



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Abercynon Community Primary School
Ynysmeurig Road
Abercynon
Mountain Ash
RCT
CF45 4SU**

Date of inspection: March 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Abercynon Community Primary School is in the village of Abercynon in the Rhondda Cynon Taf local authority.

The new school is an amalgamation of three schools: Abercynon Infants, Abertaf Primary School and Carentown Primary school. The new school opened in September 2013 on the site of the old infants school.

The school provides education for 314 pupils from the ages of 3 to 11 years. There are nine single-age classes, a mixed-age class and a nursery class. There is also a local authority resource class on site catering for pupils with autistic spectrum disorders.

Nearly 25% of pupils are eligible for free school meals. This is slightly below the national and local authority averages.

The school has identified about 20% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs. Nearly all pupils come from English-speaking homes. A very few have English as an additional language. Nearly all pupils are white British. A very few indicate that they speak Welsh at home.

This is the school's first Estyn inspection. The headteacher took up his post in January 2013.

The individual school budget per pupil for Abercynon Community Primary School in 2014-2015 means that the budget is £3,633 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum £2,514. Abercynon Community Primary School is 32nd out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Many pupils achieve good standards by the time they reach the end of stage 2
- Teaching, in nearly all lessons, is effective
- Pupils with additional learning needs receive good support
- There is effective teamwork throughout the school
- The curriculum provides a suitably wide range of interesting learning experiences for pupils
- There is a high standard of pupil wellbeing
- The friendly and welcoming atmosphere in classes, allied to appropriately high expectations of pupils, promotes effective learning

Prospects for improvement

The school's prospects for improvement are good because:

- Senior managers and governors have a clear vision for the school and its future development, which they convey well to the whole school community
- Staff undertake their management roles consistently well
- All staff have a strong commitment to continuous improvement
- Thorough self-evaluation processes inform school development planning well
- School development planning in most cases is effective
- Partnership arrangements with parents are a particularly strong feature

Recommendations

- R1 Improve standards in the Foundation Phase, particularly for more able pupils
- R2 Ensure that teaching activities challenge more able pupils effectively
- R3 Improve consistency in marking and in the use of assessment for learning strategies
- R4 Ensure that all the priorities in the school development plan have clear and measurable success criteria

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils start school with levels of skills below those expected for their age. As they move through the school, most pupils make at least good progress and many go on to achieve the expected levels by the end of key stage 2.

Pupils develop their communication skills well as they move through the school. Nearly all pupils listen carefully and attentively in lessons. They become confident speakers, and interact well with other pupils and adults.

Most pupils in the Foundation Phase make good progress in learning to read. They understand the relationship between letters and sounds and apply these skills effectively to read unfamiliar words. In key stage 2, most pupils become increasingly competent readers. They read a variety of fiction with good understanding and give suitable explanations of settings, characters and plot. Most pupils have an appropriate range of strategies for decoding unfamiliar words. Older pupils can extract relevant information from a range of texts and other sources well. They use this skill effectively when summarising information about, for example, different parts of the body.

Pupils' emergent writing develops effectively in the early part of the Foundation Phase. By the end of the Foundation Phase, most pupils can write short texts independently in a variety of genres. By the end of key stage 2, most pupils have a wide vocabulary and write purposefully in a variety of contexts across the curriculum. Many spell words accurately and use appropriate punctuation well. Older pupils make effective arguments, through their persuasive writing, on why the outdoor adventure centre, which pupils visited recently, should remain open. However, opportunities for more able pupils to develop their writing skills fully are underdeveloped. Overall, pupils' presentation and handwriting skills are good.

Many pupils develop their mathematical skills well as they move through the school. By the end of the Foundation Phase, many pupils show a good understanding of mathematical concepts and are able to solve simple problems in a wide variety of contexts. By the end of key stage 2, most pupils can recall number facts quickly and use different methods of multiplication to reach correct answers. Nearly all tackle simple problems confidently with a few tackling more complex problem-solving activities accurately. More able pupils work confidently with a good range of higher-order mathematical skills. For example, a few older pupils can draw accurately a floor plan using a scale of 2:1.

In the Foundation Phase and key stage 2, most pupils make good use of their literacy and numeracy skills to support their work across the curriculum.

Standards in Welsh develop well in the Foundation Phase. Many pupils ask and answer simple questions correctly. They read and respond to texts appropriately and

write personal information clearly. Pupils in key stage 2 continue to develop their speaking and listening skills in Welsh appropriately. By the end of key stage, pupils are beginning to use familiar language patterns to write interesting extended pieces of writing. Through their writing, many display a high level of understanding of what they have read in Welsh.

The work produced in pupils' books tends to be at a higher level than indicated by teacher assessments at the end of the Foundation Phase and key stage 2.

At the end of the Foundation Phase, pupils' performance at the expected outcome (outcome 5) over recent years has placed the school in the lower 50% for literacy and mathematical development compared with similar schools.

At the end of key stage 2, the performance of pupils at the expected level (level 4) is good. Performance in English, mathematics and science in 2014 places the school in the higher 50% of similar schools. Over the past three years, the school's performance has steadily improved in English and science, and it has placed the school in either the top 25% or higher 50% for mathematics.

In 2014, pupils' performance at the higher-than-expected outcome (outcome 6) in literacy and mathematical development places the school in the lower 50% of similar schools. There is a similar pattern in pupils' performance at level 5 in the core subjects at the end of key stage 2.

Pupils who are eligible for free school meals generally do not perform as well as other pupils. However, the gap in performance is narrowing in key stage 2.

Wellbeing: Good

Nearly all pupils feel safe in school and are confident to approach adults with their concerns. Nearly all have a good understanding of how to eat healthily and the importance of regular exercise. Most pupils have a good understanding of how to remain safe when accessing the internet.

Nearly all pupils have positive attitudes towards learning. They enjoy their work and engage enthusiastically in activities. Behaviour in and around school is good. Pupils are polite and respectful to one another and to school staff and visitors.

Pupils play a full and active part in school life and feel that staff value their opinions. Members of the school council and eco committee display mature and responsible attitudes. They represent pupils' opinions well and take a regular part in making decisions that result in improvements to school life and their environment, for example designing the markings on the playground. Many pupils take part in and enjoy a good range of after-school clubs, for digital champions and sporting clubs. These have a positive impact on their wellbeing and help them to develop good social skills.

The school's overall attendance rates over the last four years have placed it consistently in the higher 50% when compared with similar schools. Most pupils arrive on time at the start of the school day.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad and balanced curriculum that stimulates and engages all pupils effectively. Teachers implement a topic-based approach to planning that ensures pupils benefit from rich learning experiences and a wide variety of activities. This has a positive impact on raising pupils' standards of achievement. Nearly all pupils have a good understanding of the need to eat and drink healthily and to take regular exercise. The school meets the learning needs of pupils well.

Teachers provide good opportunities for pupils to develop their literacy and numeracy skills across the curriculum. Planning for the development of communication and thinking skills is thorough in nearly all classes. Planning for information and communication technology is consistently good for all pupils.

The planning for the development of pupil's Welsh language skills throughout the school is good. Staff ensure that pupils use Welsh daily in timetabled sessions ('Helpwr Heddiw') and through regular use of Welsh in other lessons. A programme of visits, for example to Caerphilly Castle, Castell Coch and Llangranog, enriches pupils' experiences of Welsh culture and heritage. The recent school Eisteddfod and the celebration of St David's Day further enhanced these experiences.

All staff successfully promote education for sustainable development through a wide range of curricular and extra-curricular activities. Pupils speak confidently about environmental and sustainability issues. Links with a school in Uganda and studies of other countries give pupils a good understanding of their place in the wider world.

Teaching: Good

There is a good working relationship between all staff and pupils at the school, which leads to a positive learning environment in all classes. The staff have a firm understanding of the curriculum and they question pupils effectively to review their knowledge and understanding and to extend their ideas. They use a good range of teaching methods and resources skilfully to support teaching and learning. Teachers plan carefully to provide a wide range of learning activities. They adapt work to meet the needs of the less able learners well. Those in the resource class are particularly skilled in creating learning experiences that encourage maximum pupil participation, whilst recognising the needs of individuals. However, learning activities to develop the more able fully are underdeveloped.

Nearly all teachers mark pupils' work regularly. They share learning objectives clearly with the pupils at the start of the lessons. In most cases, they set out appropriate expectations about the quality of work they expect. Most teachers use a suitable range of assessment strategies to provide feedback to pupils. Examples include specific links to the learning objective, success criteria and self and peer assessment, together with feedback on how to improve their learning. However, this practice is not consistently used throughout the school.

Nearly all teachers mark pupils' work regularly. They provide appropriate praise and recognise when pupils achieve learning objectives. However, in most cases, marking does not always provide pupils with enough focused feedback on how to improve their learning.

Most teachers in mainstream classes and in the resource class use assessment outcomes effectively to track the development of pupils' skills across the curriculum. Reports to parents provide a useful range of information about pupils' attainment and progress. They include individual targets for pupils.

Care, support and guidance: Good

The school is a very caring community. It places a high emphasis on the wellbeing and health of all pupils. Pupils have opportunities to take part in many activities that promote fitness and healthy living, such as the morning 'wake and shake sessions'. The school has appropriate arrangements to promote healthy eating and drinking.

School leaders have implemented effective strategies to help vulnerable pupils to participate in school life actively. For example, many pupils benefit greatly from the emotional literacy programme. Learning experiences provide all pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. There are effective arrangements to improve pupils' levels of attendance and these are having a positive effect.

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

The school makes very good provision for pupils with additional learning needs. It has robust systems for tracking pupils' progress. It identifies pupils with specific problems or who are falling behind and intervenes at an early stage to support them. The school makes very good use of staff expertise to implement a variety of highly effective intervention strategies to support pupils. The school engages the support of external agencies and specialists effectively. The co-ordinator for additional learning needs organises their input efficiently, which enables the school to provide well for its most vulnerable pupils.

The school provides good opportunities for pupils from the resource class to attend suitable mainstream classes for specific lessons such as music and physical education. These integrated activities ensure an inclusive ethos that permeates throughout the school.

Learning environment: Good

The school is an inclusive, collaborative community with supportive working relationships between staff and pupils. Pupils demonstrate good levels of tolerance and mutual respect. They feel valued and appreciate the needs of others. The school promotes positive attitudes to equality and diversity through classroom practice, curricular themes and links with the local community and other countries.

Classrooms and learning areas are attractive and well resourced. The school site is well maintained and secure. Around the school, colourful displays promote children's learning effectively. Pupils have access to a broad range of appropriate learning resources for all subject areas. The school has a good range of information and communication technology (ICT) equipment.

The outdoor area offers varied and interesting opportunities for pupils to work, exercise and play. Teachers and support staff make good use of outdoor resources to meet the needs of the pupils.

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

The headteacher has a clear vision for the school and its future development, which he shares effectively with all staff. He demonstrates effective leadership skills and has deployed these well to raise standards and to take forward improvements to provision in the new school. The headteacher receives good support from the senior leadership team, governing body and staff. All members of staff work very closely together to create a whole-school ethos based on strong mutual support.

Regular senior management meetings and staff meetings contribute well to improvements in teaching and learning. Senior managers distribute roles effectively to staff. Staff at all levels have clear job descriptions and undertake leadership roles well. A sound performance management system contributes well to the professional development of staff. This process links effectively to school priorities.

The governors are knowledgeable about the performance of pupils compared with those in similar schools and have a good understanding of the school's strengths and areas for development. They have a clear understanding of their roles and hold leaders and managers appropriately to account for standards and the quality of provision in the school.

The school addresses national and local priorities well, for example establishing the Foundation Phase and taking forward the Literacy and Numeracy Framework.

Improving quality: Good

The headteacher and senior management team have an accurate understanding of the school's strengths and areas for development. This derives from a secure strategy and a comprehensive process of self-evaluation, drawing on an appropriately wide range of first-hand evidence. The school seeks the views of parents, pupils and governors well in order to evaluate its performance. It uses the findings of self-evaluation to set appropriate priorities for school improvement.

The school improvement plan includes a broad range of suitable actions, identifies staff responsible for their delivery and has realistic timescales and clear success criteria. However, a few of these actions lack quantifiable targets, limiting the ability of leaders to measure the impact of specific actions. The implementation of the plan is having a positive impact on improving provision and raising standards in the school.

All staff use the school improvement plan productively to drive forward progress towards meeting agreed priorities. All team meetings have school improvement as a focus. The school has a strong learning culture among its staff and the close team working provides a strong basis for teachers to benefit from each other's ideas, to support the further development of the curriculum and to improve teaching and learning.

There are networks of professional practice that are developing within the school as well as the links created with the family of schools. These activities are making an important contribution towards school improvement, particularly in improving the quality of teaching.

Partnership working: Good

The school has strong links with a wide range of partners and these have a positive effect on pupils' achievement and wellbeing. Successful partnerships with parents keep them well informed and help to ensure their commitment and support.

The school has an important and active role within the local community, for example through the 'Drop in Community Room', which involves a number of agencies in partnership work and provides a positive focal point for the local community.

There are useful links with local businesses and shops. These enrich pupils' learning and give them a better understanding of the world of work. For example, the local supermarket supported the end-of-topic celebration by providing a number of fair trade goods. There are very effective partnerships between the school and other essential agencies in the community, including the local authority, health, social services and welfare groups.

There are sound arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education. The school also works well with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work.

Resource management: Good

Leaders manage the deployment of staff and resources well. Teachers and support staff have roles that make effective use of their expertise. The arrangements for teachers' planning, preparation and assessment time are appropriate. Performance management arrangements identify and meet staff development needs well and link suitably to school improvement priorities.

There is a very good range of learning resources and staff use the accommodation well to enhance pupils' learning. The school is a strong learning community and teachers' involvement in networks of professional practice contributes effectively to improving teaching and learning.

The allocation of financial resources relates closely to priorities within the school improvement plan and to the professional development needs of staff. Governors monitor the school's budget effectively and challenge the leaders well on their use of

financial and other resources. The school uses the pupil deprivation grant appropriately to benefit pupils eligible for free school meals. For example, the majority of pupils benefit from specific intervention programmes, while others benefit from specialist music tuition and greater opportunities for after school sport. However, the funding has yet to have a clear impact on outcomes as pupils eligible for free school meals tend to do less well than other pupils.

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

Appendix 1: Commentary on performance data

6742385 - Abercynon Primary

Number of pupils on roll	294
Pupils eligible for free school meals (FSM) - 3 year average	25.6
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	34	36	32
Achieving the Foundation Phase indicator (FPI) (%)	73.5	77.8	84.4
Benchmark quartile	3	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	34	36	32
Achieving outcome 5+ (%)	76.5	83.3	84.4
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	14.7	11.1	21.9
Benchmark quartile	4	4	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	34	36	32
Achieving outcome 5+ (%)	85.3	88.9	87.5
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	20.6	8.3	18.8
Benchmark quartile	3	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	34	36	32
Achieving outcome 5+ (%)	91.2	86.1	90.6
Benchmark quartile	3	4	3
Achieving outcome 6+ (%)	38.2	11.1	21.9
Benchmark quartile	2	4	4

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

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

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

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

6742385 - Abercynon Primary

Number of pupils on roll	294
Pupils eligible for free school meals (FSM) - 3 year average	25.6
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	*	27	43	30
Achieving the core subject indicator (CSI) (%)	*	70.4	74.4	86.7
Benchmark quartile	*	4	4	2
English				
Number of pupils in cohort	*	27	43	30
Achieving level 4+ (%)	*	77.8	86.0	90.0
Benchmark quartile	*	4	3	2
Achieving level 5+ (%)	*	14.8	18.6	26.7
Benchmark quartile	*	4	4	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	*	27	43	30
Achieving level 4+ (%)	*	92.6	76.7	90.0
Benchmark quartile	*	1	4	2
Achieving level 5+ (%)	*	29.6	32.6	33.3
Benchmark quartile	*	2	2	2
Science				
Number of pupils in cohort	*	27	43	30
Achieving level 4+ (%)	*	85.2	83.7	90.0
Benchmark quartile	*	3	3	2
Achieving level 5+ (%)	*	22.2	16.3	26.7
Benchmark quartile	*	3	4	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.	90		90 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	90		82 91%	8 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	90		90 100%	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	90		90 100%	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.	90		90 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	90		84 93%	6 7%	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.	90		90 100%	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.	90		90 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	90		79 88%	11 12%	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.	90		88 98%	2 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.	90		69 77%	21 23%	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	90		87 97%	3 3%	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.	50	23 46%	26 52%	1 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	51	36 71%	14 27%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	51	33 65%	15 29%	2 4%	0 0%	1	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.	50	27 54%	22 44%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	51	15 29%	30 59%	1 2%	1 2%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	51	34 67%	17 33%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	51	33 65%	17 33%	0 0%	1 2%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	51	25 49%	24 47%	1 2%	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.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	51	26 51%	19 37%	2 4%	1 2%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	51	31 61%	18 35%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	51	31 61%	20 39%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	50	28 56%	19 38%	0 0%	0 0%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	51	25 49%	25 49%	1 2%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	51	32 63%	16 31%	3 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	51	22 43%	16 31%	7 14%	1 2%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	51	23 45%	26 51%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	16 34%	18 38%	3 6%	0 0%	10	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	51	29 57%	20 39%	1 2%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	50	23 46%	25 50%	1 2%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Peter Anthony Roach	Reporting Inspector
Aileen Patricia Brindley	Team Inspector
Sarah Botterill	Lay Inspector
Helen-Marie Davies	Peer Inspector
Damien Jewitt (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.