



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Porthcawl Primary School
Meadow Lane
Porthcawl
CF36 5EY**

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Porthcawl Primary School is in the town of Porthcawl in the Bridgend local authority. There are 177 pupils on roll between the ages of three and eleven. The school has six mixed-aged classes. It employs eight full-time teachers.

Currently, around 21% of pupils are eligible for free school meals, which is around the national average. Very few pupils come from ethnic minority backgrounds or have English as an additional language. No pupils speak Welsh as their first language.

The school has identified around 20% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs.

The school was last inspected in March 2009. The headteacher took up the post in 2001.

The individual school budget per pupil for Porthcawl Primary School in 2014-2015 means that the budget is £3,394 per pupil. The maximum per pupil in the primary schools in Bridgend is £4,735 and the minimum is £2,926. Porthcawl Primary School is 21st 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 school's current performance is good because:

- Most pupils make good progress from their starting points on entry to the school and achieve good standards
- Most pupils apply their literacy and numeracy skills well across the curriculum
- The standards of speaking and listening of most pupils are strong
- Nearly all pupils behave very well and are enthusiastic and eager to learn
- Nearly all pupils have a secure understanding of how to live a healthy lifestyle
- The quality of teaching is good
- The working relationships between staff and pupils is strong
- Most pupils who receive additional support with their learning make good progress
- The school provides valuable quality care, support and guidance for pupils
- The school has a calm, positive and inclusive ethos

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides a clear vision and has high expectations for the school
- All members of staff work well together as a team
- The governing body holds the school to account successfully
- School self-evaluation processes make valuable use of first-hand evidence
- The school improvement plan is closely linked to the self-evaluation report
- Partnership working is a strong feature of the school's work and has a positive impact on pupils' wellbeing.
- The school manages and deploys staff well
- The school provides good value for money

Recommendations

R1 Improve standards in the Foundation Phase

R2 Improve pupils' presentation skills in the Foundation Phase

R3 Make better use of pupils' performance data to inform the impact of initiatives and to measure the progress of groups and cohorts of pupils

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

The school's baseline assessment indicates that on entry to school nearly all pupils have knowledge, understanding and skills at or below the level expected for their age. Most pupils make good progress in relation to their starting point as they move through the school.

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. They enjoy talking about visits to the local community and providing information about local landmarks. Most pupils enjoy reading and they have a good understanding of different texts. Most read aloud with fluency and expression. They use their phonic skills and other strategies well to help them to work out the sound and meaning of unfamiliar words. Many pupils make suitable progress in developing their writing skills. Many make good use of their phonic skills to spell simple words correctly. The majority of pupils use a suitable range of simple punctuation correctly, but very few use commas or question marks in their work. Most pupils use simple sentences accurately, while a minority write using a relevant range of interesting vocabulary to express their ideas. Pupils write for a wide range of purposes both in teacher led tasks and in independent activities. However, very few pupils write at length and only a minority of pupils present their work well.

By the end of key stage 2, most pupils communicate their ideas clearly. They express their opinions confidently, for example, when they explain what they like and dislike about the books they read. They have a good understanding of their work, for example, when discussing what they do well and what they need to do next in order to succeed. Overall, most pupils read well and have a good understanding of texts. They use higher order reading skills effectively in different subjects, for example when researching and presenting information about the Porthcawl census from 1851 and 1881. Many pupils apply their writing skills effectively in a variety of genres. They make good use of a range of plans to support their writing effectively. They use a suitable range of punctuation and use paragraphs appropriately to present ideas coherently to the reader. Most make strong use of their literacy skills across the curriculum when, for example, researching and writing reports on the pros and cons of renewable energy.

By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems involving money, shape and measurement. For example, pupils investigate two and three-dimensional shapes inside and outside the school building. They use a good range of appropriate mathematical vocabulary and make beneficial use of practical apparatus to support them in their calculations. Most record their results appropriately, but the presentation of their work is not always neat and this can affect the accuracy of their calculations. In key stage 2, most pupils explain and use a range of methods accurately when adding, subtracting, multiplying or dividing and have suitable strategies for checking the accuracy of their calculations. Many pupils make good use of their mathematical skills across the

curriculum, for example when comparing and analysing information on wealth relative to the population of different countries around the world.

In the Foundation Phase, most pupils make good progress in learning Welsh. They use simple greetings and phrases successfully. They understand a good range of instructions and commands. They respond confidently to questions, for example when buying and selling items in the ice cream shop. In key stage 2, pupils show a good understanding of the vocabulary used and respond confidently using past and future tenses when sharing personal information, expressing opinions and agreeing or disagreeing with others. They enjoy, but are less accurate when reading in Welsh. Most pupils write correctly in Welsh, using a good range of familiar vocabulary in a suitable range of relevant contexts.

In the Foundation Phase, many pupils use their thinking skills well, for example when planning a picnic basket for a character in the class story. In key stage 2, pupils develop their thinking and problem solving skills successfully. For example, they calculate the most cost effective method of transporting coal.

Most pupils with additional learning needs and those with English as an additional language make good progress by the end of key stage 2.

Over the past three years, when compared with that of similar schools, the performance of pupils at the end of the Foundation Phase has fluctuated at the expected outcome 5. The performance of pupils in literacy skills places the school in either the lower 50% or the bottom 25% of similar schools. The performance of pupils in mathematical skills places the school between the top 25%, and the lower 50%. At the higher outcome 6, the performance of pupils in literacy and mathematical skills has fluctuated, moving the school between the lower 50% and the bottom 25% when compared with similar schools.

Over the past three years, performance in English mathematics and science at the end of key stage 2 has placed the school between the top 25%, and the lower 50% when compared with similar schools. At the higher level 5, pupils' performance over the last three years shows a trend of improvement in English, mathematics and science.

In 2014, in the Foundation Phase, pupils eligible for free school meals performed as well as their peers. In key stage 2, pupils performed as well as their peers in English, mathematics and science at the expected level, but generally less well than their peers at the higher level.

Wellbeing: Good

Nearly all pupils are happy and enjoy school life. They feel safe and have a secure understanding of how to live a healthy lifestyle by eating a balanced diet and taking regular exercise. Nearly all pupils behave very well in lessons, at playtimes and as they move around the school. They treat each other and adults with respect. Nearly all pupils are enthusiastic and very eager to learn.

Across the school, most pupils work well, both independently and co-operatively. They sustain concentration and engage positively in tasks. They have a beneficial role in making decisions about what and how they learn. For example, pupils in the Foundation Phase share in the planning of the challenges in the areas of learning and in key stage 2 pupils contribute to ideas for themed weeks, such as where they investigate and make decisions about energy conservation.

The school council carries out its roles and responsibilities effectively. It meets regularly and is involved in making decisions that have a positive impact on the life of the school. For example, it takes an active role in developing the school's anti bullying charter and in providing games and equipment to encourage pupils to be active at break times. The school links well with the wider community. For example, pupils visit the local chapel and local businesses to support learning.

Many pupils develop their wellbeing, social and life skills effectively. They are involved in a national programme to promote the rights of children and many pupils participate in wide range of extra-curricular activities such as photography and sports clubs.

Most pupils attend regularly and on time. When compared with similar schools, attendance has placed the school in the top 25% or the higher 50% for the last four years.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a stimulating, broad and balanced curriculum that engages all pupils effectively.

The school has detailed schemes of work, based on a variety of relevant themes and which build progressively on pupils' prior knowledge and skills. The curriculum provides a wide range of interesting opportunities for pupils to apply their literacy, numeracy and information and communication technology (ICT) skills in a variety of subjects and areas of learning effectively. Planning includes worthwhile opportunities for pupils to use a wide range of skills to explore and present information linked to class topics. In the Foundation Phase, there are worthwhile opportunities for pupils to be independent learners in both the indoor and outdoor learning environment. The school makes good use of visits and visitors to enrich learning opportunities.

Provision and planning for the Welsh language and the Welsh dimension are appropriate. All pupils gain a broad understanding of life in Wales and Welsh culture through the provision of a wide range of interesting and relevant activities and visits. The school makes good use of a framework for teaching Welsh vocabulary that builds successfully on previously learned language patterns. There are a limited number of good quality books to extend and encourage pupils to read in Welsh.

The school promotes sustainability and global citizenship well. It has a proactive eco-committee, which has a positive impact on encouraging pupils to care for the school environment. The committee promotes healthy eating effectively by

monitoring lunchboxes and encouraging pupils to take part in 'fruity Friday'. It encourages recycling by monitoring litter bins and collecting fruit peelings for the compost bin. Pupils have beneficial opportunities to learn about the wider world through writing letters to pupils in a school in France and through topic work where they study life in India.

Teaching: Good

In all classes, teachers have good subject knowledge. They work closely with support staff and use a wide range of teaching approaches to challenge and engage most pupils successfully. All staff have very positive working relationships with and high expectations of nearly all pupils.

Teachers make good use of stimuli to engage pupils' interest well. Activities link successfully to topics and motivate pupils to learn. Teachers use a variety of resources, including the outdoor environment to enhance pupils' learning experiences and to build on their prior learning effectively. In the Foundation Phase, teachers provide pupils with useful frameworks that support them in recording their learning, but too much reliance on them limits the opportunities for pupils to write extensively and independently across the curriculum. Teachers ask challenging questions that develop pupils' skills well. They have a clear understanding of what they want pupils to achieve, and ensure that pupils understand the learning objectives and expectations in the lessons.

The school has established effective assessment for learning strategies. All teachers make valuable use of peer and self-assessment. These enable pupils to evaluate their own work and the work of others confidently. All teachers mark pupils' work regularly. Their comments are detailed and constructive, and they provide useful feedback on what pupils have done well and what they need to do to improve. Most pupils know their personal targets and know what they need to do to achieve them.

Tracking of individual pupils' progress is strong. All teachers make beneficial use of the detailed analysis of data and the termly progress reports. This ensures all pupils make good progress and receive appropriate support and challenge when required. However, senior leaders do not always use the data well enough to analyse the overall progress of groups and cohorts of pupils.

Reports to parents are clear and informative, and indicate appropriate areas for improvement. They provide useful opportunities for pupils to review their own progress and for parents and carers to respond.

Care, support and guidance: Good

The school provides a supportive caring environment for pupils. There are strong positive working relationships between all staff and pupils. As a result, pupils feel safe and well cared for. There is a strong emphasis on teaching pupils about values and rights, which develops their moral and social awareness effectively. Examples include promoting values through classroom displays and assemblies. The school enhances pupils' cultural development well, through for example visits to the theatre and involvement in the local Celtic festival. Daily acts of collective worship provide opportunities for pupils to reflect on spiritual matters, and develop their sense of awe and wonder appropriately.

The school makes appropriate arrangements for promoting healthy eating and drinking. A wide range of beneficial after school clubs ensure pupils have opportunities to participate in activities to promote an active and healthy lifestyle. Regular visits from specialist services such as the police and health professionals ensure that pupils know what they need to do to live a healthy lifestyle and how to keep safe online.

Provision for pupils with additional learning needs is good. There are well-established systems for tracking pupils' progress. These identify pupils with specific problems or those who need additional help with their learning successfully. There is a good range of interventions in place, which support the needs of all pupils well. The school has beneficial links with external agencies and specialist services, which provide effective support and guidance when required. The co-ordinator for additional learning needs organises provision well and there are strong links with parents. This has a positive effect on pupils' wellbeing and progress in learning.

The school has a broad range of appropriate measures to monitor and maintain pupils' attendance. These include certificates for full attendance and regular reminders through newsletters and the school website. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

Porthcawl Primary school has a very calm, positive and inclusive ethos. The school's policies and procedures meet statutory requirements and support its ethos well. All pupils have equal access to the school curriculum and opportunities to succeed in all aspects of school life.

All pupils take great pride in belonging to the school and demonstrate high levels of care and consideration towards each other, staff and visitors. This is a strength of the school.

The accommodation is well maintained and all classrooms provide a stimulating learning environment. There is a good range of relevant resources, which support learning effectively, both inside and outside the classrooms. Attractive and interesting displays support learning and celebrate pupils' work successfully. The extensive outdoor area is secure and provides many facilities to support outdoor learning effectively. These include a wildlife garden, an allotment and areas for physical activities. The site is safe and secure.

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

The headteacher has a clear vision and high expectations for the school. He shares this with pupils, parents, staff and governors effectively. The deputy headteacher supports the headteacher well. Almost all aspects of school life focus on increasing pupils' achievements and improving their wellbeing successfully.

Staff understand their roles and responsibilities and all members of staff work well together as a team. The school has a clear annual review timetable, which links to both leadership team and staff meetings effectively. This ensures that the school focuses well on monitoring and promoting improvements in provision and standards. There are effective systems to manage the performance of teachers. All teachers have relevant targets, linked closely to school priorities and pupils' progress.

The school responds positively to national and local priorities. Teachers plan thoroughly for the implementation of the national Literacy and Numeracy Framework and build its approaches into lessons and themes well. The school has a strong focus on raising standards in numeracy and literacy. They target groups who are at risk of underachievement well. For example, there is effective support in place for pupils eligible for free school meals, to enable them to improve their literacy and numeracy skills where appropriate.

The governing body is aware of the school's strengths and areas for development. It is an active partner in supporting the school's progress and establishing its future priorities. Governors attend training regularly and consider progress reports carefully. Their understanding of pupils' performance data enables them to hold school leaders to account for the quality of education the school provides successfully.

Improving quality: Good

The school has a good understanding of its strengths and areas for improvement. Leaders use a wide range of relevant information to assess how well the school is performing. These include observing teaching, looking at pupils' work and talking to them individually or through the school council. Many teachers contribute effectively to self-evaluation through subject monitoring reports and action plans. The headteacher seeks the opinions of parents through discussions and questionnaires. He acts on their views and reports on progress effectively.

Senior leaders and governors make good use of school performance information to evaluate how well pupils are achieving. However, they do not always use the wide range of data available well enough to show how well groups of pupils or sections of the school are achieving, or to assess the impact of initiatives on pupil performance. Information from the good range of evaluation processes contribute successfully to self-evaluation reports, which provide an honest and accurate picture of the school.

Leaders make worthwhile use of information from self-evaluation to determine relevant priorities and to identify clear targets for school improvement. They include the views of external agencies to inform their judgements. The school improvement plan has a manageable number of targets. These focus clearly on raising standards and improving provision. The improvement actions identify appropriate timescales, costs and responsibilities and indicate how leaders plan to measure progress. The school has a good track record of managing improvements. For example, it has improved outcomes in literacy and numeracy in key stage 2. The school has made good progress in response to the recommendations from its last inspection.

Partnership working: Good

The school works effectively with parents and communicates regularly through newsletters, meetings and the school website. It develops beneficial links with local authority specialist services, health organisations and the wider community including the police, local churches and charities.

Co-operation with partners is a strength of the school. Pupils make valuable contacts with people from a wide range of professions. For example, engagement with a group of businesses has enabled pupils to participate in an exciting racing car project using computer-aided design. A partnership with a local college has enabled pupils to learn about ecological changes in the environment from experts. It has also provided good opportunities for pupils to develop a range of literacy and numeracy skills through writing and performing songs and scripts and costing and marketing products during an enterprise project.

Collaboration with a leading environmental organisation has released considerable funding to facilitate safe cycling to school. The project has enabled new bicycle storage and safe cycle paths in and around the school environment. Safe cycling projects led by specialists promote pupils' health and their safe use of the new facilities effectively.

Teachers work effectively with other schools to moderate assessments of pupils' work and to share joint training and planning. This has enabled local primary schools and the secondary school to develop a greater shared awareness of teaching methods. There are strong links with local pre-school groups. The school establishes strong links with parents before their child enters school through drop in sessions, home visits and workshops. This ensures parents are well informed and pupils have a positive start to school life. Effective links with the local high school enable smooth transition for pupils to their next stage of learning.

Resource management: Good

There are sufficient staff to meet the school's requirements. The headteacher deploys teachers, learning support officers and other staff to meet the needs of all pupils successfully. There is a good range of relevant opportunities for teachers and learning support staff to take part in training linked closely to their role and to school priorities.

The school has a suitable range of good quality resources, that it uses effectively, to interest and to engage learners.

The headteacher and governing body manage the school budget well and ensure that the agreed spending links appropriately to the priorities within the school improvement plan. The school currently has a modest budget deficit. This situation is managed well and the finance committee of the governing body has a good understanding of the school's financial position.

The school uses the Pupil Deprivation Grant appropriately to enable pupils eligible for free school meals to receive appropriate support and to raise achievement to the expected levels. The school provides a specially trained learning support officer to provide targeted care and 'nurture' support and other interventions to enable pupils to

make the best of their school opportunities. Assessments conducted by the school show beneficial improvements in the skills of targeted pupils.

In view of the effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6722296 - Porthcawl Primary School

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	22.0
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	22	16	23
Achieving the Foundation Phase indicator (FPI) (%)	72.7	81.3	82.6
Benchmark quartile	3	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	22	16	23
Achieving outcome 5+ (%)	72.7	81.3	87.0
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	13.6	18.8	0.0
Benchmark quartile	4	3	4
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	22	16	23
Achieving outcome 5+ (%)	95.5	93.8	87.0
Benchmark quartile	1	2	3
Achieving outcome 6+ (%)	9.1	18.8	0.0
Benchmark quartile	4	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	22	16	23
Achieving outcome 5+ (%)	90.9	81.3	91.3
Benchmark quartile	3	4	4
Achieving outcome 6+ (%)	0.0	18.8	0.0
Benchmark quartile	4	4	4

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

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

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

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

6722296 - Porthcawl Primary School

Number of pupils on roll	172
Pupils eligible for free school meals (FSM) - 3 year average	22.0
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	12	24	29	27
Achieving the core subject indicator (CSI) (%)	66.7	91.7	86.2	96.3
Benchmark quartile	4	1	3	1
English				
Number of pupils in cohort	12	24	29	27
Achieving level 4+ (%)	83.3	91.7	89.7	96.3
Benchmark quartile	3	2	3	1
Achieving level 5+ (%)	8.3	20.8	31.0	44.4
Benchmark quartile	4	4	3	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	12	24	29	27
Achieving level 4+ (%)	75.0	95.8	86.2	96.3
Benchmark quartile	4	1	3	1
Achieving level 5+ (%)	25.0	16.7	34.5	44.4
Benchmark quartile	3	4	2	2
Science				
Number of pupils in cohort	12	24	29	27
Achieving level 4+ (%)	83.3	91.7	86.2	96.3
Benchmark quartile	3	2	4	2
Achieving level 5+ (%)	8.3	12.5	34.5	40.7
Benchmark quartile	4	4	2	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.	79		79 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	79		78 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	79		78 99%	1 1%	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	79		78 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.	79		79 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	79		77 97%	2 3%	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.	79		79 100%	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.	79		79 100%	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.	79		76 96%	3 4%	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.	79		79 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	79		77 97%	2 3%	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	79		76 96%	3 4%	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.	54	40 74%	13 24%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	54	43 80%	11 20%	0 0%	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.	54	44 81%	9 17%	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.	52	37 71%	14 27%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	53	25 47%	23 43%	4 8%	1 2%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	54	38 70%	14 26%	2 4%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	54	37 69%	17 31%	0 0%	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.	53	33 62%	17 32%	2 4%	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.	54	36 67%	15 28%	3 6%	0 0%	0	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.	54	38 70%	14 26%	2 4%	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.	53	41 77%	12 23%	0 0%	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.	49	30 61%	18 37%	1 2%	0 0%	4	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.	54	33 61%	15 28%	6 11%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	54	38 70%	14 26%	2 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	51	31 61%	18 35%	2 4%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	52	34 65%	18 35%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	43	27 63%	16 37%	0 0%	0 0%	7	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	54	33 61%	18 33%	3 6%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	51	38 75%	13 25%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Janet Rowlands	Reporting Inspector
Gregory Owens	Peer Inspector
Gwen Aubrey	Lay Inspector
Owen Morgan	Peer Inspector
Andrew Wood	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
- 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.