



*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**

**Caerau Primary School  
Library Road  
Caerau  
Maesteg  
CF34 0PA**

**Date of inspection: January 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:

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

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

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**Publication date: 31/03/2015**

## Context

Caerau Primary School is in Caerau, north of Maesteg, in the local authority of Bridgend. The school opened in newly-built premises in September 2009, following the amalgamation of Caerau Nursery, Blaenllynfi Infant and Blaencaerau Junior Schools.

There are 451 pupils on roll, including 54 full-time nursery children. A further 17 children joined the nursery part-time this term. The school has 13 mixed-age classes and four learning resource centre classes. The latter include two Foundation Phase observation classes, one key stage 2 class for 17 pupils with moderate learning delay, and one key stage 2 class for six pupils with severe learning delay.

About 53% of pupils are eligible for free school meals. This is well above local authority and national averages. About 6% of pupils are looked after by the local authority. The school has identified about 26% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs.

The school teaches through the medium of English. A very few pupils speak Welsh as a first language or other languages at home.

The headteacher joined the school when it opened in 2009.

The school's last inspection was in January 2011.

The individual school budget per pupil for Caerau Primary School in 2014-2015 means that the budget is £4,046 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,735 and the minimum is £2,926. Caerau Primary School is sixth out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- Pupils' performance at the expected level at the end of the Foundation Phase shows improvement
- Many pupils make good progress in developing their speaking and listening skills from a low starting point
- Most pupils make good progress in developing their numeracy skills
- Almost all pupils enjoy school, are well motivated and behave well
- There is a broad range of learning experiences that engage and interest most pupils
- Teachers know their pupils well, have good working relationships with their classes and plan interesting lessons
- Provision for pupils with additional learning needs is good

However:

- Standards in reading are not good enough
- More able pupils are not always challenged sufficiently
- Attendance rates and punctuality are improving, but only slowly, and too many pupils are absent persistently
- The quality of teaching is not always good enough

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher is enthusiastic and has a clear vision for the school
- Many individual leaders manage their areas of responsibility effectively
- The headteacher has an accurate picture of the school's strengths and shortcomings that takes account of first-hand monitoring
- Monitoring procedures have focused appropriately on improving teaching and have had a positive impact
- There are many useful partnerships, including those with parents, that have a beneficial impact on pupils' wellbeing
- The school's leaders deploy support staff appropriately and ensure that the accommodation and resources are suitable and sufficient

However:

- The school does not currently have enough senior leaders to share day-to-day

management with the headteacher

- The overall strategic direction of the school is not co-ordinated closely enough
- Governors do not have a systematic evaluation procedure to review policies regularly and, as a result, policies and practices do not always match well enough
- Funding for disadvantaged pupils is not always targeted appropriately

## **Recommendations**

R1 Improve pupils' standards in reading and writing

R2 Improve pupils' attendance and punctuality

R3 Plan more effectively to increase the level of challenge for more able pupils

R4 Resolve, as a matter of urgency, the distribution of senior leadership roles and clarify responsibilities

R5 Make the school's priorities clear through a single, measurable improvement plan

### **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?

Adequate

#### Standards: Adequate

Many pupils join the school with skills that are lower than might be expected for their age. Their speaking and listening skills are often under-developed when they start school and this has a negative impact on the rate of progress they make.

In early years' classes, many pupils gain confidence in developing their vocabulary and learn to speak clearly. By the end of the Foundation Phase, nearly all pupils can retell a story orally successfully and a few of them can demonstrate a good understanding of the plot. In key stage 2, although most pupils develop confidence in speaking in class, only a few have well-developed vocabulary.

In the Foundation Phase, many pupils begin to develop good pencil control. A few more able pupils make good progress and write with growing fluency. However, although most pupils learn to form letters and spell simple words correctly, they do not use basic punctuation well to organise their writing and their work is not always neat enough.

More able pupils in key stage 2 present their work well using a cursive script. By Year 6, these pupils understand how to write for different audiences effectively. However, less able pupils rely too much on worksheets and formal exercises that limit their ability to write at length or to practise their spelling and handwriting skills independently.

Standards in reading are not good enough. Pupils in the Foundation Phase make appropriate progress in developing their phonic skills to decode words, but too few pupils develop fluency and become independent readers. In key stage 2, many pupils develop their basic reading skills steadily, for example to research information. However, overall, by the end of the key stage, pupils do not develop a thirst for reading that helps them to develop higher-order reading skills.

Across the school, most pupils make good progress in developing their numeracy skills. In the Foundation Phase, pupils gain a good grasp of basic calculation and reinforce their skills in games related to their topic. In key stage 2, pupils continue to develop their numeracy skills well in different contexts. For example, in Year 4, more able pupils learn how to manage money. They calculate deposits, withdrawals and the balance of the account accurately.

All pupils in the four learning resource centre classes make progress in line with their individual abilities. For example, almost all pupils in the Foundation Phase make good progress in developing communication skills through speech or picture exchange systems. These pupils enjoy their interaction with familiar adults and develop confidence that enables them to be calm. Older pupils with moderate learning difficulties begin to develop basic literacy skills in reading and writing when the task is clear.

In the Foundation Phase, many pupils make appropriate progress in developing their Welsh language skills. Most pupils demonstrate good attitudes to learning the language and respond appropriately to questions and instructions in Welsh during lessons. By the end of the Foundation Phase, more able pupils are beginning to write simple sentences using an appropriate range of vocabulary. In key stage 2, many pupils lack enough grasp of a range of patterns and vocabulary to communicate confidently in different situations. Overall, pupils' oral, reading and writing skills in the Welsh language are underdeveloped.

At the end of the Foundation Phase, in 2014, the performance of pupils at the expected outcome 5 places the school in the lower 50% for literacy and mathematical development when compared with similar schools. This is an improvement on performance in the previous year when the school was in the bottom 25% for these indicators. In 2014, at the higher outcome 6, pupils' performance places the school in the lower 50% for literacy. The school's performance in mathematical development has moved it from the bottom 25% to the higher 50%.

In 2014, about a quarter of pupils in Year 6 had special educational needs. Most of these pupils were in the learning resource centre classes because of their severe and moderate learning difficulties. This was an unusually large group and their performance had a negative impact on the school's overall outcomes for the year. At the end of key stage 2, in 2014, the performance of pupils at the expected level 4 places the school in the bottom 25% in English, mathematics and science when compared with similar schools. At the higher level, pupils' performance places the school in the bottom 25% for English and mathematics and in the lower 50% for science.

Overall, pupils who are not eligible for free school meals tend to do much better in teacher assessments at the end of the Foundation Phase and key stage 2 than those who are eligible for free school meals.

### **Wellbeing: Adequate**

Nearly all pupils behave very well around the school. They enjoy their lessons and are well motivated to learn, and most of them concentrate well in class. Almost all children are courteous and polite to adults, and welcoming to visitors.

Nearly all pupils feel safe in school and know whom to approach if they are worried or upset. Almost all of them feel that the school deals well with bullying. Pupils demonstrate a good awareness of internet safety. Nearly all pupils and parents feel that the school encourages pupils to be fit and healthy. Pupils have positive attitudes to healthy living and eating. For example, pupils are encouraged to walk or cycle to school and many do.

The elected school council feel that they influence the school's decision-making. Members have taken part in promoting initiatives, such as improving outdoor play equipment. However, their role in influencing the school's work is at an early stage.

Attendance rates and punctuality are improving, but only slowly, and too many pupils are absent persistently. Last year, the overall rate of attendance placed the school in the bottom 25% when compared with similar schools. The majority of pupils arrive punctually for school, but a very few pupils are late regularly.

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

The school provides a broad range of learning experiences that engage and interest most pupils. There is a consistent approach to cross-curricular planning to ensure that pupils in mixed-age classes have appropriate learning opportunities. The school is beginning to develop suitable opportunities for pupils to develop their literacy and numeracy skills across the curriculum. Teachers generally plan purposeful activities that support the Foundation Phase principles and ethos successfully. However, planning for more able pupils across the school does not always challenge these pupils to achieve high enough standards.

The school provides a useful carousel timetable on one afternoon per week where pupils choose from a popular range of additional activities to develop their wider skills and interests. In addition, all pupils benefit from the opportunity to learn a musical instrument. The school's provision for the development of pupils' information and communication technology (ICT) skills is good. Pupils use a range of ICT equipment effectively to support their work and to present projects to their peers.

The school has adopted a suitable scheme of work to build up pupils' Welsh language skills effectively as they move through the school. The school provides many opportunities for pupils to develop their understanding of the heritage and culture of Wales. These include visits to places of interest as part of their curriculum studies. For example, pupils have visited Cardiff Bay and a museum in Swansea recently.

The school has good links with the local community, for example through Caerau Community Garden. Pupils show a good understanding of environmental and sustainability issues.

**Teaching: Adequate**

Overall, teachers know their pupils well and have good working relationships with their classes. Teachers plan lessons carefully and make sure that they share the lesson objective with the class. They deploy support staff appropriately and prepare and use learning resources well. Almost all teachers have good up-to-date subject knowledge. For example, staff in the learning resource centre use signing and picture exchange effectively to develop pupils' communication skills. However, the quality of teaching is inconsistent.

In many lessons, teachers ensure that the learning moves forward at a suitable pace and that the work engages pupils well. In these lessons, teachers' planning takes appropriate account of opportunities to develop pupils' literacy, numeracy and ICT skills. The activities reinforce pupils' prior learning well. Staff use appropriate questioning and strategies to develop pupils' individual thinking and they allow appropriate time for pupils to think and to discuss. Staff use praise and manage pupils behaviour well and they use incidental Welsh appropriately.



However, in a few lessons, the lesson objective is muddled so that pupils do not understand what they should do. More able pupils are not challenged enough or the pace of the lesson slows too much. Teachers tend to dominate the learning and do not encourage pupils to learn independently. In a few classes in the Foundation Phase, the planning does not ensure effective use of the outdoors.

Almost all teachers mark pupils' work carefully in accordance with the school's policy. Teachers' comments highlight the quality of the work, but they do not always provide enough information about how the pupil could improve next time. Pupils are beginning to assess their own or each other's work.

The school collects a suitable range of pupils' attainment data. In a few cases, for example in reading, teachers use this well to identify areas for improvement. However, overall, teachers do not always use assessment data well enough to plan the next steps in pupils' learning.

The school provides appropriately detailed and accessible reports for parents, which include information about pupils' achievements, attendance and punctuality as well as the opportunity for pupils to provide assessment of their own progress.

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

Arrangements to support pupils' health and wellbeing, and their spiritual, moral, social and cultural development, are positive features of the school. Staff manage pupils' behaviour effectively. Celebration assemblies promote pupils' wellbeing and self-esteem very well. There are appropriate arrangements to promote and encourage healthy eating and drinking.

There is good provision for pupils with additional learning needs and this is strength of the school. Staff identify pupils' needs at an early stage and quickly establish effective and appropriate support programmes that enable pupils to make progress. Pupils' individual education plans are informative, useful documents that contain clear and measurable targets. These are reviewed regularly with parents and pupils.

The school liaises effectively with a wide range of external specialist agencies to support all pupils, particularly the most vulnerable and those who have social, emotional or learning needs. For example, a family liaison officer works with families where pupils' attendance is causing concern. These links have a positive impact on pupils' health and wellbeing.

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

### **Learning environment: Good**

The school is successful in creating an inclusive community with a clear, supportive ethos. All pupils, including those with additional learning needs, receive equal access to the school's provision. The school celebrates the diversity of its pupils well.

The school's modern accommodation provides an attractive environment for learning. Displays of pupils' work are bright and cheerful, and they help to create welcoming and positive learning areas. They promote pupils' achievement and successes well. The school has a suitable range of resources of good quality to enrich the curriculum, and these meet pupils' needs well.

The school site is secure and well maintained. There are suitable areas for pupils in the Foundation Phase to learn out-of-doors. There are spacious grounds that the local community use well, for example for sports activities after school. A range of playground equipment provides pupils with suitable opportunities for active play.

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

The headteacher has a clear vision for the school that focuses on promoting pupils' wellbeing, achievement and safety. He shares his enthusiasm effectively with the whole school community. He promotes and models behaviours and values that contribute positively to creating a school ethos, valuing every child as an individual. He communicates his high expectations to all staff. The headteacher uses his accurate analysis of the school's performance to identify priorities correctly.

Teachers and teaching assistants have appropriate job descriptions, which identify their roles and responsibilities suitably. Many individual leaders manage their areas of responsibility effectively and take forward relevant national and local priorities for improvement. However, the school does not currently have sufficient senior leaders to share the strategic management and leadership responsibilities with the headteacher, for example due to ongoing staff absences. As a result, the overall strategic direction of the school is not co-ordinated closely enough.

Governors are supportive of the school and challenge leaders to bring about the necessary improvements. The headteacher provides them with a good quantity of detailed information about the school's performance. However, governors play a limited role in contributing directly to self-evaluation and identifying strategic priorities. The governing body meets most of its legal requirements, but it does not have a systematic evaluation procedure to review policies regularly. As a result, in a very few instances, policies and practices do not match closely enough.

**Improving quality: Adequate**

The headteacher has an accurate picture of the school's strengths and shortcomings. He has analysed data effectively and correctly identified areas for improvement. His thorough self-evaluation takes good account of first hand monitoring. The headteacher shares the findings of self-evaluation with staff and governors. However, self-evaluation systems do not take enough account of the views of pupils and parents about the school's strengths and areas for improvement.

The school's monitoring procedures focus well on addressing underperformance, for example in improving the quality of teaching. However, because there are too few senior leaders, monitoring does not always happen regularly enough to ensure a consistently high quality of provision or standard of pupils' work across the school. As a result, staff do not always implement new initiatives evenly across the school.

Leaders undertake many improvement priorities informally as a result of staff observations of pupils' achievements and the barriers to their learning. There are examples of how the priorities improve outcomes, such as a recent initiative to improve pupils' behaviour through a structured programme to develop their thinking skills and oracy. This has resulted in a reduction in fixed-term exclusions. However, because there are no formally recorded success criteria, actions or costings, leaders are not able to measure the impact of many of these improvements, hold staff to account or evaluate where the impact is greatest and why.

### **Partnership working: Good**

The school has many useful partnerships that have a beneficial impact on pupils' wellbeing. Parents value the many opportunities that the school provides to help them to support their children at home. For example, a speech and language specialist works with parents to model activities that promote speech development. In addition, staff provide worthwhile classes to enable parents to improve their own literacy and numeracy skills.

There are helpful community links. A local sports organisation has worked effectively with older Foundation Phase pupils to encourage teamwork. This has had a positive impact on pupils' behaviour. Staff from the local secondary school use the school hall to run a well-attended gymnastics club for pupils and others from the area. This promotes pupils' fitness and self-esteem well.

The school has a wide range of partnerships within the local community, which include visits from a local doctor to complete health checks, a police liaison officer who delivers a number of workshops focusing on pupil safety, and dental nurses who work across the Foundation Phase to monitor pupils' health.

### **Resource management: Adequate**

The school's leaders deploy support staff appropriately and ensure that the accommodation and resources are suitable and sufficient. Staff have appropriate time allocated for planning, preparation and assessment. The professional development opportunities provided for staff relate well to current school improvement initiatives. The school works closely with others to secure improvements. For example, teachers work with those from other local schools to implement a new approach to teaching mathematics and this is beginning to have an impact on improving pupils' problem-solving skills. Clear performance management systems contribute effectively to identifying relevant and useful training for staff.

The rapidly rising school roll has made budget planning and prediction difficult, but the headteacher has allocated funding appropriately. Leaders have identified relevant priorities to ensure that the pupil deprivation grant improves outcomes for pupils whose circumstances may make them vulnerable to underachievement. However, the targeting, monitoring and evaluation of this spending are not always focused specifically enough on improved outcomes for pupils who are eligible for free school meals.

Given that outcomes are adequate, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6722373 - Caerau Primary School

Number of pupils on roll	434
Pupils eligible for free school meals (FSM) - 3 year average	55.9
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	41	48	44
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	56.1	56.3	72.7
Benchmark quartile	4	4	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	41	48	44
Achieving outcome 5+ (%)	56.1	56.3	77.3
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	14.6	4.2	18.2
Benchmark quartile	3	4	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	41	48	44
Achieving outcome 5+ (%)	65.9	60.4	79.5
Benchmark quartile	4	4	3
Achieving outcome 6+ (%)	9.8	4.2	22.7
Benchmark quartile	3	4	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	41	48	44
Achieving outcome 5+ (%)	73.2	56.3	84.1
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	14.6	4.2	25.0
Benchmark quartile	3	4	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

**6722373 - Caerau Primary School**

Number of pupils on roll	434
Pupils eligible for free school meals (FSM) - 3 year average	55.9
FSM band	5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	32	48	48	43
<b>Achieving the core subject indicator (CSI) (%)</b>	40.6	47.9	72.9	67.4
Benchmark quartile	4	4	3	4
<b>English</b>				
Number of pupils in cohort	32	48	48	43
Achieving level 4+ (%)	56.3	52.1	75.0	69.8
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	21.9	8.3	22.9	16.3
Benchmark quartile	2	4	3	4
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	32	48	48	43
Achieving level 4+ (%)	53.1	54.2	75.0	76.7
Benchmark quartile	4	4	3	4
Achieving level 5+ (%)	25.0	4.2	16.7	16.3
Benchmark quartile	2	4	4	4
<b>Science</b>				
Number of pupils in cohort	32	48	48	43
Achieving level 4+ (%)	62.5	52.1	77.1	74.4
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	28.1	6.3	25.0	18.6
Benchmark quartile	2	4	2	3

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary questionnaire (overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	122	121 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	120	111 92%	9 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.	122	122 100%	0 0%	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	122	122 100%	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.	122	119 98%	3 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	122	119 98%	3 2%	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.	122	122 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	122	122 100%	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.	122	118 97%	4 3%	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.	122	122 100%	0 0%	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.	122	111 91%	11 9%	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	122	114 93%	8 7%	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.	95	78 82%	16 17%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	95	79 83%	15 16%	1 1%	0 0%	0	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.	95	76 80%	17 18%	0 0%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	95	74 78%	18 19%	1 1%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	94	53 56%	36 38%	1 1%	1 1%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	95	74 78%	19 20%	1 1%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	95	76 80%	16 17%	1 1%	0 0%	2	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.	94	62 66%	30 32%	1 1%	0 0%	1	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.	95	63 66%	28 29%	3 3%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	95	72 76%	20 21%	0 0%	0 0%	3	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.	95	76 80%	17 18%	2 2%	0 0%	0	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'.	95	71 75%	23 24%	1 1%	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.	95	71 75%	20 21%	4 4%	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.	95	73 77%	20 21%	2 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	95	59 62%	26 27%	6 6%	0 0%	4	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	95	69 73%	25 26%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	93	56 60%	26 28%	2 2%	0 0%	9	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.	95	77 81%	17 18%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	92	74 80%	17 18%	0 0%	1 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Rosemary Lait	Reporting Inspector
Fiona Arnison	Team Inspector
Kevin Davies	Team Inspector
Sarah Botterill	Lay Inspector
Samuel Greasley	Peer Inspector
Mark Wakeley	Peer Inspector
John Bibby	School Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- 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.