A report on

**Abercerdin Primary School
Kenry Street
Evanstown
Gilfach Goch
Bridgend
CF39 8RS**

Date of inspection: December 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 13/02/2015

Context

Abercerdin Primary School is a community school with 198 pupils on roll, including 32 who attend the nursery full-time. The school serves the villages of Evanstown and Gifach Coch, in the Bridgend local authority. The school caters for pupils between the ages of three and eleven. There are eight mainstream classes, of which six have a mixed age range.

Around 27% of pupils are eligible for free school meals, which is above the average for Wales. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language. The school identifies that about 23% of pupils have additional learning needs, which is slightly above the average for Wales.

The last inspection of the school was in December 2008. The headteacher took up her post in September 2012.

The individual school budget per pupil for Abercerdin Primary School in 2014-2015 means that the budget is £3,728 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,735 and the minimum is £2,926. Abercerdin Primary School is 11th out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- pupils make good progress from their start points with many achieving high standards at the end of the Foundation Phase and key stage 2;
- pupils are well behaved, relate well to others and have an enthusiasm for learning;
- pupils are keen to take on responsibility and to play an active role in the life of the school;
- the curriculum is well planned and offers an interesting range of learning experiences;
- the overall quality of teaching is good;
- the systems for tracking pupils' progress are very thorough and effective;
- there is a very caring ethos within the school, with all staff providing good support and guidance for pupils; and
- there is effective support for pupils with additional needs.

Prospects for improvement

The school's current prospects for improvement are good because:

- the headteacher and senior management team provide strong leadership, supported by an effective governing body;
- all staff have suitable roles in taking the school forward and work together well as team;
- the school uses effective self-evaluation processes to identify areas for development, and improvement planning is having a positive impact on pupils' standards;
- there have been many improvements in the life and work of the school over a short period of time; and
- the school has established strong partnerships with parents and the community that enhance pupil outcomes.

Recommendations

R1   Improve the performance of pupils eligible for free school meals

R2   Improve attendance

R3   Develop pupils' written work in Welsh and pupils' use of their Welsh language skills as a natural part of school life

R4   Ensure that teaching provides consistent challenge for pupils in key stage 2 who are more able

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils start school with skills that are below average for their age. Pupils build on their skills well as they move through the school. They recall previous learning successfully and apply their skills effectively in a range of situations.

Pupils' communication skills develop well across the school. In the nursery, most pupils talk to adults and other pupils confidently. By the end of key stage 2, nearly all pupils contribute enthusiastically to discussions and express their ideas well. Older pupils are occasionally less confident when addressing a larger group. Many younger pupils in the Foundation Phase do not listen carefully to adults but, as they move through the phase, pupils' listening skills develop well. Most pupils in key stage 2 listen attentively in lessons and respond well to questions and instructions.

In the Foundation Phase, pupils make very good progress in developing their reading skills. Many older pupils discuss the types of book they like to read with enthusiasm. They use a wide range of strategies to help them to read unknown words. Foundation Phase pupils who are more able read with fluency, understanding and expression. Most key stage 2 pupils are confident, enthusiastic readers who have a very positive attitude to reading. They have a good knowledge of different types of books. By the end of key stage 2, pupils who are more able display good higher order reading skills, such as skimming and scanning. They use these well to locate specific information in text.

Pupils' writing skills develop well in the Foundation Phase, so that most pupils in Year 2 write independently and with fluency. Most pupils make good progress in developing their handwriting, spelling and use of basic punctuation. Many Year 2 pupils use a good range of interesting vocabulary, for example when writing descriptions of super heroes.

Nearly all pupils in key stage 2 organise and present imaginative and factual writing in different ways. For example, when writing descriptions of Bath Bombs, many pupils use persuasive descriptions effectively. Most key stage 2 pupils make good progress in their use of grammar, spelling and punctuation. A few pupils who are more able do not progress as well as other pupils in the presentation of their work. Nearly all pupils make good use of their writing skills to support their work in a range of curriculum areas, although pupils do not make sufficient use of their skills to write at length.

By the end of Year 2, nearly all pupils read, write and order numbers to 100. Nearly all pupils correctly identify halves and quarters, and can recognise right angles. Nearly all pupils use non-standard and standard units to measure length, for example when using a ruler to measure lines in centimetres. They use the skills that they learn in mathematics to solve problems successfully.

By the end of Year 6, nearly all pupils reach the expected standards for their age. They make calculations using addition, subtraction, multiplication and division, and accurately find percentages and fractions of quantities. Nearly all pupils use a compass to draw circles and protractors to measure angles correctly. Nearly all pupils apply their numeracy skills across the curriculum at a similar level to their work in mathematics lessons. For example, in science whilst investigating the effect of exercise on heart rates, they use data accurately to construct and interpret line graphs.

Pupils are enthusiastic about the Welsh language and many make good progress in learning to speak Welsh. In the Foundation Phase, pupils sing a range of songs and rhymes, and respond appropriately to commands given in Welsh. Many pupils use their language skills well at specific times in the school day, for example during registration and assembly, but they do not use Welsh sufficiently as a natural part of school life. Many older pupils read a wide variety of texts with clear pronunciation. Pupils write for a range of purposes but do not make sufficient progress in developing their writing skills.

Performance at the end of Foundation Phase has shown a trend of improvement over the past three years. In 2014, all pupils achieved the expected outcome 5 in language and mathematics, with around half achieving the higher outcome 6. When compared with similar schools, results place the school in the top 25% for both areas of learning at outcome 5 and outcome 6.

At the end of key stage 2, performance at the expected level 4 and above remained relatively stable from 2011 to 2013, but has risen in 2014. The improvement in English and science is greater than the improvement in mathematics. Performance at the higher-than-expected level 5 has varied over the past four years, with results in 2014 similar to those in 2011. In 2014, when compared with similar schools, pupils' performance places the school the top 25% for English and science at the expected and higher levels and in mathematics at the expected level. Performance in mathematics at the higher level places the school in the higher 50%.

At the end of the Foundation Phase, both boys and girls achieve well. However, at the end of key stage 2, boys generally do not achieve as well as girls at the higher level. Pupils with additional needs make good progress in achieving the targets in their individual education plans. Pupils eligible for free school meals achieve as well as other pupils at end of Foundation Phase. At the end of key stage 2, performance of pupils eligible for free school meals when compared with that of other pupils has improved over the last four years, but they still do not achieve as well overall.

Wellbeing: Adequate

Most pupils have a clear understanding of the importance of staying healthy by taking regular exercise and eating a healthy diet. They develop a good understanding of how to stay safe and know whom to talk to if they have any concerns.

Nearly all pupils have good attitudes to school. They enjoy learning and work well together in pairs and groups. Their behaviour in lessons and around school is good and at times exemplary. They are consistently polite and courteous. Pupils'

involvement in their learning develops well through helping to plan topics. For example, the contribution of pupils to planning the sport themed topic "Champions" ensures that they are enthusiastic and fully engaged in their learning.

The school council plays an active role in the life of the school. For example, it helps to decide upon a new school uniform. Most pupils are keen to take on responsibilities, such as fruit monitors and digital leaders. They develop life skills well when applying for these roles and attending interviews. They demonstrate care and concern for each other and the school environment. Pupils are regularly involved with the local community, for example through working with the allotment society.

When compared with similar schools, pupils' attendance placed the school in the bottom 25% from 2010 to 2013. Attendance has risen significantly from 91% to 94% over the last year but still places the school in the lower 50%. Most pupils arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad, balanced curriculum and staff review planning to ensure that it builds successfully on pupils' previous learning. In the Foundation Phase, staff provide suitable opportunities for pupils to reinforce their learning through independent activities and allow pupils good opportunities to select tasks. The interesting range of learning experiences that the school provides meets the needs of learners well.

Provision includes carefully planned trips and visitors into school that enhance the curriculum and motivate pupils at the start of topics. There is a good range of well-attended extra-curricular activities that support pupils' learning effectively.

Planning for the development of pupils' skills is comprehensive and ensures that there are good opportunities for pupils to apply their literacy and numeracy skills across the curriculum. Teachers take good account of the national Literacy and Numeracy Framework. Planning for pupils to apply their information and communication technology (ICT) skills across the curriculum is not as thorough.

The school ensures that pupils have good opportunities to learn about the culture and history of Wales and to develop their knowledge through visits to places in the locality. Provision for teaching the Welsh language is good in lessons and, in all classes, pupils learn specific Welsh vocabulary to support their class topics. Pupils practise their Welsh reading in a wide variety of group and class activities. However, pupils' written work shows repetition and pupils are not having sufficient opportunities to write at length for a range of topics.

Staff ensure that pupils develop their understanding of sustainability, for example through monitoring the use of energy, minimising waste and recycling. The school provides a good range of opportunities for pupils to learn about global citizenship and challenges in the wider world including the problems faced in Africa as a result of Ebola and problems caused by tree felling in Brazil.

Teaching: Good

All teachers have good working relationships with pupils and ensure high standards of behaviour. Nearly all ensure that lessons proceed at a brisk, lively pace and provide tasks that fully engage pupils. All teachers have up-to-date subject knowledge and use a range of teaching methods effectively. In lessons, many teachers ask challenging questions to extend pupils' learning. In the Foundation Phase, all staff support pupils well in enabling them to become confident, independent learners. Teaching assistants contribute very effectively to the delivery of language sessions, providing support for individuals and groups of pupils. In all classes, teachers have high expectations of most pupils. However, occasionally tasks do not challenge the more able as well as they should.

The school uses a wide range of assessments to track the progress of pupils rigorously. Staff use the tracking of progress to set challenging targets for improvement and to ensure that they identify any underachievement at an early stage. Pupils are often involved in the assessment of their own learning and that of others. This helps them to develop a sound understanding of what they need to do to improve. Teachers mark pupils' work regularly but comments do not always help pupils to improve.

Annual reports provide parents with detailed information on the progress their child is making.

Care, support and guidance: Good

The school provides a high level of care and support for pupils. There are appropriate arrangements to promote healthy eating and drinking, and the school makes good use of visitors, including police officers, to develop pupils' understanding of how to stay safe.

Staff plan an appropriate range of learning experiences that support pupils' spiritual moral, social and cultural development successfully. For example, pupils of all ages sing the "Abercerdin Pride" song enthusiastically and this reinforces the school's message of respect and pride in the school.

The school's Family Liaison officer is very effective in directing parents and pupils to appropriate services. This has a positive impact on vulnerable pupils and their families. The school makes good use of specialist services to ensure that pupils with additional needs receive appropriate support.

There are good procedures in place to identify pupils with additional needs at an early stage. Individual education plans have suitable targets, written in pupil-friendly language. There are effective procedures to track the progress that these pupils make. Parents and pupils are involved with staff in reviewing the targets.

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

Learning environment: Good

The school has a warm, welcoming ethos that provides pupils with a supportive learning environment. Staff treat all pupils equally and promote diversity well. They ensure that all pupils have access to every aspect of school life.

The school buildings and grounds have undergone extensive refurbishment in the last two years, which has significantly enhanced the accommodation. Classrooms are light, well maintained and suitable for the number of pupils on roll. Displays throughout the school provide a vibrant focus for learning. The outdoor area contains high quality equipment for all pupils and well-equipped areas for Foundation Phase learning. Staff use all areas of the building creatively. The school has a good range of suitable learning resources that meet pupils' needs well.

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

Leadership: Good

The headteacher provides strong, purposeful and effective leadership. She has a very good understanding of the strengths of the school and its priorities for development. Since her appointment, she has implemented many successful changes, for example in the teaching of reading. She has established positive relationships with staff, governors, parents and pupils. There is a shared vision and a clear drive for school improvement.

The senior management team provides good support for the headteacher. It has a positive impact on provision and standards through its management roles, for example in the development of the Foundation Phase. The regular meetings for staff have a clear focus on school improvement and provide good opportunities for staff to share good practice. Staff feel valued, work together well as a team and have comprehensive roles and responsibilities. The whole school community works collaboratively to take forward new initiatives that improve outcomes for pupils.

The arrangements for the performance management of staff are robust and link well to the school's priorities for improvement. The school takes good account of local and national priorities in planning for improvement. For example, it has given a high priority to addressing the impact of poverty and disadvantage on pupils' educational achievement.

The governing body is proud of the school and is committed to improvement. Governors are actively involved in the daily life of the school and have a positive impact on provision, for example by monitoring the implementation of initiatives. They have a good understanding of the school's present performance through the detailed analysis of school data. They offer the school leadership challenge, for example in the re-structuring of the senior management team.

Improving quality: Good

The school has a well-established, effective cycle of self-evaluation. Senior leaders collect a good range of evidence to monitor provision and standards. This includes

regular visits to classrooms and looking at pupils' work. Staff make good use of the analysis of data to monitor the school's performance. Senior leaders use the outcomes of monitoring to identify clear areas in which the school needs to improve. The school seeks the views of parents and pupils and acts upon their suggestions, for example in decisions about the new school uniform. The self-evaluation report accurately identifies strengths and areas for improvement but, overall, it is too descriptive.

There are clear links between the self-evaluation report and the school development plan. The plan clearly identifies priorities for improvement with appropriate timescales, allocates resources and names responsible staff. There are a suitable number of appropriate priorities in the plan that have a clear focus on raising standards.

The school's plans for improvement have had a positive impact on, for example, raising standards in reading and numeracy.

Partnership working: Good

The school has a strong partnership with parents. Staff keep parents well informed, particularly about the new approaches to teaching reading and numeracy. This enables parents to support their child's learning effectively. The school's family liaison officer provides high quality support for families. This has resulted in a significant rise in attendance rates.

Leaders build close working links with the local community. Members of the community visit the school regularly to support pupils, for example by talking to pupils about their wartime experiences. Staff work closely with partners, including Careers Wales, to provide learning opportunities for the local community.

The school works closely with the local authority to ensure access to appropriate support for pupils with additional needs. Partnerships with the local cluster of schools are productive. This includes staff working together to ensure the accurate assessment of pupils' work. The school uses links with other providers to share its good practice. The school welcomes other providers to the school in order to share good practice and observe lessons.

The school has established a pre-school facility, the 'Mums Away project'. Close working between the school and the pre-school facility helps children settle in quickly when they start school. There are effective transition arrangements with the secondary school to ensure that pupils are confident to move on to the next phase of their education. Vulnerable pupils have effective additional support, including opportunities to attend an after-school club at the secondary school.

Resource management: Good

The school has an appropriate number of staff and uses their expertise effectively to enrich learning and to deliver the curriculum appropriately. The involvement of teaching assistants in supporting groups of pupils is very effective in improving standards in literacy.

The school supports the continuous professional development of staff well, particularly through well-established performance management. This has had a positive impact on standards and provision, such as raising standards in mathematics. Staff make good use of networks of professional practice to support the introduction of new initiatives.

The headteacher and governing body have appropriate systems to plan and monitor spending closely. They ensure that spending decisions support the priorities identified in the school development plan. Managers are very successful in securing additional funding for the school and use this well to improve provision and the facilities available to pupils. The school's use of the Pupil Deprivation Grant has resulted in improved attendance and good support for the families of vulnerable pupils.

The school provides good value for money in terms of pupils' outcomes, the quality of provision and the careful management of the budget.

Appendix 1: Commentary on performance data

6722046 - Abercerdin Primary School

Number of pupils on roll	197
Pupils eligible for free school meals (FSM) - 3 year average	26.6
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	23	22	20
Achieving the Foundation Phase indicator (FPI) (%)	82.6	81.8	100.0
Benchmark quartile	2	3	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	23	22	20
Achieving outcome 5+ (%)	82.6	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	8.7	40.9	55.0
Benchmark quartile	4	1	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	23	22	20
Achieving outcome 5+ (%)	82.6	90.9	100.0
Benchmark quartile	3	2	1
Achieving outcome 6+ (%)	13.0	13.6	50.0
Benchmark quartile	3	4	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	23	22	20
Achieving outcome 5+ (%)	95.7	90.9	100.0
Benchmark quartile	2	3	1
Achieving outcome 6+ (%)	21.7	27.3	55.0
Benchmark quartile	3	4	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.

6722046 - Abercerdin Primary School

Number of pupils on roll	197
Pupils eligible for free school meals (FSM) - 3 year average	26.6
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	23	19	21	16
Achieving the core subject indicator (CSI) (%)	73.9	73.7	81.0	93.8
Benchmark quartile	3	4	3	1
English				
Number of pupils in cohort	23	19	21	16
Achieving level 4+ (%)	82.6	73.7	85.7	93.8
Benchmark quartile	2	4	3	1
Achieving level 5+ (%)	30.4	10.5	47.6	50.0
Benchmark quartile	2	4	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	23	19	21	16
Achieving level 4+ (%)	78.3	78.9	81.0	93.8
Benchmark quartile	3	4	4	1
Achieving level 5+ (%)	30.4	21.1	57.1	37.5
Benchmark quartile	2	3	1	2
Science				
Number of pupils in cohort	23	19	21	16
Achieving level 4+ (%)	87.0	89.5	85.7	100.0
Benchmark quartile	2	2	3	1
Achieving level 5+ (%)	34.8	26.3	47.6	56.3
Benchmark quartile	1	3	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.

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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.	74		74	0		Rwy'n teimlo'n ddiogel yn fy ysgol.
			100%	0%		
			98%	2%		
The school deals well with any bullying.	74		71	3		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	74		73	1		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			99%	1%		
			97%	3%		
The school teaches me how to keep healthy	74		74	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	74		73	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	74		73	1		Rwy'n gwneud yn dda yn yr ysgol.
			99%	1%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	74		74	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	74		74	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	74		70	4		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			95%	5%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	74		73	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			99%	1%		
			95%	5%		
Other children behave well and I can get my work done.	74		68	6		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			92%	8%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	74		68	6		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			92%	8%		
			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.	48	26 / 54%	17 / 35%	2 / 4%	0 / 0%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	48	31 / 65%	17 / 35%	0 / 0%	0 / 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	48	33 / 69%	15 / 31%	0 / 0%	0 / 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	48	27 / 56%	17 / 35%	2 / 4%	0 / 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	48	19 / 40%	22 / 46%	2 / 4%	0 / 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	48	26 / 54%	20 / 42%	0 / 0%	0 / 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	48	28 / 58%	19 / 40%	0 / 0%	0 / 0%	1	Mae'r staff yn disgwyl i fy mhlentyn 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.	47	20 / 43%	19 / 40%	3 / 6%	0 / 0%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	48	29 / 60%	15 / 31%	3 / 6%	0 / 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	48	25 / 52%	17 / 35%	1 / 2%	1 / 2%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	48	32 / 67%	12 / 25%	3 / 6%	0 / 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	47	24 / 51%	21 / 45%	1 / 2%	0 / 0%	1	Mae fy mhlentyn 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.	48	24 / 50%	20 / 42%	2 / 4%	0 / 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	48	28 58%	15 31%	3 6%	0 0%	2	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.	48	24 50%	16 33%	1 2%	0 0%	7	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.	47	24 51%	15 32%	2 4%	0 0%	6	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.	43	17 40%	16 37%	3 7%	0 0%	7	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.	48	27 56%	19 40%	2 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	48	26 54%	17 35%	1 2%	1 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Jane Linda Williams	Reporting Inspector
Roger Rees	Team Inspector
Ann Dackevych	Team Inspector
Matthew Evans	Lay Inspector
Michael Fryer	Peer Inspector
Helen Gentle	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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