



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

A report on

**Tairgwaith Primary School
Llwyncelyn Road
Tairgwaith
Ammanford
SA18 1UU**

Date of inspection: March 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:

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Tairgwaith Primary School is on the outskirts of Ammanford in the Neath Port Talbot local authority. There are 110 pupils aged three to eleven years at the school. There are four mixed-age mainstream classes, including 16 pupils in the part-time nursery provision.

Approximately 39% of pupils are eligible for free school meals. This is much higher than the national average (20%). A very few pupils are looked after by the local authority. A very few pupils have English as an additional language. Most pupils are of white British ethnicity.

The school has identified 20% of pupils as having additional learning needs. This is below the average for Wales (25%). Very few pupils have a statement of special educational needs.

The last inspection was in June 2009. The current headteacher took up his post in January 2015.

The individual school budget per pupil for Tairgwaith Primary School in 2015-2016 means that the budget is £4,270 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,039 and the minimum is £2,718. Tairgwaith Primary School is 10th out of the 65 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- The majority of pupils make purposeful progress in many subject areas
- Most pupils develop their skills in mathematics well
- Nearly all pupils feel safe in school and know where to turn for support and advice
- Many pupils across the school are enthusiastic and motivated to learn
- The school council contributes effectively to the school's decision-making and plays an important part in school improvement
- The school makes good use of visits and a purposeful range of extra-curricular activities to enhance pupils' learning
- There is an inclusive environment where pupils of all abilities and backgrounds are encouraged to succeed

However:

- Many pupils do not write as well in subject areas across the curriculum as they do in their work for English lessons
- Many pupils make limited progress in applying numeracy skills across the curriculum
- Learning tasks do not sufficiently challenge more able pupils
- There is a limited range of creative and stimulating learning experiences for the older pupils in the Foundation Phase
- The planned curriculum does not ensure sufficient opportunities for pupils to develop their scientific and information and communication technology (ICT) skills across the school
- Teacher assessments, particularly those awarded to pupils at the end of the Foundation Phase and key stage 2, are not accurate enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher has developed a clear vision for the school, focused on improving pupil outcomes
- The school has started to use performance data well to identify strengths and areas for improvement
- Staff meetings generally have an appropriate focus on school priorities and, as a result, recent changes are beginning to have a positive impact on pupils' outcomes

- The current self-evaluation report shows that leaders know the strengths of the school well
- There are beneficial links with a wide range of partners
- There is purposeful use of the pupil deprivation grant to improve the literacy and numeracy skills and wellbeing of targeted pupils
- The school provides adequate value for money

However:

- Leadership roles are not fully developed
- The governing body's role in the strategic direction and self-evaluation process is limited
- Recent strategies for improvement have not impacted fully on the standards that pupils achieve
- The school has not fully addressed the recommendations from the previous inspection

Recommendations

R1 Raise standards of pupils' attainment in literacy and numeracy

R2 Improve the attainment of more able pupils

R3 Provide greater opportunities for pupils to write at length and to apply their numeracy and science investigation skills across the curriculum

R4 Improve the Foundation Phase provision to reflect best practice

R5 Base teacher assessments on sound evaluations of pupils' standards

R6 Strengthen the role of the governing body in strategic planning and securing improvement

R7 Improve self-evaluation and improvement planning processes so that they are effective in raising standards of teaching, learning and wellbeing

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

A majority of pupils enter the school with skills, knowledge and understanding at a level below that expected for their age and make purposeful progress in many subject areas.

In the Foundation Phase, many pupils listen well to each other and to adults. A minority of pupils need support initially to develop effective speaking skills, but by the end of the Foundation Phase many speak clearly when responding to questions and talking to adults and their peers. In key stage 2, most pupils listen with interest to adults and to each other. They speak with growing confidence and use an increasing vocabulary, for example when discussing the key features of the water cycle as experienced on a recent school visit.

In the Foundation Phase, many pupils have positive attitudes to reading and a majority read at a level appropriate for their age. They use picture clues and their knowledge of initial sounds to help them to read words. By the end of key stage 2, many pupils read well from a suitable range of books. They show an appropriate understanding of the text. However, many pupils' knowledge about the stories they read and a variety of authors is limited. A few of the more able pupils skim and scan text appropriately to locate specific pieces of information.

Many pupils in the Foundation Phase make a purposeful progress with their early writing skills. By the end of the Foundation Phase, many produce short pieces of writing for a range of purposes and audiences. They write full sentences, spelling a purposeful range of vocabulary correctly. Many pupils use their literacy skills appropriately in other areas of the curriculum, for example when writing simple sentences to describe the germination of a seed. By the end of key stage 2, many pupils write confidently in different styles and for different audiences. They use an interesting range of vocabulary. The minority of pupils plan and redraft their work effectively, for example when expressing their opinions about eating 'junk' food in school. However, in both the Foundation Phase and key stage 2, many pupils' ability to write extended pieces in their work across the curriculum is underdeveloped. Many pupils do not develop suitable handwriting skills and do not present their work neatly.

Most pupils develop suitable number skills as they move through the Foundation Phase. They learn to add, subtract and solve word problems confidently. They occasionally apply these skills in their work across the curriculum, for example when measuring the height of a variety of flowers to the nearest centimetre. In key stage 2, many pupils' mathematical skills develop purposefully. They calculate a variety of angles and the area of complex shapes confidently. Most pupils' mathematical skills across the school are sound, but they do not transfer them regularly enough to other areas across the curriculum. As a result, the majority do not achieve as well as they could.

Most pupils' Welsh language skills in the Foundation Phase are appropriate. Nearly all pupils respond with understanding to basic instructions in Welsh and many respond to simple questions using familiar vocabulary, for example when giving personal information. By the end of key stage 2, a very few more able pupils read familiar texts with growing confidence. The majority of pupils have a basic vocabulary and knowledge of simple sentence patterns that they use suitably in their speaking and writing.

Pupils with additional learning needs make appropriate progress towards achieving their targets. Recently, most pupils eligible for free school meals have attained as well as other pupils. At times, pupils of higher ability do not achieve as well as they could.

At the end of the Foundation Phase, over recent years, performance in literacy and numeracy at the expected outcome (outcome 5) has placed the school mainly in the top 25% in comparison with similar schools. The school's performance at the higher outcome (outcome 6) in language and mathematics has placed the school mainly in the top 25%.

At the end of key stage 2, over recent years, the school's performance at the expected level (level 4) has placed the school in the bottom 25% in English, mathematics and science in comparison with similar schools. Over the same period, the school's performance at the higher level has varied over time. The most recent performance places the school in the bottom 25% in English, mathematics and science in comparison with similar schools.

Wellbeing: Good

Nearly all pupils feel safe in school and know where to turn for support and advice. Most pupils are polite and courteous to each other and adults. Many show care and concern for others.

Most pupils are aware of the importance of eating and drinking healthily. Most understand that keeping fit is important and many pupils take part in a suitable range of extra-curricular activities that encourage them to be active.

Many pupils across the school are enthusiastic and motivated to learn. They behave well in lessons and around the school. Most have a clear idea of their strengths and use their personal targets effectively in order to improve their work. However, most pupils' input into what and how they learn is limited.

The school council contributes effectively to the school's decision-making process and plays an important part in school improvement. Members of the school council seek the views of other pupils actively. For example, following a recent survey, they established and now run a new lending library in the school.

Pupils' overall rates of attendance show an increase over time and have placed the school in the top 25% of similar schools for the last two years. Nearly all pupils are punctual.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Overall, the school provides a broad and balanced curriculum, which meets the requirements in many respects of the Foundation Phase and the National Curriculum appropriately. Teachers in key stage 2 plan a suitable range of interesting activities that engage most pupils' interests well. For the younger pupils in the Foundation Phase, there is a suitable emphasis on learning through practical experiences and the use of the outdoors. However, the range of creative and stimulating learning experiences for the older pupils in the Foundation Phase is limited. There are too few opportunities for these pupils to develop their independent learning skills and to engage in outdoor learning.

The school is beginning to respond appropriately to the requirements of the Literacy and Numeracy Framework. However, the school does not always provide enough opportunities for pupils to apply these skills across the curriculum. Longer-term planning does not identify clearly enough how learning experiences in science and ICT build systematically on pupils' existing knowledge and understanding across the school.

The school makes good use of visits; for example, the residential visit to Margam Park has a positive impact on the pupils' wellbeing. A purposeful range of extra-curricular activities supports the curriculum and enhances pupils' learning well.

Provision for the development of pupils' Welsh language skills is appropriate. For example, the 'Cops Cymraeg' group is beginning to impact positively on pupils' use of the Welsh language outside the classroom environment. Pupils have suitable opportunities to learn about the culture of Wales through participating in the school eisteddfod and through educational visits.

There is appropriate provision for the development of pupils' understanding of sustainability and environmental issues within the school, for example through recycling and litter picking. However, pupils' knowledge of the wider world is limited and opportunities to develop pupils' understanding of the diverse world they live in are underdeveloped.

Teaching: Adequate

In the majority of classes where teaching is good, lessons are lively and interesting, with well-organised and stimulating activities that engage nearly all pupils' attention. Many lessons have clear learning objectives and build well upon pupils' previous learning. Teachers and support staff engage well with pupils and have a positive impact on their wellbeing. They manage pupils' behaviour positively and maintain a productive working atmosphere in nearly all classes.

However, in the minority of classes where teaching is less effective, learning tasks do not always challenge pupils of all abilities enough and the pace of learning is slow. In a very few lessons, learning objectives are unclear and activities do not match the aims of the lesson.

Most teachers mark pupils' work regularly. They provide suitable praise and recognise when pupils achieve learning objectives. In many classes, marking provides pupils with clear feedback on how to improve their work. Older pupils are beginning to respond to the comments and have a better understanding of how to improve their work. Teachers provide useful opportunities for pupils to assess their own work and that of their peers.

The school has a computerised system to track pupils' progress that nearly all staff are beginning to update regularly. However, as a majority of teachers assess pupils on too narrow a range of activities, this process is not robust enough to ensure that it reflects accurately the standards that pupils achieve. As a result, teacher assessments, particularly outcomes awarded to pupils at the end of Foundation Phase and levels at the end of key stage 2, are not accurate enough.

Reports to parents are purposeful and meet requirements. The comments of class teachers and senior leaders provide useful, specific comments on the progress and engagement of individual pupils.

Care, support and guidance: Good

The school is an inclusive community that promotes pupils' health and wellbeing well. It provides a supportive and caring environment for most pupils. There are clear procedures to promote positive behaviour and attendance, and pupils respond to these well. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school co-operates closely with a number of external agencies. As a result, the quality of care and support for pupils on education, social and personal issues is effective. For example, there is effective support from the hearing impairment service, which ensures that targeted pupils make good progress.

Staff support pupils' spiritual, moral and social development purposefully through a variety of appropriate experiences within the curriculum, and also through activities such as collective worship and a whole-school Samba workshop. However, provision to develop pupils' cultural development fully across the school is limited.

The school's provision for pupils with additional learning needs is good and enables these pupils to do well. Teachers identify pupils' needs at an early stage and provide purposeful support for them. Staff and parents monitor and review pupils' individual learning plans regularly. Teaching assistants provide valuable support for individuals and groups of pupils who require extra help with their learning. As a result, pupils receiving intervention progress well.

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

Learning environment: Good

The school has established an inclusive environment where staff encourage pupils of all abilities and backgrounds to succeed. It places an appropriate emphasis on

recognising, respecting and celebrating diversity and pupils' rights. There are appropriate policies, procedures and plans in place to ensure equality of opportunity. Productive working relationships exist between nearly all staff and pupils and this contributes successfully to the positive ethos.

The school building and classrooms provide an attractive, bright and stimulating environment. The school is well equipped with resources that match the needs of pupils in most areas. Staff make purposeful use of the external area to promote the principles of the Foundation Phase for the younger pupils. However, limited use is made of the outdoor environment, and areas to promote outdoor learning are underdeveloped. Staff make effective use of all available space within the school building.

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

Since his appointment just over a year ago, the headteacher has developed a clear vision for the school that focuses appropriately on improving pupil outcomes. This has provided more strategic direction to the school's work and staff meetings focus appropriately on taking forward school priorities.

The headteacher has also begun to establish more systematic systems and processes for managing and improving the school's provision, but from a relatively low base. For example, leaders and managers have started to use performance data well to identify strengths and areas for improvement, have introduced a new marking policy and have increased pupils' involvement in assessing their own work. However, leadership roles throughout the school are relatively underdeveloped. For example, they have not ensured the provision of an appropriate curriculum in all classes.

Performance management arrangements are in place and challenge the teaching staff appropriately to improve their practice by setting purposeful targets that link to the school priorities. The process is beginning to have an effect on improving the standards of pupils' writing.

The school takes suitable account of local and national priorities and has a purposeful focus on improving pupils' literacy and numeracy skills and ensuring that pupils from deprived backgrounds perform at least as well as other pupils.

The governing body meets regularly and fulfils its statutory requirements. Members of the governing body are very supportive of the school and now receive regular reports on the progress of the school development plan. Governors' understanding of standards is strengthening through monitoring visits. However, the governing body's role in the strategic direction and self-evaluation processes is limited and it does not challenge the school enough in its role as a critical friend.

Improving quality: Adequate

The school has recently developed more comprehensive procedures for evaluating its work. This evidence includes an analysis of pupil outcomes, regular observations of teaching staff, scrutiny of pupils' work, and gathering the views of governors, parents and pupils and the local authority. School leaders now use performance data efficiently to identify shortcomings in outcomes for pupils and to develop priorities for school improvement. As a result, the most recent self-evaluation report is generally evaluative and identifies the school's strengths and several areas for improvement appropriately. The teaching staff's involvement in assessing the quality of the school's actions is very recent.

The school's development plan focuses suitably on priorities identified through the evaluation of performance data and scrutiny of work. For example, it focuses appropriately on actions to improve pupils' reading skills.

The school development plan clearly defines actions, estimated costs, timescales and arrangements to monitor the effective delivery of the plan. Recent strategies for improvement are beginning to impact on the standards that pupils achieve, for example re-organising the provision to improve pupils' reading skills.

Over the last year, the school has begun making a purposeful progress towards meeting a few of the recommendations, for example to raise standards in science in key stage 2 and English in both key stages. However, the school has not fully addressed all the recommendations from the previous inspection.

Partnership working: Good

There is a successful partnership between the school and parents. Parents are very supportive of the school, and many appreciate the way school listens and shares information regularly with them. The active parent-teacher association plays an important part in the school's life and contributes significant additional funds to improve the school's resources, for example by purchasing reading books for the library and helping pupils raise money for charities. A few parents run weekly pupil reading groups. This is developing pupils' confidence and having a positive impact on the standards they achieve.

The school has strong links with the community through a broad range of stimulating experiences for pupils. For example, the headteacher has organised sporting events with other schools and the school choir performs in the local area. There are useful links with shops and restaurants to provide enhanced opportunities to develop pupils' entrepreneurial skills. These links enrich learning and give pupils a better understanding of the world of work.

There are strong links and effective transfer arrangements with the secondary school and there are a variety of successful transition activities for pupils. Recent arrangements with other local primary schools in the cluster to moderate and standardise pupils' work in the core subjects are developing appropriately, but have not ensured accurate teacher assessment at the end of the Foundation Phase or key stage 2.

Resource management: Adequate

The school manages its resources appropriately. Senior leaders make effective use of staff to support most pupils who have additional learning needs. The school has recently revised its arrangements for planning, preparation and assessment time successfully. As a result, staff in key stage 2 have worthwhile opportunities to plan together and to share expertise. This has led to greater consistency in short-term planning by teachers and better tracking of pupils' progress.

Performance management targets for the teaching staff have a clear focus on raising standards. Teachers are beginning to work collaboratively with other schools in the authority on problem-solving with the oldest pupils in key stage 2. This partnership is in the very early stages and has yet to influence standards of teaching and learning positively.

The headteacher and the governing body finance sub-committee monitor and manage expenditure effectively. They plan and use school funds purposefully in order to improve provision, for example the outdoor learning environment and ICT resources. The school's expenditure links appropriately to the priorities in the development plan for raising pupils' standards and wellbeing.

The school makes purposeful use of the pupil deprivation grant in order to improve the literacy and numeracy skills and wellbeing of targeted pupils, for example through a range of specific learning interventions.

In view of the quality of the school's provision and the outcomes achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6712206 - Tairgwaith Primary School

Number of pupils on roll	104
Pupils eligible for free school meals (FSM) - 3 year average	39.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	15	10	*	15
Achieving the Foundation Phase indicator (FPI) (%)	80.0	90.0	*	60.0
Benchmark quartile	1	1	*	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	15	10	*	15
Achieving outcome 5+ (%)	93.3	100.0	*	66.7
Benchmark quartile	1	1	*	4
Achieving outcome 6+ (%)	33.3	50.0	*	26.7
Benchmark quartile	1	1	*	2
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	15	10	*	15
Achieving outcome 5+ (%)	80.0	90.0	*	60.0
Benchmark quartile	2	1	*	4
Achieving outcome 6+ (%)	13.3	40.0	*	26.7
Benchmark quartile	3	1	*	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	15	10	*	15
Achieving outcome 5+ (%)	100.0	100.0	*	73.3
Benchmark quartile	1	1	*	4
Achieving outcome 6+ (%)	66.7	70.0	*	40.0
Benchmark quartile	1	1	*	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.

6712206 - Tairgwaith Primary School

Number of pupils on roll 104
 Pupils eligible for free school meals (FSM) - 3 year average 39.5
 FSM band 5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	11	10	12	16
Achieving the core subject indicator (CSI) (%)	36.4	50.0	50.0	68.8
Benchmark quartile	4	4	4	4
English				
Number of pupils in cohort	11	10	12	16
Achieving level 4+ (%)	63.6	60.0	50.0	68.8
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	*	*	*	43.8
Benchmark quartile	*	*	*	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	11	10	12	16
Achieving level 4+ (%)	54.5	50.0	66.7	68.8
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	*	*	*	43.8
Benchmark quartile	*	*	*	1
Science				
Number of pupils in cohort	11	10	12	16
Achieving level 4+ (%)	90.9	50.0	50.0	68.8
Benchmark quartile	1	4	4	4
Achieving level 5+ (%)	*	*	*	43.8
Benchmark quartile	*	*	*	1

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	51		51 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	51		51 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	51		51 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	51		51 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	51		51 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	51		51 100%	0 0%	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.	51		51 100%	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.	51		50 98%	1 2%	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.	51		48 94%	3 6%	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.	51		50 98%	1 2%	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.	51		38 75%	13 25%	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	51		46 90%	5 10%	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.	29	19 66%	9 31%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	29	25 86%	4 14%	0 0%	0 0%	0	Mae fy mhentyn 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.	29	25 86%	3 10%	1 3%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	29	24 83%	5 17%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	29	11 38%	16 55%	1 3%	1 3%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	29	20 69%	8 28%	1 3%	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.	29	23 79%	6 21%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	28	21 75%	7 25%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	28	19 68%	7 25%	1 4%	1 4%	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.	29	22 76%	6 21%	1 3%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	29	23 79%	5 17%	1 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	28	23 82%	5 18%	0 0%	0 0%	1	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.	29	24 83%	3 10%	2 7%	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.	29	23 79%	3 10%	2 7%	1 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	27	17 63%	10 37%	0 0%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	41%	8%	2%		
The school helps my child to become more mature and take on responsibility.	28	20 71%	8 29%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn 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.	24	18 75%	6 25%	0 0%	0 0%	3	Mae fy mhlentyn 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.	27	15 56%	6 22%	4 15%	2 7%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	28	19 68%	8 29%	0 0%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Matthew Evans	Lay Inspector
Joel Russell Moore	Peer Inspector
Nigel Thomas (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.