



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

A report on

**Aberdare Park Primary School
Hirwaun Road
Trecynon
Aberdare
RCT
CF44 8LU**

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.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Aberdare Park Primary School is in the Trecynon area of Aberdare in Rhondda Cynon Taf. There are currently 350 pupils in the school from the ages of three to eleven. The number on roll is currently rising. There are six single-year classes, including a part-time nursery, and five mixed-year classes.

Over the last three years, the average number of pupils eligible for free school meals is around 25%, which is above the national average of approximately 19%. About 37% have additional learning needs, which is well above the national average of 25%. Very few pupils have a statement of special educational needs. Around 6% of pupils are from an ethnic minority background. A very few pupils receive support in English as an additional language or are in the care of the local authority. No pupils speak Welsh as a first language.

The last inspection was in April 2011. The headteacher took up her post in January 2015.

The individual school budget per pupil for Aberdare Park Primary School in 2016-2017 means that the budget is £2,804 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Aberdare Park Primary School is 89th out of the 104 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- Most pupils make steady progress through the school in developing their literacy and numeracy skills
- Pupils' performance overall in the Foundation Phase is improving
- Pupils' performance at the end of key stage 2 at the higher-than-expected level has placed the school mainly in the higher 50% or top 25% of similar schools over the last four years, especially in English
- Most pupils behave well and have positive attitudes to learning
- Attendance rates are improving
- The school provides a suitable range of interesting learning experiences that meet the needs of all pupils
- Most teaching is at least good
- The school provides a high quality of care and support for pupils

However,

- Pupils' handwriting skills in key stage 2 and their information and communication technology (ICT) and Welsh language skills across the school are relatively underdeveloped
- At the end of key stage 2, pupils' performance in English, mathematics and science at the expected level has declined over the last four years
- Girls as a group perform consistently better than boys in the Foundation Phase and at the higher level in English in key stage 2
- Pupils eligible for free school meals generally achieve and attend less well than other pupils
- There are important shortcomings in teaching in a few classes

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher leads the school effectively and has a good understanding of its strengths and areas for development
- The headteacher has implemented many improvements successfully since her appointment
- The recently restructured senior leadership team supports the headteacher well
- The governing body is knowledgeable about the school's performance and helps to determine its strategic direction effectively

- Governors take an active part in decision-making and most visit the school regularly
- The school has well-established and successful procedures for self-evaluation that lead to specific and clear targets for improvement
- The school works well with an increasing range of partners to support and enhance pupils' learning

Recommendations

- R1 Raise the levels of attainment of boys and pupils eligible for free school meals
- R2 Improve pupils' ICT skills across the school
- R3 Improve pupils' standards in Welsh second language
- R4 Improve pupils' handwriting in key stage 2
- R5 Address the shortcomings in teaching, for example by sharing good practice more effectively within the school
- R6 Make better use of the outdoor learning environment in the Foundation Phase

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils make steady progress through the school in developing their literacy and numeracy skills across the curriculum.

In the Foundation Phase, most pupils speak confidently and express their opinions clearly, although a few are more hesitant. Most listen carefully in lessons and maintain concentration for sustained periods. In key stage 2, most pupils are keen to contribute to discussions and they speak clearly when expressing themselves. They listen attentively and respond well to the views of others.

Across the school, most pupils develop their reading skills well. Nearly all have a positive attitude to reading. In the Foundation Phase, most pupils read expressively with increasing fluency, accuracy and understanding. In key stage 2, most pupils read confidently and take good notice of punctuation and speech marks when reading. They answer questions based on their reading clearly and correctly. They use their reading skills well to research information from a variety of sources.

In the Foundation Phase, most pupils make good progress in the development of their writing skills. By Year 2, they produce well-presented work and develop a clear handwriting style. They include capital letters and full stops in sentences, for example when writing a short poem or describing a character in a story book. In key stage 2, most pupils develop their writing skills effectively using paragraphs to organise their work. By Year 6, they develop a good understanding of different opinions and styles of writing, such as creating a newspaper report or instructions for a play script. Most pupils plan their work well and redraft their writing, for example when describing the characteristics of the Globe Theatre. They use good, imaginative vocabulary that is well suited to the topic. However, the quality of many pupils' handwriting is weak.

In both the Foundation Phase and key stage 2, pupils develop relevant numeracy skills that meet the requirements of the national numeracy framework. For example, by Year 2 most pupils add, subtract, order and double numbers to 100 confidently and use different combinations of money. They begin to understand place value and the four rules of number. They use standard units of measurement accurately. They know the names and properties of various two and three-dimensional shapes and gather and interpret data successfully in a variety of forms. By Year 6, most pupils achieve good standards. They recognise numbers up to one million. They multiply and divide decimals and convert equivalent fractions correctly. They understand the relationship between decimals, fractions and percentages well. They begin to understand basic geometry and algebra. In particular, most pupils, especially the more able, develop a good range of mental mathematics strategies to reach correct answers quickly. They demonstrate effective problem-solving strategies, which often relate to real-life situations, such as calculating prices and discounts while shopping and working out child care ratios in different countries.

Across the school, most pupils develop appropriate ICT skills, for example in communication and modelling, and they use recently purchased ICT resources competently. A minority in both key stages display a good standard of work. However, there is a lack of consistency between classes and progress and continuity are not always evident as pupils move through the school, for example in data handling.

Many pupils show a willingness to use Welsh. By the end of the Foundation Phase, most pupils respond appropriately to simple questions and instructions, for example when stating the colours of leaves in autumn. In key stage 2, most pupils use appropriate sentence structures when writing, for example when describing the weather. By Year 6, many show a suitable understanding when reading a simple text. When speaking, they use short phrases relevant to a topic, for example when talking about their interests and hobbies. However, they have a limited range of vocabulary and many do not write sufficiently in Welsh.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome has improved recently, placing the school in the top 25% of similar schools for the last two years. Performance at the higher outcome has mainly been above average in literacy, but it has declined recently in mathematical development. At the end of key stage 2, pupils' performance in English, mathematics and science at the expected level has declined over the last four years, placing the school currently in the lower 50% or bottom 25% of similar schools. However, performance at the higher level in all three subjects places the school mainly in the higher 50% or top 25%, especially in English.

Girls as a group perform consistently better than boys in the Foundation Phase and at the higher level in English in key stage 2. Pupils eligible for free school meals generally achieve less well than other pupils.

Wellbeing: Good

Most pupils have positive attitudes to keeping healthy and safe and they understand the importance of taking regular exercise and eating a healthy diet. Nearly all feel safe and secure in school.

Nearly all pupils show respect, care and concern for others, both in the school and in the wider community. For example, older pupils support younger pupils well and organise collections for the local foodbank. Most pupils behave well and have positive attitudes towards learning. As a result, they develop relevant social and life skills and participate fully in lessons.

Attendance rates at the school in recent years show a mixed but generally improving picture with the school placed in the top 25% of similar schools in 2014-2015 when compared with similar schools. However, pupils eligible for free school meals generally attend less well than other pupils. Most pupils arrive at school on time.

The pupil voice at the school is developing well with many pupils taking an active part in school life, for example through serving on the elected school council or eco council. They also take on roles and responsibilities willingly, for example as prefects, digital leaders and reading or playground buddies. Nearly all pupils participate fully in sharing their views about what and how they learn.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a suitable range of interesting learning experiences that meet the needs of all pupils. The curriculum is broad and balanced and covers all statutory requirements. However, Foundation Phase pupils do not have sufficient opportunities to undertake activities in the outdoor learning areas.

By planning thoroughly and carefully, teachers ensure most pupils make good progress through the school. Most teachers build well on pupils' previous learning and provide good opportunities for pupils to apply their literacy, numeracy and ICT skills across the curriculum, for example when undertaking a study of life during World War Two. The school uses a wide range of educational visits, for example to local museums, to enrich the curriculum successfully. Well-attended extra-curricular activities, which include fitness and reading sessions, contribute well towards improving pupils' wellbeing and personal skills.

Provision for the development of the Welsh language is beginning to impact positively on standards. However, there are insufficient opportunities across the school for pupils to develop their speaking and writing skills. The school plans well to develop pupils' knowledge and understanding of the historical and cultural characteristics of Wales, for example through writing about changes caused by local industry.

The school focuses well on raising pupils' awareness of sustainable development and global citizenship. As a result, there is improving provision to enable pupils to learn about sustainability through activities, such as recycling and saving energy. There are also increasing opportunities for pupils to learn about the role they and others play in the world, for example through the recent association with a school in Uganda.

Teaching: Adequate

Most teaching is of good or better quality, but there are important shortcomings in a few classes.

Nearly all teachers have positive working relationships with pupils and most manage behaviour in the classroom well. Many have good up-to-date subject knowledge and plan interesting, engaging lessons. They discuss appropriate success criteria with pupils, so that pupils usually know what they need to do to achieve. A majority of teachers question pupils effectively to help promote their understanding and to recall prior learning. However, in a few classes, the pace of learning is too slow and teachers do not match activities to pupils' abilities sufficiently well to maintain their interest and engagement. In addition, at times teachers do not provide enough opportunities to develop pupils' independent learning skills. In most classes, teaching assistants support pupils' learning effectively.

The school undertakes a wide range of assessments to collect useful information on pupils' progress across the school. Teachers collate this information well to monitor and track pupils' attainment and to identify the next steps in their learning. All teachers provide relevant feedback to pupils about what they are doing and how they need to improve. Teachers encourage pupils to take an increasingly active role in assessing their own work and to contribute to achieving their targets in literacy and numeracy.

Reports to parents are clear, detailed and informative. Parents appreciate the regular opportunities the school provides for them to meet teachers to discuss their child's progress.

Care, support and guidance: Good

The school provides a high quality of care and support for pupils. There are appropriate arrangements for promoting healthy eating and drinking. The school liaises with a good range of external agencies, such as the school nurse and police liaison officer, to develop pupils' understanding of keeping safe and healthy. There is a broad personal and social education programme, which promotes healthy living, emotional and physical wellbeing and positive attitudes towards safety and social responsibility. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning experiences promote pupils' spiritual, moral, social and cultural development well. Collective worship sessions overall meet statutory requirements. The school continues to prioritise improving attendance and its strategies to reduce absences are mainly successful. Overall, staff manage pupils' behaviour well and deal with any reported incidents of misbehaviour promptly and effectively.

There are clearly targeted support systems in place to help all groups of pupils to achieve their potential. The school tailors intervention programmes effectively to meet all additional needs. Staff plan the provision carefully and they identify pupils' needs quickly. The school is proactive in seeking the advice of the local authority and support agencies and in working with parents to meet pupils' learning needs. It has very strong links, for example, with the English as an additional language service. These partnerships ensure that the school provides appropriate support where required.

Learning environment: Good

The school has an inclusive ethos and promotes equal opportunities well. Staff make effective use of the range of cultures represented in the school to celebrate diversity and to promote respect for others.

The school's accommodation is of good quality and is sufficient for the number of pupils on roll, although class sizes are large. Indoor areas provide bright and attractive spaces for learning. Displays of good quality celebrate pupils' work and enhance the environment well. There are specialist areas that support pupils' learning and wellbeing effectively, such as the well-stocked library, a sensory room and a cookery area.

Most Foundation Phase classrooms have access to the outside areas. However, the infant and junior yards are small for the number of pupils on roll. The school is currently reconstructing the small garden area to provide more space for pupils.

The school has a good range of resources to meet pupils' learning needs. It has invested recently in upgrading its ICT provision to ensure that pupils develop up-to-date digital skills. Most staff and pupils are beginning to make effective use of the new hardware in lessons.

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

The headteacher leads the school effectively and has a good understanding of its strengths and areas for development. She has high expectations for its future progress and, since her appointment two years ago, has implemented many improvements successfully, for example in the curriculum. Members of the recently restructured senior leadership team, which currently includes two acting assistant headteachers, work well together and support the headteacher effectively. Senior leaders promote new initiatives enthusiastically, for example in mathematics and assessment.

All teachers have relevant roles and responsibilities, linked to aspects of the curriculum and school life, which they undertake well. The headteacher, aided by senior staff, leads the performance management system, which involves all teachers and support staff. Targets for teachers link appropriately to pupils' performance and the school improvement plan. All staff appreciate advice from fellow professionals and attend relevant courses to meet their needs.

The governing body is knowledgeable about the school's performance and helps to determine its strategic direction effectively. Governors take an active part in decision-making and most visit the school regularly by attending events and undertaking learning walks, linked to their areas of interest. They hold the school to account well, although they do not take an active part in the formulation of the school improvement plan at an early enough stage. Governors attend training events regularly to develop their knowledge and expertise. They ensure that the school fulfils all statutory requirements and addresses local and national priorities appropriately.

Improving quality: Good

The school has well-established and successful procedures for self-evaluation. Leaders and staff make effective use of a suitable range of first-hand evidence, such as the views of parents and pupils, to evaluate standards and provision at the school. The information gathered includes a detailed analysis of performance data, scrutiny of pupils' work and classroom observations. Subject leaders carry out reviews of progress within a regular cycle of monitoring. Leaders work well with all staff to ensure that they contribute to the self-evaluation process effectively. The self-evaluation report highlights progress made against previous priorities and provides an accurate and honest picture of the school's strengths and areas for further development. This ensures that staff have a good understanding of what to do to improve pupil outcomes and the quality of the school's provision.

The school uses the findings from self-evaluation to generate specific and clear targets for future development. The school improvement plan includes an appropriate range of relevant actions and identifies members of staff with responsibility for monitoring the effectiveness of these. The plan also includes clear success criteria and timescales for completion. The school has made good progress recently in achieving specific priority targets included in external reviews, such as improving attendance. It has addressed most recommendations from the previous inspection report successfully, but a few still require continuing attention.

Partnership working: Good

The school works well with an increasing range of partners to support and enhance pupils' learning. The relationship with parents is strong. They are supportive and contribute well to the life of the school. For example, many attend the parent sharing days. This is an effective home-school strategy and provides good support for pupils' learning.

The school has valuable links with the community. Local agencies and residents come to the school regularly to talk about their work and experiences. Pupils undertake reciprocal visits within the locality to enrich their learning. For example, they work with a local theatre company on Shakespearean plays to extend their literacy skills. There are positive links with the local education authority and regional colleges and universities to provide placements for students.

The school benefits from joint planning, staff training and working together with local schools. Recent initiatives have focused on attendance and emotional literacy in the training of support assistants. These have had a positive impact on pupils' wellbeing. The school also works closely with the local cluster of schools to support teachers in the standardisation and moderation of work at the end of both key stages to agree levels of pupils' attainment. However, internal moderation procedures are less well developed. Transition arrangements into the nursery with the local playgroups and to secondary education with the main receiving high schools are strong.

Resource management: Adequate

The school has an appropriate number of suitably qualified and experienced staff. However, there have been a number of recent changes in staffing that have impacted particularly on senior leadership arrangements.

All staff participate in well-planned in-house and external training events, linked to their individual needs and school priorities. For example, teachers have recently undertaken staff development in assessment for learning strategies and ICT. This training is having a positive impact on the curriculum and teaching in most classes. The arrangements for teachers' planning, preparation and assessment time and for newly qualified teachers are effective. In addition, members of the senior leadership team receive an appropriate amount of time to undertake their management duties.

The school manages its accommodation and resources well. Day-to-day administrative routines operate very efficiently. Financial management is secure and spending decisions reflect school priorities well. The budget surplus is above the

recommended level. This is mainly due to savings related to the recent changes in staffing. There are well-developed plans to spend much of the surplus on improvements to the school building and site.

Current plans for spending the pupil deprivation grant focus appropriately on raising standards for specific groups of pupils through literacy, numeracy and emotional wellbeing interventions. These include the appointment of the family liaison officer and more after-school and homework clubs, involving on-line facilities for parents. As a result, more pupils eligible for free school meals are currently achieving at least the expected levels of progress and younger pupils are improving in their language skills, for example through the nurture group provision. While most aspects of provision are good, the standards that pupils achieve overall mean that the school provides adequate value for money.

Appendix 1: Commentary on performance data

6742381 - Aberdare Park Primary

Number of pupils on roll	325
Pupils eligible for free school meals (FSM) - 3 year average	24.8
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	49	33	34	39
Achieving the Foundation Phase indicator (FPI) (%)	87.8	72.7	91.2	92.3
Benchmark quartile	2	4	1	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	49	33	34	39
Achieving outcome 5+ (%)	87.8	72.7	94.1	94.9
Benchmark quartile	2	4	1	1
Achieving outcome 6+ (%)	32.7	33.3	8.8	33.3
Benchmark quartile	2	2	4	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	49	33	34	39
Achieving outcome 5+ (%)	89.8	78.8	91.2	92.3
Benchmark quartile	2	4	2	2
Achieving outcome 6+ (%)	46.9	33.3	11.8	30.8
Benchmark quartile	1	1	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	49	33	34	39
Achieving outcome 5+ (%)	95.9	90.9	97.1	100.0
Benchmark quartile	2	3	2	1
Achieving outcome 6+ (%)	55.1	63.6	64.7	59.0
Benchmark quartile	2	1	1	2

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

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

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

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

6742381 - Aberdare Park Primary

Number of pupils on roll	325
Pupils eligible for free school meals (FSM) - 3 year average	24.8
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	42	43	31	32
Achieving the core subject indicator (CSI) (%)	100.0	83.7	80.6	87.5
Benchmark quartile	1	3	4	3
English				
Number of pupils in cohort	42	43	31	32
Achieving level 4+ (%)	100.0	86.0	93.5	90.6
Benchmark quartile	1	3	1	3
Achieving level 5+ (%)	54.8	37.2	45.2	71.9
Benchmark quartile	1	2	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	42	43	31	32
Achieving level 4+ (%)	100.0	90.7	87.1	87.5
Benchmark quartile	1	2	3	4
Achieving level 5+ (%)	54.8	34.9	9.7	40.6
Benchmark quartile	1	2	4	2
Science				
Number of pupils in cohort	42	43	31	32
Achieving level 4+ (%)	100.0	86.0	83.9	87.5
Benchmark quartile	1	3	4	4
Achieving level 5+ (%)	57.1	32.6	6.5	40.6
Benchmark quartile	1	3	4	2

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

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

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

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

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

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	96	96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	93	77 83%	16 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	97	94 97%	3 3%	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	97	94 97%	3 3%	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.	96	90 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	95	91 96%	4 4%	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.	97	97 100%	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.	97	93 96%	4 4%	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.	95	88 93%	7 7%	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.	96	87 91%	9 9%	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.	90	45 50%	45 50%	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	95	76 80%	19 20%	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.	85	31 36%	54 64%	0 0%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	87	52 60%	34 39%	1 1%	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.	87	52 60%	33 38%	1 1%	1 1%	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.	84	39 46%	43 51%	2 2%	0 0%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	76	16 21%	54 71%	4 5%	2 3%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	80	34 42%	46 57%	0 0%	0 0%	7	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	85	45 53%	36 42%	4 5%	0 0%	2	Mae'r staff yn disgwyl i fy mhentyn 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.	83	32 39%	48 58%	3 4%	0 0%	3	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	77	31 40%	39 51%	4 5%	3 4%	10	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.	78	37 47%	37 47%	3 4%	1 1%	9	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.	81	43 53%	36 44%	1 1%	1 1%	6	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	70	28 40%	33 47%	8 11%	1 1%	17	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	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 am kept well informed about my child's progress.	84	17 20%	53 63%	12 14%	2 2%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhientyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	84	37 44%	38 45%	8 10%	1 1%	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.	73	18 25%	37 51%	13 18%	5 7%	14	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.	81	27 33%	50 62%	4 5%	0 0%	6	Mae'r ysgol yn helpu fy mhientyn i dded 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.	57	18 32%	30 53%	7 12%	2 4%	28	Mae fy mhientyn 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.	82	24 29%	45 55%	12 15%	1 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	82	33 40%	48 59%	1 1%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

David Ellis	Reporting Inspector
William Glyn Griffiths	Team Inspector
Lynette Lovell	Team Inspector
Andrea Louise Davies	Lay Inspector
David Kenneth Davies	Peer Inspector
Jo Evans (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.