use of their knowledge and expertise. There are appropriate arrangements in place for teachers' planning, preparation and assessment time. Performance management arrangements for all staff are effective. Staff benefit from training arranged in line with the school's priorities and individual training needs.

Networks of professional practice within the school are strong and help teachers to share expertise in improving learning experiences for pupils. This has a positive effect on raising standards, especially in reading, across the school.

The headteacher and the governing body manage expenditure carefully. They ensure a good supply of resources for teaching and learning. The school makes effective use of the pupil deprivation grant to support pupils who are eligible for free school meals.

In view of the good standards most pupils achieve and the careful management of resources, the school provides good value for money.

Appendix 1: Commentary on performance data

6752354 - Troedyrhiw Community Primary School

Number of pupils on roll	227
Pupils eligible for free school meals (FSM) - 3 year average	22.8
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	33	29	30
Achieving the Foundation Phase indicator (FPI) (%)	66.7	86.2	83.3
Benchmark quartile	4	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	33	29	30
Achieving outcome 5+ (%)	69.7	86.2	86.7
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	33.3	27.6	26.7
Benchmark quartile	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	33	29	30
Achieving outcome 5+ (%)	78.8	89.7	90.0
Benchmark quartile	4	2	3
Achieving outcome 6+ (%)	24.2	37.9	30.0
Benchmark quartile	2	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	33	29	30
Achieving outcome 5+ (%)	97.0	93.1	96.7
Benchmark quartile	1	3	3
Achieving outcome 6+ (%)	63.6	51.7	40.0
Benchmark quartile	1	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.

6752354 - Troedyrhiw Community Primary School

Number of pupils on roll	227
Pupils eligible for free school meals (FSM) - 3 year average	22.8
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	32	26	35	24
Achieving the core subject indicator (CSI) (%)	81.3	73.1	74.3	87.5
Benchmark quartile	2	4	4	3
English				
Number of pupils in cohort	32	26	35	24
Achieving level 4+ (%)	84.4	80.8	85.7	87.5
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	34.4	23.1	28.6	37.5
Benchmark quartile	1	3	3	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	32	26	35	24
Achieving level 4+ (%)	81.3	84.6	80.0	87.5
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	28.1	26.9	28.6	33.3
Benchmark quartile	2	3	3	3
Science				
Number of pupils in cohort	32	26	35	24
Achieving level 4+ (%)	84.4	88.5	88.6	91.7
Benchmark quartile	3	2	3	3
Achieving level 5+ (%)	37.5	26.9	25.7	37.5
Benchmark quartile	1	3	3	2

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.	137		132 96%	5 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	136		124 91%	12 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	137		128 93%	9 7%	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	137		137 100%	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.	136		134 99%	2 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	134		122 91%	12 9%	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.	137		137 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	137		132 96%	5 4%	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.	133		104 78%	29 22%	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.	136		125 92%	11 8%	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.	126		91 72%	35 28%	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	136		103 76%	33 24%	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.	31	19 61%	10 32%	1 3%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	31	17 55%	11 35%	2 6%	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.	31	23 74%	7 23%	1 3%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	31	21 68%	9 29%	1 3%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	31	11 35%	14 45%	2 6%	3 10%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	31	22 71%	9 29%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	31	24 77%	7 23%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	31	17 55%	14 45%	0 0%	0 0%	0	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.	31	19 61%	9 29%	2 6%	1 3%	0	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.	31	19 61%	9 29%	2 6%	1 3%	0	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.	31	20 65%	7 23%	1 3%	1 3%	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'.	29	17 59%	11 38%	1 3%	0 0%	0	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.	31	13 42%	13 42%	5 16%	0 0%	0	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.	31	20 65%	8 26%	2 6%	1 3%	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.	31	13 42%	12 39%	5 16%	0 0%	1	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.	31	18 58%	13 42%	0 0%	0 0%	0	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.	27	17 63%	8 30%	1 4%	0 0%	1	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.	31	18 58%	10 32%	3 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	31	20 65%	8 26%	2 6%	1 3%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Rosemary Lait	Reporting Inspector
David Kenneth Davies	Team Inspector
Sarah Botterill	Lay Inspector
Robert Stuart Ian Appleby	Peer Inspector
Jacqui Roome	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.