Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate for Education and Training in Wales

A report on

Tremains Primary School
Channel View
Brackla
Bridgend
CF31 2NL

Date of inspection: November 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.

Publication date: 06/01/2017

Context

Tremains Primary School is in the Brackla area of Bridgend. The local authority is Bridgend County Borough Council.

The school has 477 full-time pupils between the ages of three and eleven. There are 16 single-age classes and one mixed-age class. The school hosts two observation and assessment classes, funded by the local authority, for pupils with specific learning difficulties. There are 18 pupils between the ages of three and seven in these classes.

Nearly all pupils are from the local residential area. Around 12% are eligible for free school meals, which is below the national average. Most pupils are of white British ethnicity and come from homes where English is the first language. Very few pupils speak Welsh at home.

The school identifies that approximately 13% of pupils have additional learning needs, which is below the national average. No pupils have a statement of special educational needs.

The headteacher took up her post in September 2009. Estyn last inspected the school in March 2011.

The individual school budget per pupil for Tremains Primary School in 2016-2017 is £3,318. The maximum per pupil in the primary schools in Bridgend is £4,484 and the minimum is £2,872. Tremains Primary School is 22nd out of the 48 primary schools in Bridgend 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 current performance of the school is adequate because:

- The school is a warm, welcoming and inclusive community
- Most pupils read well, with expression and understanding
- Most pupils listen well, speak confidently and explain their thoughts clearly
- Nearly all pupils behave well and most have a very positive attitude to learning
- The school provides effective support for pupils with additional learning needs and those transferring to the school with a high level of need

However:

- More able pupils do not consistently achieve as well as they could
- Too many pupils eligible for free school meals perform less well than other pupils
- Attendance has placed the school in the bottom 50% for the last three years when compared with similar schools

Prospects for improvement

The school's prospects for improvement are adequate because:

- The leadership team has established a clear vision for the school as a fully inclusive community
- Staff have realised the school's aim of improving the wellbeing of vulnerable pupils effectively
- Improvement planning focuses suitably on national priorities such as the literacy and numeracy framework

However:

- Leaders do not consistently analyse information on pupils performance effectively and, as a result, the priorities in the school development plan are not always those that are likely to have the most impact on raising pupil outcomes
- Leaders do not monitor or evaluate progress or the impact of initiatives regularly or robustly
- The school is too slow in addressing shortcomings in pupils' attainment
- The school has been slow to respond to the recommendations from the last inspection

Recommendations

R1 Raise standards in pupils' literacy and mathematical development in the Foundation Phase

R2 Raise standards for the more able pupils

R3 Improve pupils' speaking and writing skills in the Welsh language

R4 Improve attendance

R5 Establish a clear whole school plan for the development of literacy and numeracy skills

R6 Ensure that teachers give pupils in all classes clear guidance on what they need to do to improve

R7 Introduce robust systems to ensure effective self-evaluation and school improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Adequate

Standards: Adequate

Many pupils enter the school with skills, knowledge and understanding that are above those expected for their age. The majority of pupils make appropriate progress in the development of their literacy, numeracy and social skills as they move through the school. Most pupils with additional learning needs and nearly all pupils in the observation and assessment classes make good progress. However, a majority of more able pupils in mainstream classes do not achieve as well as they could.

Across the school, most pupils develop good speaking and listening skills. They listen well to the contributions of other pupils and respond appropriately to questions and comments from adults. Most pupils are keen to contribute to whole-class and small-group discussions. They speak clearly and with increasing confidence as they progress through the school.

Most pupils develop into capable readers. In Year 2, they read with expression and understanding. They discuss the content of their stories thoughtfully and make useful predications about what may happen. A majority of pupils understand the difference between fiction and non-fiction texts and can describe their features and differences. In key stage 2, most pupils use punctuation well to help them to interpret a text and to read with fluency. In Year 6, many pupils have developed an enthusiasm for reading. They scan a text quickly and accurately to find specific information and use non-fiction texts well to research information.

In the Foundation Phase, most pupils make appropriate progress in the development of their writing skills. By Year 2, they produce well-presented work and develop a neat, joined handwriting style. They use capital letters and full stops accurately to indicate sentences and they organise their writing clearly, for example when recounting their summer holiday. Most pupils write in an appropriate range of forms and have a good understanding of their features. In key stage 2, most pupils build well upon the basic skills of spelling, grammar and handwriting that they have developed in the Foundation Phase. In Year 4, a majority use paragraphs well to organise their work. By Year 6, they are beginning to use a suitable range of punctuation to add meaning to their work, including commas and speech marks. Most pupils develop an appropriate understanding of the features of a wide range of writing genres. However, in both phases, most pupils do not use exciting and creative vocabulary enough in their writing and they do not write in a sufficient range of forms in subject areas across the curriculum.

During the Foundation Phase, most pupils develop strong number skills. In Year 1, they use a hundred square accurately to identify one more and one less for numbers up to one hundred and many pupils count confidently in fives up to fifty. By Year 2, most pupils have a sound understanding of place value and use this well to double and halve numbers up to one hundred. They apply their number skills well when

solving problems. For example, they use their knowledge of the five times table effectively to calculate the number of hidden five-legged monsters as part of a problem solving task. Many pupils have a suitable understanding of a range of concepts and skills, including time, weight, shape, data and money.

Most pupils in key stage 2 continue to build their number skills well. In Year 4, they use their knowledge of place value effectively to order numbers to 1000 and a few pupils compare numbers to two decimal places. Most pupils use an appropriate range of methods to solve calculations involving the four rules of number. They use a range of skills suitably when measuring length, working with money and handling data. For example, most pupils create effective bar graphs to show the comparative weight of different fruit. By the end of Year 6, most pupils can use formal methods to carry out long multiplication and understand the relationship between fractions, decimals and percentages. A few more able pupils use this knowledge well when calculating fractions of an amount. A majority of pupils develop appropriate data handling skills. However, across the school, pupils do not apply their mathematical skills and knowledge at the same level in subject areas across the curriculum as they do in their mathematics lessons.

In most key stage 2 classes, pupils acquire an appropriate level of scientific knowledge and understanding. However, by the end of the key stage, only a few pupils develop the necessary skills to plan and carry out their own scientific investigations.

Most pupils in the Foundation Phase understand and respond appropriately to simple questions and instructions in Welsh during lessons. By the end of key stage 2, a minority of pupils make suitable progress in developing their reading skills in Welsh. However, most pupils do not develop their speaking and writing skills in Welsh sufficiently as they progress through the school.

In both phases, many pupils use information and communication technology (ICT) packages well to present their work for different purposes and audiences. They access the internet successfully to research information for their class topics. In Year 2, pupils use simple graphing programs effectively to present data. For example, they input their findings from a survey to show the favourite colours of pupils in their class. In Year 6, pupils use a word processing package appropriately to import a picture, write a description and choose suitable fonts and text effects. Most pupils develop a good understanding of how to stay safe online. However, most pupils do not develop a full range of ICT skills over time. In particular, pupils do not have the skills to create and explore their own spreadsheets and databases.

The published data for the teacher assessments at the end of the Foundation Phase includes pupils with additional learning needs within the observation and assessment classes. This affects the overall performance of pupils when compared with that of pupils in other schools with similar proportions of free school meals.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has placed the school largely in the bottom 25% when compared with similar schools over the last four years. At the higher than expected outcome, the school is placed largely in the lower 50%.

At the end of key stage 2, pupils' performance at the expected level in English, mathematics and science has varied when compared with levels in similar schools over the last four years. However, there is an improving trend which has placed the school in the higher 50% or top 25% of similar schools over the last two years. At the higher than expected level, the school is consistently in the lower 50%.

Pupils in the Foundation Phase who are eligible for free school meals have tended to perform less well than other pupils over the last three years. However, pupils in key stage 2 who are eligible for free school meals have performed similarly to other pupils over the same period.

Wellbeing: Adequate

Nearly all pupils' behaviour is good and they feel safe and secure in school. Nearly all show consideration and politeness towards other pupils, teachers and adults.

Most pupils have a good understanding of the importance of a healthy lifestyle and the benefits of regular exercise. Over half of pupils engage regularly in extra-curricular activities.

Most pupils understand the need for regular attendance. There is a slight improvement in whole-school attendance over the past three years, but it remains too low and places the school in the lower 50% when compared with similar schools.

Most pupils have a positive approach to learning. They demonstrate good levels of co-operation in activities and nearly all participate with interest and enthusiasm. However, too few pupils develop their independent learning skills within the classroom and they do not take a full enough part in planning their learning.

The school council has contributed towards a small number of school initiatives, such as developing 'quiet time' boxes for outdoor play. However, only a few pupils across the school take an active part in decision-making and very few have roles of responsibility.

The majority of pupils take an active part in their local community. The school encourages participation from individuals and groups to work alongside the children. For example, the school choir performs at local residential homes and has recently performed at a local citizen award ceremony and a concert to support a local visual impairment society.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

The curriculum in the Foundation Phase and key stage 2 largely meets requirements. Learning experiences, in most cases, offer stimulating opportunities that makes the most of pupils' experiences within school. The curriculum in the observation and assessment classes meets pupils' needs well.

In a few lessons, teachers provide interesting opportunities for pupils to apply their literacy and numeracy skills across the curriculum. For example, more able

Foundation Phase pupils independently write a message in a bottle and key stage 2 pupils accurately calculate and explain the weight loss of fruit over ten days. However, overall pupils do not have sufficient opportunities to apply and to develop their numeracy and literacy skills across the curriculum. Planning for pupils' writing skills does not always build successfully on what pupils already know or help them to practise and establish new skills. Opportunities to apply numeracy skills to real-life situations are limited. The school provides appropriate opportunities for pupils to develop their skills in the use of word processing and presentation software. However, opportunities for pupils to learn about the use of database packages and spreadsheet models are limited.

The school provides a wide range of stimulating and well-attended extra-curricular activities. For example, the gardening club helps pupils to understand sustainability and healthy living. There is appropriate provision to enable pupils to develop their understanding of the role they and others play in society.

In most classes, staff use occasional Welsh phrases appropriately. However, these phrases do not build in complexity as pupils move through the school. The Clwb Cymraeg provides additional opportunities for pupils to raise their awareness of Welsh culture and to use their Welsh language skills. However, there is little evidence of the planned development of pupils' appreciation of Welsh culture across the curriculum.

Teaching: Adequate

All staff form strong working relationships with pupils that support and encourage positive attitudes towards learning and good behaviour in classes and around the school. Many teachers use a suitable range of teaching strategies skilfully to interest and engage pupils in their learning. They demonstrate good up-to-date subject knowledge. Teachers use learning support staff well in most lessons to support individuals and groups of learners effectively. However, in the majority of classes, teachers' expectations of what pupils can achieve are not high enough and they do not plan learning to ensure that they challenge all pupils at a suitable level, particularly the more able.

All teachers mark pupils' work regularly and most written comments on pupils' work indicate what pupils do well, but they do not set out clearly how to improve their work. As a result, pupils have insufficient opportunities to practise redrafting skills or to develop the skills necessary to improve their work.

The school has recently implemented appropriate assessment procedures to track and monitor pupils' progress. However, processes to share this information among staff across the school and to use it to improve provision for pupils are at an early stage of development.

Annual reports to parents provide parents with useful information about the progress of their child. These reports meet statutory requirements.

Care, support and guidance: Adequate

The school has a nurturing ethos and there is a wide range of opportunities for pupils to reflect upon important issues, for example through the anniversary of the Aberfan disaster. Themed assemblies linked to the value of the month are effective in developing pupils' awareness and understanding of shared values. The school meets pupils' spiritual, moral, social and cultural needs well. It makes appropriate arrangements for promoting healthy eating and drinking.

The school monitors attendance and punctuality appropriately. The school aims to improve the understanding of pupils and parents of the effect absence has on attainment through the regular school newsletter. Pupils receive rewards for 100% attendance. However, overall strategies to improve attendance are not having sufficient impact on improving attendance rates.

The school works closely with a wide range of specialist services to support pupils. The Additional Learning Needs co-ordinator and teachers in the observation and assessment classes are particularly effective in working with a wide range of outside agencies to meet the specific emotional, physical and educational needs of more vulnerable pupils.

The arrangements for identifying, supporting and monitoring pupils with additional learning needs across the school are appropriate. As a result, many pupils with additional learning needs make good progress through a wide range of intervention programmes and personalised learning plans. Teachers and learning support officers work together to produce individual education plans, and teachers review these regularly with parents and pupils. However, a minority of targets in these plans are not always focused or specific enough to improve the skills of pupils.

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

Learning environment: Good

All pupils feel safe and secure in a learning environment that is warm and welcoming. All staff promote kindness and positive behaviour by pupils.

Interesting displays promote pupils' curiosity and encourage their learning well. Resources are appropriate and sufficient to meet pupils' diverse needs. There are books of good quality in the library and staff and pupils use these well. Pupils also make suitable use of tablet computers to support their learning.

The school buildings and grounds are well maintained. There is a wooded area used to support outdoor learning, but the use of the outdoors for independent learning in the Foundation Phase is underdeveloped.

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

Leadership: Adequate

The headteacher and senior leaders share a strongly held common vision for the school. They work successfully to create a welcoming, inclusive learning environment. However, there is an insufficient focus by leaders on improving the quality of teaching and learning and their role in planning the strategic direction of the school.

Staff roles and responsibilities are clear and they carry out their duties competently. Performance management procedures for all staff meet requirements. As a result, staff have suitable developmental targets and receive appropriate training to support them.

Meetings at all levels take place regularly. However, they do not focus enough on pupils' progress and the standards they achieve. A lack of formal records of these meetings makes it difficult for leaders to track progress in achieving agreed actions and to guide future developments.

The school plans appropriately to meet local and national priorities. For example, planning takes suitable account of the Literacy and Numeracy Framework. However, leaders do not monitor the work of the school regularly or robustly enough to ensure that the planned actions become established in the life and work of the school.

The governors are supportive of the school's work. They receive useful reports from the headteacher and have a reasonable grasp of the school's strengths and areas for development well. Governors have a suitable understanding of how school performance compares with that of other similar schools. However, their role in challenging school leaders and holding them to account for the standards and quality of provision is underdeveloped.

Improving quality: Adequate

The school's self-evaluation report generally summarises the strengths of the school accurately and identifies appropriate areas for improvement. Leaders analyse a suitable range of performance information and make helpful comparisons with the performance of similar schools. However, leaders draw on a limited range of first-hand evidence when evaluating the work of the school, including lesson observations and book scrutiny. This evidence is of variable quality and does not focus well enough on the standards pupils achieve. The school does not seek the views of pupils and parents regularly to inform the self-evaluation process.

The school improvement plan identifies appropriate actions for improvement, and allocates staff responsibilities and resources suitably. However, the link between self-evaluation and planning for improvement is not clear. Areas for improvement identified in the self-evaluation are not always in the improvement plan as aspects that require attention, for example the need to raise rates of attendance. In previous years, a lack of focus by senior leaders on key areas for improvement has led to too many targets going forward to the following year. This has limited the pace of improvement at the school. The school has also been slow to respond to the

recommendations from the last inspection. For example, there is still insufficient challenge for more able pupils and more robust pupil tracking procedures are only a recent development.

Partnership working: Good

The school works well in partnership with other providers. For example, staff liaise well with the local playgroup to ensure a smooth transition for new pupils. There are effective arrangements with the local secondary school that support pupils well as they move to the next stage of their education. Teachers work with staff from other schools appropriately to moderate and assess pupils' work. This is beginning to help them to have a better understanding of pupils' progress and their levels of attainment.

Close partnerships with special education providers support staff with specific training needs and strategies to help vulnerable learners are shared effectively. This ensures that the pupils who attend the observation and assessment classes receive valuable support regarding the most suitable strategies to help them to make progress.

The school has established valuable partnerships with various local organisations. For example, local businesses have provided a new sensory garden for pupils in the observation and assessment classes and secured new facilities for the artificial playground area. These have enhanced play opportunities for pupils, especially for those who require sensory provision. There are beneficial links with a wide range of sporting organisations, for example Swansea City football in the community and Bridgend Bolts netball team. They provide good opportunities for pupils to keep fit and develop their social skills.

The partnership with parents has a positive impact on pupils' learning. For example, a series of workshops for parents has helped them to gain a better understanding on how to help their children learn at home. Staff keep parents well informed through regular newsletters. However, the school does not formally gather the opinions of parents on the life and work of the school regularly enough to support school improvement effectively.

Resource management: Adequate

The school has enough staff to deliver the curriculum. Teachers receive their allocated time for planning, preparation and assessment and staff receive suitable opportunities to attend relevant training courses. Most learning support officers provide good support for pupils through intervention programmes and in supporting pupils with additional learning needs.

The school is developing suitably as a learning community. Teachers participate in a joint venture co-ordinated by the local authority with other special education providers. This course improves teachers' ability to record detailed steps made by pupils in the observation and assessment classes. As a result, they have improved their awareness of individual pupil progress.

The school ensures the effective and appropriate allocation of funds in order to improve teaching and learning facilities, for example the recently purchased ICT equipment. The headteacher and governors monitor the school's expenditure regularly and review the effect of resources on learning outcomes and provision.

The school makes appropriate use of the pupil deprivation grant in order to support specific pupils' literacy and numeracy skills as well as supporting them to attend educational visits.

Given the standards achieved by pupils and the quality of provision overall, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6722375 - Tremains Primary School

Number of pupils on roll	492
Pupils eligible for free school meals (FSM) - 3 year average	15.1
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	55	61	64	56
Achieving the Foundation Phase indicator (FPI) (%)	80.0	82.0	87.5	75.0
Benchmark quartile	3	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	55	61	64	56
Achieving outcome 5+ (%)	80.0	83.6	87.5	75.0
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	27.3	34.4	31.3	33.9
Benchmark quartile	3	2	3	3
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	55	61	64	56
Achieving outcome 5+ (%)	81.8	86.9	89.1	85.7
Benchmark quartile	4	4	3	4
Achieving outcome 6+ (%)	25.5	31.1	39.1	37.5
Benchmark quartile	3	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	55	61	64	56
Achieving outcome 5+ (%)	87.3	93.4	93.8	87.5
Benchmark quartile	4	4	4	4
Achieving outcome 6+ (%)	30.9	41.0	53.1	51.8
Benchmark quartile	4	4	3	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.

6722375 - Tremains Primary School

Number of pupils on roll	492
Pupils eligible for free school meals (FSM) - 3 year average	15.1
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	45	53	63	52
Achieving the core subject indicator (CSI) (%)	86.7	79.2	93.7	96.2
Benchmark quartile	3	4	2	2
English				
Number of pupils in cohort	45	53	63	52
Achieving level 4+ (%)	86.7	79.2	95.2	96.2
Benchmark quartile	4	4	2	2
Achieving level 5+ (%)	31.1	26.4	42.9	38.5
Benchmark quartile	3	4	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	45	53	63	52
Achieving level 4+ (%)	91.1	84.9	95.2	100.0
Benchmark quartile	3	4	2	1
Achieving level 5+ (%)	31.1	26.4	34.9	42.3
Benchmark quartile	3	4	4	3
Science				
Number of pupils in cohort	45	53	63	52
Achieving level 4+ (%)	86.7	83.0	96.8	100.0
Benchmark quartile	4	4	2	1
Achieving level 5+ (%)	31.1	32.1	36.5	36.5
Benchmark quartile	3	4	3	3

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.	98		95	3		Rwy'n teimlo'n ddiogel yn fy ysgol.
			97%	3%		
			98%	2%		
The school deals well with any bullying.	98		84	14		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			86%	14%		
			92%	8%		
I know who to talk to if I am worried or upset.	98		95	3		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	98		98	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.	98		96	2		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			98%	2%		
			96%	4%		
I am doing well at school	98		98	0		Rwy'n gwneud yn dda yn yr ysgol.
			100%	0%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	98		98	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.	98		97	1		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			99%	1%		
			98%	2%		
My homework helps me to understand and improve my work in school.	98		93	5		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.	98		97	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.	97		66	31		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			68%	32%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	98		89	9		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			91%	9%		
			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.	114	40 / 35%	62 / 54%	11 / 10%	1 / 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	114	57 / 50%	53 / 46%	4 / 4%	0 / 0%	1	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.	111	60 / 54%	47 / 42%	4 / 4%	0 / 0%	3	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.	108	43 / 40%	56 / 52%	9 / 8%	0 / 0%	7	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	102	24 / 24%	62 / 61%	14 / 14%	2 / 2%	13	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	106	44 / 42%	57 / 54%	4 / 4%	1 / 1%	9	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	108	48 / 44%	60 / 56%	0 / 0%	0 / 0%	7	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	103	28 / 27%	64 / 62%	11 / 11%	0 / 0%	12	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	100	38 / 38%	50 / 50%	9 / 9%	3 / 3%	14	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	102	44 / 43%	53 / 52%	5 / 5%	0 / 0%	13	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	104	50 / 48%	52 / 50%	2 / 2%	0 / 0%	10	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	94	31 / 33%	48 / 51%	10 / 11%	5 / 5%	20	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	111	22 / 20%	55 / 50%	30 / 27%	4 / 4%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	112	46 41%	51 46%	11 10%	4 4%	3	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.	100	25 25%	51 51%	18 18%	6 6%	15	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	105	41 39%	59 56%	5 5%	0 0%	9	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	85	28 33%	48 56%	9 11%	0 0%	30	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	104	26 25%	53 51%	18 17%	7 7%	10	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	106	33 31%	56 53%	12 11%	5 5%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Ms Michelle Gosney	Reporting Inspector
Mr Jonathan Wright	Team Inspector
Ms Debra Guy	Team Inspector
Mr William Glyn Griffiths	Team Inspector
Matthew Evans	Lay Inspector
Ms Deborah Eccles	Peer Inspector
Mrs Elinor Jane Williams (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.