



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

**A report on**

**Cwmfelin Primary School  
Maesteg Road  
Cwmfelin  
Maesteg  
Bridgend  
CF34 9LD**

**Date of inspection: January 2016**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

<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: 22/03/2016**

## Context

Cwmfelin Primary School is close to Maesteg in Bridgend local authority.

There are currently 201 pupils on roll, including 29 in the nursery class. There are eight full-time teachers, including the headteacher, and two part-time teachers. There are seven single-age classes, plus the nursery.

Around 8% of pupils are eligible for free school meals. This is well below the national average. The school has identified nearly 12% of pupils as having additional learning needs. This is also well below the national average. Nearly all pupils come from a white British ethnic background. Very few pupils speak Welsh at home or speak English as an additional language.

The headteacher took up her post in April 2015. The last inspection was in October 2009.

The individual school budget per pupil for Cwmfelin Primary School in 2015-2016 means that the budget is £3,144 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,681 and the minimum is £2,868. Cwmfelin Primary School is 38<sup>th</sup> 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>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- Nearly all pupils make good progress and achieve the expected level, or above, by the end of key stage 2
- Most pupils make good progress in developing their Welsh language skills
- Standards of behaviour are very good
- Pupils feel safe and secure, and they enjoy learning
- Teachers provide a variety of interesting learning experiences for pupils
- The overall quality of teaching and assessment is good
- The provision for pupils with additional learning needs is very effective
- A caring ethos promotes a feeling of belonging and respect among pupils

### Prospects for improvement

The school's prospects for improvement are good because:

- The new headteacher has quickly established a clear vision for the school
- Members of staff focus well on making sure that pupils fulfil their potential
- The school uses performance data effectively to monitor pupils' progress and to identify individuals who need additional support in order to achieve their potential
- There is a well-established culture of self-evaluation which takes the views of all stakeholders into account
- The self-evaluation process identifies relevant priorities for improvement
- The school has a successful track record in addressing previous targets for improvement and in driving forward new initiatives effectively

## Recommendations

- R1 Increase pupils' ability to write independently and creatively
- R2 Provide more real-life opportunities for pupils to apply their skills
- R3 Ensure that the quality of teaching and assessment is good or better in all classes
- R4 Improve the state of the school building to prevent water damage
- R5 Develop governors' involvement in the self-evaluation process and their level of challenge for the school

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils enter the school with skills that are appropriate for their age. Nearly all make good progress and achieve well by the end of key stage 2. With few exceptions, pupils with additional learning needs make good progress from their starting points and achieve their individual targets. Pupils who are eligible for free school meals generally perform as well as their peers.

In the Foundation Phase, most pupils make good progress in developing their speaking and listening skills. Younger pupils exchange ideas during role-play activities, although a few are reluctant to talk to visitors. Older pupils discuss ideas well in pairs and share them confidently with adults and the whole class. Nearly all pupils listen and respond appropriately to teachers' instructions. They listen avidly while teachers read a favourite story, recall important details such as a refrain very well, and enjoy reciting it in unison.

In key stage 2, nearly all pupils talk confidently with adults. They justify their answers to teachers' questions by giving reasons for their thinking. For example, pupils in lower key stage 2 explain clearly that the best parachute in a science experiment will be the one that takes the longest to fall. Throughout the key stage, nearly all pupils listen respectfully and attentively to adults and share ideas thoughtfully in pairs and small groups.

Most pupils in the Foundation Phase enjoy reading and make good progress. They use their knowledge of letters and sounds effectively to help them tackle unfamiliar words and to read with increasing accuracy. Less able readers tend to rely too much on simple 'sounding out' strategies. However, the majority use these and other strategies, such as guessing a word's meaning from the surrounding context, to help them understand what they are reading. By Year 2, most can identify the features of a fairy story and suggest traditional openings, such as 'Long, long ago' or 'Once upon a time'.

Pupils in key stage 2 enjoy reading fiction and non-fiction for a widening range of purposes. In lower key stage 2, most understand the purpose of contents, index and glossary pages and the relative merits of gaining information from books or the internet. In upper key stage 2, most pupils know the features of different fiction genres. For example, they know that a fantasy story may have magical creatures or talking objects. They use inference and deduction skills well to deepen their understanding. Most use a dictionary efficiently to find definitions of subject-specific vocabulary, such as 'deposition' and 'meander' in their study of Welsh rivers.

Throughout the school, most pupils' writing skills are good. However, they do not apply them fully or present their work independently and creatively enough across the curriculum.

Pupils in the Foundation Phase write for a range of purposes, such as stories, menus and instructions. Most pupils' handwriting is well formed and legible. By Year 2, more able pupils write well-structured pieces using simple connectives, such as 'first', 'next' and 'then'. They apply their knowledge of letters and sounds effectively to words they want to spell and they use a suitable range of punctuation.

In key stage 2, most pupils' planning, drafting and editing skills develop well. Their handwriting is joined and fluent and they word process their work regularly. There are good examples of pupils 'playing with language' to create interesting pieces of writing that engage the reader effectively. A pupil in Year 6, for example, wrote the humorous headline, 'Rottingham or Nottingham', for a newspaper story about Robin Hood.

Throughout the school, most pupils apply their numeracy skills well in other subjects, such as science and geography. In the Foundation Phase, for example, pupils use their number skills well to measure with increasing accuracy. Younger pupils estimate and then count how many cups of water it will take to fill different containers using relevant mathematical language, such as 'most' and 'least'. By Year 2, pupils grow beans, measure their height using centimetres and compare their findings clearly in simple bar charts.

In key stage 2, most pupils develop a good understanding of a range of work in mathematics, including number, co-ordinates, problem-solving, graph work and fractions. They use these skills well in other subjects. In geography in Year 4, for example, they calculate the cost of a holiday to India for two adults and three children. In Year 6, most pupils use negative numbers well to compare temperatures in Moscow and Bridgend.

Most pupils make good progress in developing their Welsh language skills. They understand teachers' instructions and use familiar phrases and sentence patterns to respond to their questions. Most speak Welsh with good pronunciation. Many write with correct spelling. By Year 6, many pupils read fluently and with understanding. They write in grammatically correct sentences using present and past tenses.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has placed the school consistently in the higher 50% compared with similar schools over the last three years. At the higher outcome, pupils' performance has placed the school in the top 25% in most of the last three years.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has placed the school in the lower 50% compared with similar schools in most of the last three years. Pupils' performance at the higher level has fluctuated between the lower and higher 50%.

### **Wellbeing: Good**

Most pupils have a good understanding of the importance of a healthy lifestyle and regular exercise. They enjoy using playground equipment, such as hula hoops and skipping ropes, which the school council acquired for them. Pupils feel safe and secure and enjoy learning. Most have a good understanding of how to keep themselves safe when using the internet.

Pupils' behaviour in class and around the school is very good. Most pupils collaborate well in their learning and show consideration and concern for other pupils. Playground 'buddies', for example, ensure that no one feels lonely.

Levels of attendance have steadily improved and have placed the school in the higher 50% compared with similar schools for most of the last four years. With very few exceptions, pupils' punctuality is good.

The school council has a positive impact on school life. Members acquired additional information and communication technology (ICT) equipment for pupils. They have also created zones for different activities in the playground and organised a rota for each class so that everyone can play happily and safely at playtimes.

Most pupils develop good skills in improving their own learning and know their personal targets in English and mathematics. However, the majority have a limited say in what they learn and how independently they work.

Pupils have a good awareness of their local community and make a positive contribution to it. For example, younger pupils occasionally sing for senior citizens. Older pupils participate in Remembrance Day ceremonies in Maesteg and help to plant trees for the Llynfi valley woodland project.

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

The school provides a good variety of interesting and relevant learning experiences that successfully engage pupils in the Foundation Phase and key stage 2. These meet National Curriculum and religious education requirements appropriately.

Teachers plan effectively and take good account of pupils' previous learning. The school develops literacy and numeracy skills well. However, there is an over-reliance on published schemes and worksheets. On occasions, this leads teachers to spend too much time on the direct teaching of skills rather than the provision of real-life opportunities for pupils to apply their skills across the curriculum.

There is a good range of educational visits to places of interest, such as the beach at Porthcawl, Aberthaw Power Station, the Rhondda Heritage Park and local castles. These visits deepen pupils' interest and understanding of the topics they study well. Pupils have worthwhile opportunities to learn to play musical instruments, including brass, woodwind and strings. The school offers a few extra-curricular clubs, but the range is not wide enough to appeal to all pupils' interests.

Provision for Welsh is good. Teachers provide pupils with regular opportunities in lessons and through school routines to develop their skills in speaking, reading and writing. Pupils have numerous opportunities to learn about the geography, history and culture of Wales. For example, in the Foundation Phase pupils make posters promoting tourism to Wales.



Nearly all pupils are aware of the need to reduce waste and save energy. The eco committee promotes recycling well, and is aware of the need to save water and electricity and persuade other pupils to turn off lights and taps. Most pupils understand the importance of caring for the environment. They are becoming aware of issues in the wider world, such as ways in which the Ebola virus affected people in West Africa.

### **Teaching: Good**

Many lessons are lively and stimulating for pupils. Teachers use an effective, occasionally imaginative, range of resources to capture pupils' interest. For example, pupils in the nursery engage well in the challenge of helping small dinosaurs trapped in a block of ice to escape.

Teachers have secure subject knowledge which helps them plan effectively, but they use worksheets too often. This constrains pupils' ability to write and present their work independently in a variety of ways.

There is usually a good balance between teachers leading discussion and pupils sharing ideas in pairs and small groups. Teachers and support staff ask relevant questions that help guide pupils' understanding well. They often encourage them to explain their answers in greater depth, when appropriate.

Teachers use a suitable variety of methods of assessment, such as observation, questioning and information from data on pupils' performance effectively. As a result, they know pupils' strengths and areas for development well.

Teachers generally adapt activities for pupils of different abilities well. However, in a few classes, teachers set out the same learning objectives and success criteria for the whole class when these are not entirely appropriate for pupils with weaker skills.

The school's marking scheme is clear and most teachers give good oral and written feedback to pupils about their work. Pupils understand the 'two stars and a wish' code and respond well to it in order to improve their work.

There are regular, worthwhile opportunities for pupils to evaluate their own work and that of other pupils. Pupils' written comments on the work of other pupils become increasingly pertinent as they move through the school.

Reports to parents are informative and give a good picture of their child's achievements and targets for improvement.

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

There are appropriate arrangements for promoting healthy eating and drinking. The school offers a varied and healthy menu in the breakfast club and at lunchtime. Pupils have opportunities to enhance their fitness during break times as well as in physical education lessons. Road safety and swimming lessons raise their awareness of how to keep themselves safe on the roads and in water.

The school promotes pupils' social, moral, spiritual and cultural development well. Assemblies give pupils good opportunities to reflect on their values and beliefs. A school song, which pupils really enjoy singing in assembly, promotes good behaviour, the school rules and how to treat one another with respect.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. A 'sharing group' enables pupils to discuss any worries or anxieties in a supportive way.

The additional learning needs co-ordinator ensures that pupils receive effective extra support when needed. Support assistants help pupils to make good progress towards meeting their individual targets. The school reviews the progress of pupils with additional learning needs with parents at least once a term. Staff work well with them to help their children achieve their individual learning goals. The school draws effectively on the expertise of specialists in the local authority and educational psychology service for further support when necessary.

### **Learning environment: Good**

There is a caring ethos in the school that promotes a sense of belonging, equality and respect among pupils effectively. The school recognises diversity and celebrates difference well, which ensures equality for all pupils. The school includes all pupils in the full range of opportunities and experiences it provides.

The main school accommodation is old and needs regular attention in order to prevent ingress of water and other damage. Staff and the site manager minimise the impact of the poor state of repair of the building on pupils' wellbeing and learning well, for example when the roof leaks.

Inside the building, staff have created a colourful and varied learning environment that is welcoming and attractive. A range of resources of good quality meets most pupils' needs well. However, the choice of books available is not wide enough to appeal to all readers, particularly the more able.

The school grounds are in good condition for the age of the premises and include stimulating areas for teaching and learning, such as the willow village.

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

The headteacher has a clear vision for the school and its future development. She leads staff effectively and they share her strategic direction and sense of purpose for the school. The senior leadership team support the headteacher well and are keen to develop their roles further.

Since her recent appointment, the headteacher has planned several relevant new initiatives, such as the reorganisation of the teaching of literacy, but these have not had enough time to impact fully on improved outcomes for pupils.

Staff work effectively as a team and support each other well. They have responded well to the headteacher's high expectations and they share good practice appropriately. This makes a good contribution to school improvement. Regular staff meetings focus well on improving pupils' opportunities and achievement.

All members of staff have clear job descriptions. Performance management procedures are improving the quality of teaching and assessment. For example, adjustments in teaching styles have resulted in improved pupils' achievement in English and mathematics. The school responds well to local and national priorities, such as developing pupils' use of the Welsh language.

The governing body conducts its meetings efficiently and ensures that the school fulfils its statutory obligations. Occasionally, governors visit to observe lessons and gain a deeper understanding of the school's life and work. Governors gain a good general awareness of the school's strengths and areas for improvement from the headteacher's regular, detailed reports to them. However, their understanding of data on the school's performance compared with that of similar schools, and their role in the self-evaluation process, is limited. As a result, they do not question and challenge leaders enough.

### **Improving quality: Good**

The school has a well-established culture of self-evaluation. Senior leaders compile a detailed and accurate report on the school's strengths and areas for development that draws on a wide range of first-hand evidence. All staff contribute to the process, which includes a detailed analysis of pupils' progress and attainment. The self-evaluation report includes a useful evaluation of the progress towards the priorities of the previous school improvement plan.

Subject co-ordinators conduct regular reviews of the areas for which they are responsible and carry out rigorous scrutiny of pupils' books and evaluations of teaching. The opinions and ideas of pupils and parents inform the process appropriately.

There is a clear link between the findings of the self-evaluation report and the priorities in the school improvement plan. The plan is well organised, with a reasonable number of priorities with smaller achievable actions. The plan indicates the actions to take and assigns clear, measurable success criteria so that leaders are able to measure progress accurately. It makes specific references to the personnel who are responsible, and includes timescales and associated costs.

Previous plans have supported the school's positive record of improving pupils' attainment. For example, the school has successfully extended pupils' Welsh speaking skills because it identified this as an area for improvement in a previous improvement plan.

### **Partnership working: Good**

The school communicates effectively with parents and carers through the use of newsletters and electronic messaging systems. Nearly all parents feel they are well informed of school events and developments.

There are effective partnerships with other local schools and the community. The school successfully helps pupils to settle when they start in the nursery. Good links with the receiving secondary school help ensure pupils' smooth transition to the next stage in their education. For example, a teacher funded by the secondary school works with Year 6 pupils to prepare them for life in their next school and maintain continuity in their wellbeing.

The school shares and learns from good practice in other partner primary schools. For example, staff improved the physical learning environment in Year 6 after being inspired by visits to other schools in the area.

Partnerships with specialist services in the local authority help to ensure consistent and effective emotional and pastoral support for identified pupils. Support for vulnerable pupils from the 'helping hands' group continues appropriately into the secondary school.

There are good links with the local community that enrich pupils' learning experiences and wellbeing. For example, the police school liaison officer visits the school regularly to give guidance on safety and security, including safe use of the internet.

### **Resource management: Good**

The school has enough well-qualified and experienced teachers to deliver the National Curriculum and religious education. The headteacher deploys staff effectively in line with their particular strengths.

Support staff make a positive contribution to pupils' learning and work well as members of classroom teams. There are suitable arrangements to give teachers time to plan, prepare and assess lessons. There is an established culture of mutual support, where teachers share examples of good practice.

Teachers and support staff have good opportunities to hone their knowledge and skills. Outcomes of performance management provide all members of staff with a range of relevant training opportunities that match the school's strategic priorities and the personal development targets of staff well.

Leaders manage the school's budget effectively. They ensure that spending supports school improvement priorities well and retain an appropriate level of reserves. The school uses its pupil deprivation grant effectively to minimise the impact of social deprivation, for example by providing additional support for pupils eligible for free school meals. There is a good supply of resources and equipment that meets most pupils' needs.

As pupils make good progress in relation to their starting-points and there is effective provision overall, the school gives good value for money.

## Appendix 1: Commentary on performance data

### 6722117 - Cwmfelin Primary School

Number of pupils on roll	205
Pupils eligible for free school meals (FSM) - 3 year average	9.3
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	25	23	27	23
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	92.0	91.3	92.6	95.7
Benchmark quartile	1	2	2	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	25	23	27	23
Achieving outcome 5+ (%)	92.0	91.3	92.6	95.7
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	32.0	30.4	55.6	52.2
Benchmark quartile	2	3	1	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	25	23	27	23
Achieving outcome 5+ (%)	100.0	95.7	96.3	95.7
Benchmark quartile	1	2	2	2
Achieving outcome 6+ (%)	40.0	34.8	51.9	47.8
Benchmark quartile	1	2	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	25	23	27	23
Achieving outcome 5+ (%)	100.0	100.0	96.3	100.0
Benchmark quartile	1	1	3	1
Achieving outcome 6+ (%)	52.0	47.8	51.9	56.5
Benchmark quartile	2	3	3	3

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

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

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

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

**6722117 - Cwmfelin Primary School**

Number of pupils on roll	205
Pupils eligible for free school meals (FSM) - 3 year average	9.3
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	25	34	26	26
<b>Achieving the core subject indicator (CSI) (%)</b>	84.0	88.2	88.5	92.3
Benchmark quartile	3	3	3	3
<b>English</b>				
Number of pupils in cohort	25	34	26	26
Achieving level 4+ (%)	92.0	94.1	92.3	92.3
Benchmark quartile	2	2	3	3
Achieving level 5+ (%)	44.0	50.0	34.6	61.5
Benchmark quartile	2	1	3	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	25	34	26	26
Achieving level 4+ (%)	92.0	91.2	92.3	92.3
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	40.0	38.2	26.9	50.0
Benchmark quartile	2	2	4	2
<b>Science</b>				
Number of pupils in cohort	25	34	26	26
Achieving level 4+ (%)	92.0	94.1	96.2	92.3
Benchmark quartile	3	3	2	4
Achieving level 5+ (%)	40.0	41.2	30.8	46.2
Benchmark quartile	2	2	4	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	90		90 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	89		80 90%	9 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	90		88 98%	2 2%	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	90		88 98%	2 2%	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.	90		85 94%	5 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	90		84 93%	6 7%	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.	90		90 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	90		89 99%	1 1%	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.	90		83 92%	7 8%	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.	90		86 96%	4 4%	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.	88		78 89%	10 11%	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	89		76 85%	13 15%	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.	61	36 59%	25 41%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	62	46 74%	14 23%	2 3%	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.	62	51 82%	10 16%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	61	36 59%	25 41%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	59	29 49%	30 51%	0 0%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	62	35 56%	26 42%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	62	46 74%	15 24%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	60	25 42%	30 50%	4 7%	1 2%	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	61	29 48%	25 41%	7 11%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	36 58%	23 37%	3 5%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	62	37 60%	22 35%	3 5%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	54	26 48%	26 48%	2 4%	0 0%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	61	30 49%	28 46%	1 2%	2 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	41%	8%	2%		



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	62	42 68%	18 29%	2 3%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	57	30 53%	21 37%	6 11%	0 0%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	61	41 67%	19 31%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	45	21 47%	23 51%	1 2%	0 0%	16	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	62	23 37%	26 42%	11 18%	2 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	61	27 44%	30 49%	4 7%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

### Appendix 3

#### The inspection team

Mrs Stephanie James	Reporting Inspector
Mr Christopher Ian Dolby	Team Inspector
Mr Matthew Evans	Lay Inspector
Mr Adrian Dinsmore	Peer Inspector
Mrs Julie Morgan (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.