



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

A report on

**Bodringallt Primary School
Bodringallt Terrace
Ystrad
Pentre
RCT
CF41 7QE**

Date of inspection: March 2017

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Bodringallt Primary School is in the village of Ystrad in Rhondda Cynon Taf. The school provides education for pupils between three and eleven years.

The school has a unit for pupils with social, emotional and behavioural difficulties that provides places for pupils from across the local authority. Currently 105 full-time pupils attend the school, eight of whom have placements in the unit. There are four part-time nursery pupils. All mainstream pupils come from the immediate area.

The school is organised into three mixed age mainstream classes and the unit class. No pupil speaks Welsh as a first language or receives support for English as an additional language. Very few pupils come from an ethnic minority community.

Currently, just over 50% of pupils are eligible for free school meals, which is significantly higher than the all-Wales average. Sixty per cent of pupils have been identified as having additional learning needs, which is also well above the national average. Very few pupils have a statement of special educational needs, and very few are looked after by the local authority.

The school was last inspected in December 2011 and the current headteacher has been in post since September 2012.

The individual school budget per pupil for Bodringallt Primary School in 2016-2017 means that the budget is £5,224 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Bodringallt Primary School is second out of the 104 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	Good

Current performance

Current performance is judged to be good because:

- Although a majority of pupils enter the school with lower than average skill levels, they generally make strong progress during their time at the school
- Nearly all pupils make good progress in their literacy, numeracy and information and communication technology (ICT) skills
- A notable feature of the school is the way that the pupils interact with each other and adults
- Standards of behaviour are exceptional and nearly all pupils across the school are polite and courteous with each other and with adults
- Teaching is good in nearly all learning sessions, and teachers and support staff plan to deliver their activities effectively, building well on pupils' previous learning
- The school makes very effective provision to tackle bullying and to build the self-confidence of vulnerable pupils

Prospects for improvement

The prospects for improvement are good because:

- School leaders have a clear vision for the school and they share this effectively with staff and governors
- Strategic plans have a positive impact on improving pupil outcomes, particularly in writing and pupils' attendance
- Senior staff make effective use of monitoring, performance management and analysing performance data to support the school's strategic direction and improve wellbeing
- The school has effective procedures for self-evaluation and planning, which have a positive effect on pupil standards and wellbeing
- The school has a proven track record of securing improvement in standards and provision
- Leaders and staff work very well with a number of partners to strengthen the provision, and improve pupils' standards and wellbeing
- School leaders are very proactive in securing additional funding to improve facilities and provide effective learning experiences for pupils

Recommendations

- R1 Improve pupils' standards in Welsh as a second language
- R2 Develop a whole school approach to planning the curriculum
- R3 Provide opportunities for pupils to follow their own ideas and make more choices about their own learning

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Although a majority of pupils enter the school with skills below those expected for their age, they generally make strong progress during their time at the school. By the end of key stage 2, most pupils are effective, responsible learners who take pride in their work.

Nearly all pupils make good progress in their literacy skills. Pupils throughout the school respond positively to the whole-school structured literacy programme, and use these skills well to enhance their learning across the curriculum.

In the Foundation Phase, most pupils talk confidently about their work, and explain effectively what they are doing. They use an increasingly varied vocabulary, including appropriate subject specific words, to convey meaning clearly.

In key stage 2, pupils speak confidently about a range of subjects, both within the classroom and informally around the school and in the playground. By the end of the key stage, most pupils understand and use a wide range of vocabulary to communicate their ideas and opinion. They speak clearly and at length in learning sessions.

Reading standards are generally good across the school. Most pupils make good progress over time, and develop an enjoyment of reading. By the end of the Foundation Phase, nearly all pupils read well in line with their ability and age using a good range of reading material to gain information.

Key stage 2 pupils read a good range of material to support their learning, including books, leaflets and online information. By the end of key stage 2, pupils that are more able read very fluently, and use the intonation of voice to convey meaning effectively. Most pupils have developed an enjoyment of reading, and can discuss a book's features successfully, and understand well that reading material serves a range of different purposes.

Pupils in the Foundation Phase generally write at an appropriate standard to their ability. They produce extended pieces of writing in a good range of genres, based on contexts from across the curriculum. For example, pupils in Year 2 wrote a letter to the Houses of Parliament to warn them of the gunpowder plot. Most pupils structure their work well, and write in full sentences.

Across the school, handwriting and presentation of work of the majority of pupils are generally of a good standard. However, too many pupils spell common words incorrectly.

Most pupils in key stage 2 write well in a number of genres, including creative stories and poetry. For example, Year 4, Year 5 and Year 6 pupils have written poems

about the life of a miner, as part of a cluster project, 'Voices of the Valleys'. They plan and structure their extended writing effectively, and vary their sentences well for effect. Most have a strong understanding of the features of different forms of writing, which has a positive effect on their work across the curriculum. The standard of writing, both in style and content, of a few pupils of higher ability is very high.

Pupils' numeracy skills are developing well. Most pupils have an appropriate understanding of number concepts and use their skills at a level that is appropriate to their age and ability. They have a good understanding of data handling, measurement of length, weight and area. They develop a good understanding of two and three-dimensional shapes and their properties.

In the Foundation Phase, the majority of pupils use their numeracy skills effectively in work across the curriculum. For example, they collect data and present graphs based on their own measurements when studying the weather.

Similarly, most key stage 2 pupils collect and present data from topic work effectively, particularly in science. There is a good match between skills introduced in mathematics lessons and their cross-curricular application. For example, pupils show a strong understanding of measuring and calculation area when planning a vegetable garden as part of their Second World War project. By the end of key stage 2, most pupils identify the 'mathematics' in everyday situations very effectively. For example, pupils successfully identified a wide range of possible calculations and mathematical activities that could develop from photographs of the Principality Stadium and a supermarket store.

Pupils' ICT skills are developing effectively across the school. Most pupils use the resources, including tablet and desktop computers, increasingly confidently, to support their work across the curriculum. Nearly all pupils are aware of the safety rules around using ICT, and present work in a variety of forms, such as newspaper pages, posters and electronic displays. They use age-appropriate data handling applications well to support work in science and geography. Pupils at key stage 2 model real life situations using an appropriate spreadsheet application, for example to compare the prices of Fairtrade and non-Fairtrade goods.

Pupils generally have a positive attitude to Welsh. Within the formal context of a Welsh lesson, they respond well to instructions and questions, showing a good understanding of the content. However, pupils are not confident when speaking Welsh and, in informal situations, are reluctant to take part in any extended conversation. In key stage 2, most pupils' reading and writing skills in Welsh are under-developed.

The low number of pupils in cohorts in the Foundation Phase and at key stage 2 in some years makes any meaningful analysis of performance patterns difficult, particularly at the higher outcome 6 in the Foundation Phase and level 5 at key stage 2.

Over the last four years, outcomes for pupils in the Foundation Phase at the expected outcome 5 have varied, moving the school from the bottom 25% to the lower 50% of similar schools in literacy and mathematical development. Outcomes

for the higher outcome 6 have moved the school between the bottom 25% and top 25% of similar schools in literacy and between the bottom 25% and upper 50% for mathematical development.

Outcomes for pupils in key stage 2 at the expected level 4 have varied, moving the school from the bottom 25% of similar schools to the top 25% for English, mathematics and science. For pupils at the higher level 5, results have placed the school in the lower 50% or bottom 25% of similar schools for English and mathematics and consistently in the bottom 25% for science.

Because of the low number of pupils in specific groups, it is not possible to draw any meaningful conclusions on the performance of boys and girls, pupils eligible for free school meals, pupils from an ethnic minority background, and pupils looked after by the local authority as compared with other pupils. However, the work of these pupils in their books and during learning sessions shows that they make appropriate comparative progress over time.

Pupils with additional learning needs, including those in the social, emotional and behavioural difficulties unit, make good progress towards meeting their individual targets.

Wellbeing: Good

Most pupils have positive attitudes to keeping healthy and safe. They have a sound understanding of the importance of eating healthily and keeping fit through participation in sports and other activities, and take part enthusiastically in the sporting opportunities available to them.

Nearly all pupils feel safe at school and know to whom to turn for help and advice. They are very aware of their rights as child and, as a result, show a high level of respect, care and concern for others both in the school and in the wider community. A notable feature of the school is the way that pupils interact with each other and adults. For example, when interviewing former miners, pupils show maturity and empathy towards the older generation within the local community.

Attendance levels have improved considerably over the last three years. Compared with similar schools over a four-year period, the school has moved from the bottom 25% to the top 25%. Most pupils arrive at school on time.

Standards of behaviour are exceptional and nearly all pupils are polite and courteous with each other and with adults. They show respect and care towards their peers, and work very happily together. Many pupils undertake their tasks with enthusiasm, and focus well on their work for extended periods of time. However, in a minority of learning sessions, pupils do not work effectively enough as independent learners, and rely too heavily on teacher direction.

The pupil voice at the school is developing appropriately through the activities of the school council, the Eco council, Digital Leaders and the activities to promote awareness of the rights of the child. Pupils take responsibility for these aspects of school life seriously. For example, they have contributed effectively towards developing the school's behaviour policy.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a good range of learning opportunities that engage and interest nearly all pupils. In the Foundation Phase, teachers ensure that pupils have access to a range of suitable opportunities to encourage learning through play.

The school identifies appropriate opportunities for pupils to develop their literacy, numeracy and ICT skills and most pupils apply their English, mathematics and ICT skills well across a range of curriculum areas. Teachers have implemented the Literacy and Numeracy Framework appropriately to plan progression in developing pupils' skills in these areas and are beginning to track pupils' progress well. Adults use the outdoor learning environment effectively to enhance the learning experience for pupils.

Provision for the development of the Welsh language is beginning to impact positively on standards. However, there are insufficient opportunities across the school for pupils to develop speaking and writing skills confidently enough. The school plans well to develop pupils' knowledge and understanding of the historical and cultural characteristics of Wales, for example through the cluster 'Voices of the Valleys' project.

Throughout the school, teachers of mixed age classes plan carefully to meet the needs of groups of pupils according to their ability. They plan together well to ensure progression in learning, although there is no coherent whole-school approach to planning.

Educational visits and extra-curricular opportunities enrich pupils' education successfully. For example, pupils in key stage 2 visit national sport arenas and draw upon these experiences successfully to write poetry. The school also provides a good range of extra-curricular clubs to enhance the pupils' learning and improve their confidence. For example, the gardening club is very effective in providing opportunities for pupils to work with the community and develop a feeling of self-esteem, as well as enriching the curriculum.

The school promotes sustainable development and global citizenship positively across the curriculum, for example in the lower key stage 2 study of India. It has a well-established eco-committee, which has undertaken effective improvements, for example by using ICT to monitor electricity usage across the school. As a result, nearly all pupils are aware of the need to save energy. Pupils' involvement in numerous charity fundraising events and engaging with the community enhances their sense of themselves as citizens locally and in the wider community.

Teaching: Good

Teaching is good in nearly all classes and teachers and support staff plan to deliver their activities effectively, building well on pupils' previous learning.

Nearly all teachers know their pupils and their individual needs very well and use a range of effective strategies successfully to move their learning forward. In nearly all learning sessions, there is a good balance between direct teaching and pupil activity. Teachers maintain a lively pace and provide a clear focus for the pupils.

The majority of staff question pupils effectively to challenge and motivate them. As a result, pupils know and understand what staff expect of them.

Nearly all teachers provide tasks at levels that are appropriate for a range of different abilities. They work very well with learning support staff to answer the needs of specific groups of pupils. This maintains the interest of most pupils well and encourages them to play an active role in the lesson. In nearly all learning sessions, there is a positive working relationship between staff and pupils.

In a minority of classes, staff provide too much guidance and direction for pupils, and do not provide them with enough opportunities to follow their own ideas or make choices about their own learning.

Assessment of pupils' work is regular, thorough and accurate. Most teachers' marking is effective in identifying strengths and, to a lesser extent, ways to improve work. In most learning sessions, staff use assessment for learning techniques well in many activities to engage pupils and encourage them to be active participants. However, this does not lead often enough to pupils knowing what they need to do to improve.

The school has effective procedures to track pupils' progress. This enables teachers and pupils to agree appropriate targets for improvement that are shared effectively with parents. End-of-year reports meet requirements and provide useful information for parents on their child's progress and targets for the following year.

Care, support and guidance: Excellent

The school places a very strong emphasis on developing pupils' health and wellbeing. There are appropriate arrangements for promoting healthy eating and drinking and staff encourage pupils to keep fit through regular attendance at after school clubs.

Provision to promote pupils' spiritual, moral, social and cultural development is successful through regular collective worship assemblies and through curricular activities. There are very good opportunities for pupils to take on responsibility and to develop a clear understanding of living and working together in a community. There are beneficial opportunities for pupils to reflect on current topics, such as how to be a good friend to others. The school promotes pupils' rights and responsibilities to a high level. This is evident in the very sincere way that pupils treat each other and adults with respect and consideration.

The school uses an innovative programme successfully to deal with the challenge of bullying. This has resulted in a major reduction in incidents, and has developed pupils' understanding of responsibility, fairness and citizenship very effectively. The school has also developed an effective school nurture programme, which enables

pupils to manage their feelings and develop their self-awareness, self-esteem and self-respect. This is evident in the pupils' behaviour and interaction with each other and adults.

The school has a strong range of initiatives in place to encourage good attendance and these have had a significant impact on attendance over the past four years.

There are very effective arrangements to support vulnerable pupils and those who start school with low skill levels. Staff identify such pupils swiftly and sensitively. Teachers and specialist trained learning support assistants meet their needs well, both within the classroom and through relevant intervention programmes. As a result, many of these pupils make better than expected progress. Along with the school's strong links with specialist agencies, the provision ensures that nearly all pupils that have additional learning needs make very good progress in line with their needs and abilities.

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

The school houses a special needs resource base for a small number of pupils with specific social, emotional and behavioural needs. The school also funds a successful nurture provision class. The sensitive and highly individualised education that pupils receive in these classes supports their learning and wellbeing extremely well.

Learning environment: Good

The school is a happy, inclusive and caring community. There is a strong emphasis on respecting the rights of the child and all staff and pupils contribute positively to a shared ethos based on the school motto of 'playing and learning together'.

Although old, the school accommodation meets the needs of its pupils appropriately. Inside the building, staff provide a stimulating environment in which pupils enjoy working and playing. The accommodation has effective sections to meet the needs of numerous groups of pupils well. Throughout the building, including classrooms, there are colourful high quality displays, which support pupils' learning in an effective way.

The rooms that the school uses for pupils who require additional support provide good quality resources, and supports teaching and learning effectively. For example, the Nurture room to support the development of wellbeing is well equipped and provides a safe, calm environment for pupils.

Most of the outside area, although on a slope, is utilised well by the school. The play areas, which include an all-weather climbing-frame and a climbing wall, provide a stimulating space. The nursery and reception class have their own colourful and stimulating outside area, which is part of their learning space. However, similar provision for older Foundation Phase pupils is still under development, although they do make appropriate use of the school garden. Staff make good use of the garden to enhance pupils' learning.

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

Leadership: Good

The headteacher, ably supported by the deputy head, has a clear vision for the school and they share this effectively with staff and governors. All staff have clearly defined roles and responsibilities and they work together effectively to ensure that standards and pupils' wellbeing improve continually. Strategic plans have had a positive impact on improving pupil outcomes, particularly in writing and pupils' attendance.

Regular staff meetings focus appropriately on relevant strategic issues, for example improving pupil behaviour and developing pupils' skills in response to the Digital Competence Framework.

Senior staff make effective use of monitoring, performance management and analysing performance data to support the school's strategic direction and improve wellbeing. For example, the school provides very good support for vulnerable pupils through its nurture programme. This has had a very positive impact on those pupils' self-esteem and confidence.

The school responds well to local and national priorities such as improving standards in literacy and numeracy. It focuses very well on tackling social disadvantage, enabling vulnerable pupils to achieve their potential.

The school governors support the school well. They visit the school to evaluate the impact of aspects such as literacy provision and this helps them to know the school's strengths and areas for development. Governors have a clear understanding of how school performance compares with that of similar schools. They hold the school to account appropriately.

Improving quality: Good

The school has effective procedures for self-evaluation. Staff make good use of a range of first-hand evidence to evaluate standards and provision at the school. These include analysing performance data carefully, scrutinising pupils' work and undertaking classroom observations. Subject leaders carry out reviews of progress within a regular cycle of monitoring. Self-evaluation procedures also take good account of the views of pupils and parents. The self-evaluation report is generally evaluative and highlights progress made against previous priorities. It provides a clear picture of the school's strengths and areas for further development.

The school uses the findings and information from self-evaluation to develop specific and clear targets for school improvement. The school improvement plan includes a range of relevant actions and identifies roles of members of staff with responsibility for monitoring the effectiveness of improvement strategies. The plans also include clear success criteria and timescales and budget for completion. The school has made very good progress recently against specific priority targets such as improving attendance.

Partnership working: Good

The school has a wide range of partners that support it in improving pupil outcomes and wellbeing.

The effective partnership with parents has a positive impact on pupils' participation, for example in improving attendance at school.

Close links with the local community and other organisations strengthen learning opportunities for pupils. A notable feature is the effective partnership with a professional football club that contributes well to improving pupils' literacy skills. The partnership with the community successfully promotes pupils' social and communication skills, for example in working alongside local residents in the community garden based at the school.

The school works closely with local authority support services and responds effectively to their advice in order to raise standards and improve provision, for example in reviewing strategies used to improve pupils' emotional and social wellbeing.

The school benefits well from joint planning with local schools. For example, the Voices of the Valleys joint project has contributed greatly towards enhancing and applying pupils' literacy and creative skills in a range of contexts. This venture has successfully enabled pupils to become more aware of the history and heritage of their locality. There is effective co-operation with local schools, including the secondary school, for the successful moderation and standardisation of pupils' work. This ensures that teacher assessments are accurate.

Arrangements for transition from local playgroups are successful. Links with the local secondary school are strong, with secondary teachers providing weekly lessons for upper key stage 2 pupils throughout the school year. This ensures that pupils are ready for the next stage in their education.

Resource management: Good

The school deploys its staff well to meet the needs of all pupils. Leaders ensure that the process for managing the performance of staff reflects school improvement planning successfully. All teachers and learning support assistants have targets linked closely to the needs of pupils and the school, as well as their personal needs. Teachers, and nearly all learning support assistants, have time for planning, preparation and assessment and have opportunities to attend appropriate training events.

Staff visit other schools to share good practice, for example to develop effective strategies for assessment. This has been effective in helping teachers to plan support for specific groups and individual pupils.

The school ensures effective allocation of funds in order to address the priorities of the improvement plan. Leaders are proactive in seeking additional funding from external sources to enhance resources, to improve standards and to address the wellbeing of pupils.

Arrangements for using the pupil deprivation grant are good, for example in improving specific pupils' literacy and numeracy skills as well as supporting them on out-of-school visits.

Leaders monitor the budget carefully. In view of the standards that pupils achieve, and the quality of teaching, the school provides good value for money.

Appendix 1: Commentary on performance data

6742069 - BODRINGALLT PRIMARY SCHOOL.

Number of pupils on roll	91
Pupils eligible for free school meals (FSM) - 3 year average	40.6
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	10	11	15	7
Achieving the Foundation Phase indicator (FPI) (%)	60.0	81.8	66.7	85.7
Benchmark quartile	4	2	4	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	10	11	15	7
Achieving outcome 5+ (%)	60.0	81.8	73.3	85.7
Benchmark quartile	4	3	4	2
Achieving outcome 6+ (%)	0.0	0.0	13.3	57.1
Benchmark quartile	4	4	4	1
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	10	11	15	7
Achieving outcome 5+ (%)	60.0	81.8	66.7	85.7
Benchmark quartile	4	3	4	3
Achieving outcome 6+ (%)	0.0	0.0	13.3	28.6
Benchmark quartile	4	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	10	11	15	7
Achieving outcome 5+ (%)	70.0	81.8	73.3	85.7
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	10.0	0.0	13.3	57.1
Benchmark quartile	4	4	4	1

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.

6742069 - BODRINGALLT PRIMARY SCHOOL.

Number of pupils on roll	91
Pupils eligible for free school meals (FSM) - 3 year average	40.6
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	7	13	11	7
Achieving the core subject indicator (CSI) (%)	71.4	53.8	63.6	100.0
Benchmark quartile	3	4	4	1
English				
Number of pupils in cohort	7	13	11	7
Achieving level 4+ (%)	71.4	61.5	63.6	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	14.3	23.1	0.0	28.6
Benchmark quartile	4	3	4	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	7	13	11	7
Achieving level 4+ (%)	71.4	53.8	72.7	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	14.3	23.1	0.0	14.3
Benchmark quartile	4	3	4	4
Science				
Number of pupils in cohort	7	13	11	7
Achieving level 4+ (%)	71.4	76.9	63.6	100.0
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	14.3	15.4	0.0	0.0
Benchmark quartile	4	4	4	4

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

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

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

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

Further information is available from the Welsh Government 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.	51	49 96%	2 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	52	48 92%	4 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	51	49 96%	2 4%	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	52	52 100%	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.	52	52 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	52	49 94%	3 6%	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.	52	51 98%	1 2%	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.	51	51 100%	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.	50	47 94%	3 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	52	51 98%	1 2%	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.	51	38 75%	13 25%	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	52	43 83%	9 17%	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.	36	14 39%	17 47%	5 14%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	36	26 72%	7 19%	3 8%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	36	26 72%	8 22%	1 3%	1 3%	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.	36	18 50%	14 39%	3 8%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	36	8 22%	24 67%	3 8%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	36	19 53%	15 42%	2 6%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	36	21 58%	13 36%	1 3%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	36	6 17%	17 47%	5 14%	1 3%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	36	15 42%	15 42%	2 6%	3 8%	1	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.	36	13 36%	17 47%	1 3%	1 3%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	36	19 53%	13 36%	2 6%	1 3%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	36	16 44%	12 33%	3 8%	2 6%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	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 am kept well informed about my child's progress.	36	18 50%	14 39%	4 11%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	24 67%	8 22%	1 3%	3 8%	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.	36	16 44%	13 36%	4 11%	1 3%	2	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.	36	21 58%	12 33%	2 6%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	36	12 33%	14 39%	3 8%	0 0%	7	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.	36	15 42%	17 47%	2 6%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	36	11 31%	20 56%	3 8%	2 6%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Terwyn Tomos	Reporting Inspector
William Glyn Griffiths	Team Inspector
Michaela Leyshon	Lay Inspector
Katherine Olsen	Peer Inspector
Janet Thomas (Headteacher)	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.