



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

**A report on**

**Blaengwawr Primary School  
Gwawr Street  
Aberaman  
Aberdare  
RCT  
CF44 6YP**

**Date of inspection: February 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:

<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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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## Context

Blaengwawr Primary School is in the village of Aberaman near Aberdare. There are currently 193 pupils in the school from the ages of three to eleven. There are two single-year classes, including a full-time nursery, and five mixed-year classes.

Over the last three years, the average number of pupils eligible for free school meals has increased to around 31%, which is above the national average of 19%. About 24% of pupils have additional learning needs, which is around the national average. No pupils have a statement of special educational needs. Very few are in the care of the local authority or from an ethnic minority background. No pupils currently receive support in English as an additional language or speak Welsh as a first language.

The last inspection was in May 2010. The headteacher took up her post in April 2011.

The individual school budget per pupil for Blaengwawr Primary School in 2016-2017 means that the budget is £3,114 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Blaengwawr Primary School is 69<sup>th</sup> out of the 104 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress through the school in the development of their literacy, numeracy and information and communication technology (ICT) skills
- At the higher than expected level, pupils' performance in both key stages has placed the school nearly always in the top 25% or higher 50%, when compared with similar schools over the last four years
- Nearly all pupils display exemplary behaviour and have positive attitudes to learning
- Attendance rates has placed the school consistently in the higher 50% or top 25% of similar schools in recent years
- The school provides a well-balanced range of stimulating learning experiences for all pupils
- Foundation Phase planning and practices are highly effective and teachers share their expertise widely with other local schools
- The quality of teaching is consistently good

### Prospects for improvement

The school's prospects for improvement are good because:

- Leaders and governors are proud of the school's achievements and share a clear vision for its future
- The headteacher provides sensitive and effective leadership and this supports a collegiate approach to improvement by all staff
- Members of the senior management team work well together and lead forward various successful initiatives that are having a notable impact on standards, for example in pupils' writing
- Governors challenge senior leaders appropriately, hold them to account well and contribute positively to the school's strategic direction
- There are effective processes to evaluate performance at all levels through the school
- The school improvement plan is clear and concise and focuses well on raising standards and improving provision for pupils
- Extremely good relationships with parents and the local community support pupils' learning and their wellbeing effectively

## Recommendations

R1 Ensure greater consistency in assessment for learning strategies

R2 Improve the link between self-evaluation and school improvement planning

### **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

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Nearly all pupils make good progress through the school in the development of their literacy, numeracy and ICT skills.

Throughout the school, nearly all pupils listen attentively to adults and to each other. In the Foundation Phase, most express their views and ideas confidently using a good range of vocabulary. By the end of key stage 2, most pupils speak clearly and confidently. They explain and discuss their work in detail, using subject specific vocabulary accurately, for example in relation to newspaper articles and headlines.

In the Foundation Phase, most pupils develop their phonic skills systematically through a structured programme. By the end of the phase, most read simple texts with increasing fluency and confidence. Most show a good understanding of the stories and information they read. In key stage 2, many pupils apply their reading skills well to tasks across the curriculum, such as researching the history of the local community. By the end of key stage 2, most pupils read confidently, fluently and with good expression. They apply inference and deduction skills successfully to a wide range of texts. Most pupils have positive attitudes towards reading and many talk confidently about their favourite books and authors.

Throughout the school, most pupils make good progress with their writing. They present their work neatly and form letters consistently and accurately. By the end of the Foundation Phase, most pupils use the main features of different forms of writing well, for example when writing an extract from Guy Fawkes' diary or giving instructions to make fossil biscuits. Most pupils in the Foundation Phase use full stops and capital letters appropriately and spelling is usually accurate. More able pupils develop ideas using a variety of sentence structures and they begin to select words to add interest to texts. By the end of key stage 2, most pupils organise their written work effectively for a variety of purposes and audiences, for example when writing a letter from an evacuee in Wales during the Second World War. Most pupils use punctuation accurately and spell correctly. They organise their work into paragraphs successfully.

Nearly all pupils develop an appropriate range of numeracy skills as they move through the school. They undertake practical and mental mathematical tasks successfully, relative to their age and ability. Most apply their skills regularly across the curriculum with reference to real-life situations, particularly as part of their topic work, for example when creating nets to construct a pyramid. Most pupils develop relevant reasoning and problem-solving strategies, for example when resolving Sudoku puzzles. A majority of older more able pupils use a suitable range of mental strategies well to reach correct answers quickly, although a minority lack confidence in using alternative methods, such as rounding to the nearest 10. Nearly all pupils by Year 6 know their multiplication tables well. Across the school, most pupils produce a good quality and quantity of mathematical work and, particularly in key stage 2, present it well.

Nearly all pupils make strong progress in their ICT knowledge, understanding and skills relevant to their stage of development. They apply their learning well across the curriculum in relation to communicating and creating their ideas, handling data and exploring patterns and relationships. For example, in both key stages, they create graphs to a high standard using an e-learning platform. In the Foundation Phase, they control a programmable toy competently and, in key stage 2, they use their skills well to undertake research, for example to create a leaflet about endangered species.

Most pupils have a positive attitude towards learning Welsh. At the end of the Foundation Phase, many pupils respond well to questions and instructions and conduct a simple dialogue with adults. They read familiar words and write sentences about themselves and their family. At the end of key stage 2, many pupils engage in longer dialogues with other pupils and adults using extended sentences. Most apply their knowledge of sentence structures and Welsh vocabulary to write at length on a range of subjects, for example a pen portrait of a famous footballer. Many pupils read successfully from a variety of suitable texts, showing an understanding of the main ideas, events and characters. In both key stages, most pupils have a strong appreciation of life in Wales, relevant to their age.

Pupils' performance at the expected level in literacy and mathematics over the last four years at the end of both the Foundation Phase and key stage 2 has tended to vary between above and below average, when compared with levels in similar schools. However, at the higher than expected level, pupils' performance in both key stages has been more consistent, placing the school nearly always in the top 25% or higher 50%, when compared with similar schools, over the same period. No specific groups of pupils, including those eligible for free school meals, underperform regularly, although girls tend to achieve better overall, especially in key stage 2 in English.

### **Wellbeing: Good**

Nearly all pupils feel safe and secure at school and have positive attitudes to keeping healthy. They are aware of the importance of taking regular exercise and eating a balanced diet. The pupil 'health champions' play a valuable role in promoting a healthy lifestyle.

Nearly all pupils display exemplary behaviour and have positive attitudes to learning. They enjoy school and show a high level of respect, care and concern for others. As a result, they develop valuable social and life skills and participate fully in school lessons. Attendance rates place the school consistently in the higher 50% or top 25% of similar schools. However, absences have increased recently, mainly due to more families taking holidays during school time. Pupils eligible for free school meals tend to attend less well, although the gap in comparison to other pupils is narrowing. A few pupils regularly arrive late at school.

Pupils play a central role in the school's decision-making processes. They take on a range of responsibilities, such as school ambassadors and pupil buddies. Staff and governors value their opinions and take their views into account. The school council, in particular, promotes various successful initiatives, for example redecorating the toilets and developing the playground areas.

Many pupils make a very positive contribution to their local community. For example, older pupils visit a local residential home as part of a well-established partnership, which helps them to develop their local knowledge and social skills well.

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

The school provides a well-balanced range of stimulating learning experiences for all pupils, which build on their previous knowledge extremely well. Cross-curricular themes, such as the Second World War and Mexican culture, provide rich opportunities for pupils to use their core skills, for example through history and art. Many visits and visitors, as well as extra-curricular activities, enhance pupils' learning experience and promote their enjoyment of lessons very successfully. Homework is purposeful and supports learning effectively, particularly through the use of an online ICT tool.

All teachers plan systematically to ensure that pupils develop their literacy, numeracy and ICT skills progressively through each key stage. Foundation Phase planning and practices, in particular, are highly effective and teachers share their expertise widely with other local schools. An outstanding feature is how staff organise the learning environment and resources to create an excellent balance between adult-led and pupil-initiated learning. This ensures that pupils are fully engaged in their activities and become independent and inquisitive learners. All classes make very productive use of the outdoor learning areas, especially in the Foundation Phase, where, for example, pupils investigate how they can use natural materials from the garden to build a nest.

Planning and provision for developing pupils' Welsh language skills are comprehensive. This ensures that pupils make good progress. The school promotes Welsh traditions and culture very successfully. For example, pupils visit places of local and national interest, such as the Museum of Welsh Life, and they study the works of famous musicians, such as Karl Jenkins.

The provision to promote pupils' knowledge and respect for the environment is a strength of the school. Pupils grow their own produce and sell it. They learn to respect and care for wildlife, for example by building a hedgehog hotel. The active eco council ensures that recycling and conserving energy are part of the daily life of the school. Teachers provide rich opportunities for pupils to learn about the wider world through extensive charitable fundraising and the study of other countries. Links with pupils in Indonesia and America also enable pupils to develop their understanding of global citizenship very effectively.

**Teaching: Good**

All teachers prepare lessons thoroughly. They have high expectations of pupils' achievement and wellbeing. They have good up-to-date knowledge of teaching methods and recent curriculum initiatives. All staff establish good working relationships with pupils and manage their behaviour well.



All teachers organise and conduct lessons efficiently that creates a calm and purposeful working atmosphere. They engage and sustain pupils' interests well and match tasks closely to their ages and abilities to ensure that they enjoy learning and achieve their full potential. All teachers employ relevant questioning techniques and use praise and rewards to motivate pupils to succeed. A particular strength in both key stages is the emphasis teachers place on developing pupils' independent and co-operative learning skills.

The school uses a suitable range of standardised assessments to measure how well pupils achieve. Staff use this information to track pupils' progress accurately, in order to inform future planning and to set attainment targets. Overall, the school's assessment for learning procedures and the arrangements for self and peer assessment are developing well. However, there are inconsistencies of practice between classes, for example in the written feedback provided for pupils on their work.

All pupils from nursery to Year 6 have group or individual learning targets, appropriate to their age. Parents appreciate seeing this information, as well as receiving their children's detailed annual and mid-year reports, which many parents discuss constructively with teachers at consultation meetings.

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

The school provides a high quality of care and support for pupils, which promotes their spiritual, moral, social and cultural development well. Effective strategies, programmes and staff support pupils well in the management of their feelings and self-esteem. There are appropriate arrangements for promoting healthy eating and drinking.

All staff manage pupils' behaviour extremely well, for example by rewarding them during lessons and in whole school assemblies. The school's arrangements for safeguarding meet requirements and give no cause for concern. A number of effective initiatives ensure that parents and pupils understand the importance of regular attendance and punctuality, for example through notice boards, newsletters and 'Super Attender' rewards.

There are effective arrangements for the identification and monitoring of pupils with additional learning needs. The school's comprehensive provision mapping enables the special educational needs co-ordinator to arrange valuable early support for pupils and to deploy staff accordingly. Individual education plans are pupil-friendly and effective. The school provides regular opportunities for pupils and parents to participate in evaluating progress and agreeing future targets to ensure that pupils make good progress in line with their abilities.

The school liaises effectively with a range of external agencies. For example, the school nurse delivers valuable training for staff and contributes to lessons for pupils to help them develop appropriate relationships with each other. This enables the school to meet the wider needs of individual pupils and their families.

## **Learning environment: Good**

The school has a positive, inclusive and welcoming ethos, which encourages pupils to be tolerant and respectful to each other and adults. It ensures equal opportunities for all pupils in every aspect of school life.

Although it is around 140 years old, the recently refurbished building is maintained well. High quality displays in classrooms and communal areas create an attractive and colourful learning environment that enhances pupils' learning. However, the internal accommodation does contain a number of steps, which cause accessibility difficulties in some areas of the school.

The extensive site is safe and secure. It includes a range of stimulating facilities, such as an environmental garden, a pond and a new creativity and story-telling area, which enhance pupils' imagination and their knowledge and understanding of the world. Staff and the community make good use of the newly acquired all-weather sports facility and adjoining field to increase pupils' opportunities for exercise and keeping fit.

The school has an appropriate range of good quality resources for the effective delivery of the curriculum, including up-to-date digital hardware and software in each classroom. This ensures that pupils have regular opportunities to develop their ICT skills successfully.

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

Leaders and governors are proud of the school's achievements and share a clear vision for its future. The headteacher provides sensitive and effective leadership through a collegiate approach to improvement by all staff that all stakeholders appreciate. She maintains an appropriate oversight of the school's performance and development. The deputy headteacher supports the headteacher well. He undertakes his role and responsibilities efficiently and productively.

Members of the senior management team work well together and lead forward various successful initiatives, such as a whole-school approach to the teaching of writing. Pupils' work and the end of key stage assessments in key stage 2, in particular, indicate that this project is having a notable impact on standards of writing. All staff have clear roles and responsibilities and exhibit high professional standards. They monitor and share good practice with each other and with other schools, in order to maintain high standards of teaching and learning.

Leaders direct the performance management process successfully and this involves all staff. Targets relate closely to the school's priorities and individual needs. As a result, teachers and support staff are continually reviewing and improving their practice, for example in the teaching of mathematics. The school has a strong track record of implementing national and local priorities successfully, such as developing new approaches to ICT.

The governing body is knowledgeable about the school's performance. For example, all governors have a subject link responsibility and most visit the school regularly to meet their respective subject leader and to see learning in action. Most also attend training events, relevant to their role. These procedures enable governors to challenge senior leaders appropriately and to hold them to account well, for example in relation to budget expenditure and maintaining staffing levels, especially in the Foundation Phase. As a result, governors contribute positively to the school's strategic direction and fulfil their mandatory obligations.

### **Improving quality: Good**

There are effective processes to evaluate performance at all levels through the school. Senior leaders and subject co-ordinators use a wide range of appropriate evidence to determine accurately the school's strengths and areas for improvement. This evidence includes analysis of the performance of pupils, classroom observations, listening to learners and the scrutiny of pupils' work. Parents and pupils also have opportunities to express their opinions and, as a result, for example, staff have increased the range of after-school activities on offer. The self-evaluation report is an honest appraisal of the school's performance, but the link with the school improvement plan is not always secure.

The school improvement plan is clear and concise and identifies a manageable number of areas for improvement, which focus well on raising standards and improving provision for pupils. For example, the school's continuing focus on community links enhances the wellbeing of all pupils and, in particular, supports the overall performance of pupils eligible for free school meals well.

### **Partnership working: Good**

Extremely good relationships with parents and the local community support pupils' learning and their wellbeing effectively. Regular communication ensures that information about the school and pupils' achievements is constantly available for parents and stakeholders. For example, outdoor electronic display monitors provide up-to-date news and guidance for all parents and visitors. Newsletters, text messages, meetings and the school's website also provide a wealth of regular information.

The school has award-winning links with a wide range of community partners, such as the 'Generations Hand-in-Hand' project with a local residential home. This project inspires all pupils, staff and parents and helps to raise pupils' self-esteem and wellbeing through its inter-generational partnerships. In addition, it promotes a strong sense of heritage and community. Other strong links include local colleges in relation to student placements and a nearby supermarket, which has provided funding for the environmental area.

There are a number of very beneficial links with other local and regional schools. The school takes a leading strategic role in projects and shares good practice regularly through reciprocal visits by staff, for example in numerical reasoning. These arrangements have a positive impact on raising standards and improving the quality of teaching. Very good transition arrangements are in place for pupils

entering the school and for Year 6 leavers moving to the local secondary schools. The transfer of more able and talented pupils and those with additional learning needs is particularly effective.

The school participates fully in the local cluster schools' arrangements to ensure the accuracy of its judgements on pupils' progress.

### **Resource management: Good**

The school has a sufficient number of suitably qualified and well-trained staff. All make a valuable contribution to pupils' learning and wellbeing. Support staff, in particular, ensure that less able pupils achieve their potential.

All staff participate in regular in-house and external training events. This has a positive effect, for example in raising standards in ICT. The arrangements for teachers' planning, preparation and assessment time and for leaders' management time are appropriate. The deployment of the fluent Welsh-speaking nursery teacher during these periods is particularly effective in raising pupils' skills in the Welsh language.

The school manages its accommodation and resources appropriately. In the previous school year, leaders and governors accumulated a surplus of funds purposely to maintain a full-time nursery teacher. As a result, the underspend is now reduced considerably. This decision is clearly having a positive impact on pupils' achievement and wellbeing, particularly in the Foundation Phase, as there is continuing access to high quality full-time nursery provision. Good financial controls are in place and spending decisions reflect school priorities.

The school spends a substantial amount of the pupil deprivation grant appropriately on additional staff. For example, it contributes to the employment of a health mentor, as well as a Foundation Phase consultant. As a result, there are evident features of excellent practice in teaching and most targeted pupils make at least the expected progress. Due to the good standards that pupils achieve and the very effective quality of the provision and leadership, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6742070 - BLAENGWAWR PRIMARY

Number of pupils on roll	211
Pupils eligible for free school meals (FSM) - 3 year average	30.7
FSM band	4 (24%<FSM<=32%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	17	32	24	25
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	76.5	78.1	87.5	84.0
Benchmark quartile	3	3	2	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	17	32	24	25
Achieving outcome 5+ (%)	82.4	84.4	87.5	88.0
Benchmark quartile	3	3	2	2
Achieving outcome 6+ (%)	52.9	34.4	33.3	40.0
Benchmark quartile	1	2	2	1
<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	17	32	24	25
Achieving outcome 5+ (%)	88.2	84.4	91.7	88.0
Benchmark quartile	3	3	2	3
Achieving outcome 6+ (%)	47.1	31.3	50.0	48.0
Benchmark quartile	1	2	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	17	32	24	25
Achieving outcome 5+ (%)	100.0	90.6	91.7	92.0
Benchmark quartile	1	3	3	3
Achieving outcome 6+ (%)	70.6	56.3	50.0	60.0
Benchmark quartile	1	2	2	2

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.

**6742070 - BLAENGWAWR PRIMARY**

Number of pupils on roll	211
Pupils eligible for free school meals (FSM) - 3 year average	30.7
FSM band	4 (24%<FSM<=32%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	24	24	33	24
<b>Achieving the core subject indicator (CSI) (%)</b>	87.5	83.3	81.8	91.7
Benchmark quartile	2	3	3	2
<b>English</b>				
Number of pupils in cohort	24	24	33	24
Achieving level 4+ (%)	87.5	83.3	81.8	91.7
Benchmark quartile	2	3	4	2
Achieving level 5+ (%)	41.7	37.5	42.4	45.8
Benchmark quartile	1	2	1	1
<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	24	24	33	24
Achieving level 4+ (%)	91.7	83.3	87.9	91.7
Benchmark quartile	2	3	3	2
Achieving level 5+ (%)	33.3	41.7	36.4	41.7
Benchmark quartile	2	1	2	2
<b>Science</b>				
Number of pupils in cohort	24	24	33	24
Achieving level 4+ (%)	100.0	91.7	93.9	91.7
Benchmark quartile	1	2	2	3
Achieving level 5+ (%)	29.2	37.5	42.4	45.8
Benchmark quartile	3	2	1	1

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

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

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

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

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	84	84 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	83	76 92%	7 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.	86	86 100%	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	86	85 99%	1 1%	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.	85	83 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	85	80 94%	5 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.	85	85 100%	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.	85	85 100%	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.	84	80 95%	4 5%	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.	86	82 95%	4 5%	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.	81	65 80%	16 20%	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	85	75 88%	10 12%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	13	13 100%	0 0%	0 0%	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.	13	11 85%	2 15%	0 0%	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.	13	10 77%	3 23%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	13	8 62%	4 31%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	13	13 100%	0 0%	0 0%	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.	13	11 85%	2 15%	0 0%	0 0%	0	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.	13	9 69%	4 31%	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	13	11 85%	1 8%	0 0%	0 0%	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.	13	11 85%	2 15%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	13	11 85%	2 15%	0 0%	0 0%	0	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'.	13	8 62%	4 31%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		



	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.	12	6 50%	5 42%	0 0%	0 0%	1	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.	13	13 100%	0 0%	0 0%	0 0%	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.	13	9 69%	4 31%	0 0%	0 0%	0	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.	13	10 77%	3 23%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	13	6 46%	3 23%	1 8%	0 0%	3	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.	13	9 69%	4 31%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	13	13 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Dr Peter David Ellis	Reporting Inspector
Ms Rosemarie Wallace	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Mr Elfed Wood	Peer Inspector
Mrs Imogen Baker (Headteacher)	Nominee

## Copies of the report

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