A report on

**Alaw Primary School
Egypt Street
Trealaw
Tonypandy
Rhondda Cynon Taff
CF40 2UU**

Date of inspection: November 2014

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: 16/01/2015

Context

Alaw Primary School is in Trealaw, in Rhondda Cynon Taf local authority. The school currently has 195 pupils on roll, including 30 who attend the full-time nursery class. The school has six mixed aged classes. The school has seven full-time teachers and one part-time teacher.

Around 19% of pupils are eligible for free school meals, which is below the Welsh average, of around 21%. Few pupils come from ethnic minority backgrounds and have English as an additional language. The school has identified around 36% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. No pupils speak Welsh as their first language.

The school was last inspected in 2009. The current headteacher has been in post since 2004.

The individual school budget per pupil for Alaw Primary School in 2014-2015 means that the budget is £3,571. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Alaw Primary School is 38th 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 performance is good because:

- most pupils achieve good standards;
- most pupils make good progress in developing their skills across the curriculum;
- almost all pupils behave well, demonstrate good engagement in lessons and have a very positive attitude to their learning;
- most pupils work well independently and with each other;
- the quality of teaching is good;
- all pupils receive good care and support; and
- the learning environment supports the development of independent learning skills very well.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher provides effective leadership;
- the senior leadership team share a strong vision and work very well together to promote a culture of continual improvement;
- leadership responsibilities are shared effectively among the staff;
- the school makes good use of a wide range of first-hand evidence for self-evaluation;
- the school makes very good use of data to ensure that all pupils are on track and receive the most appropriate support when they are not;
- the governing body supports and challenges the school effectively; and
- the school has a wide range of effective partnerships.

Recommendations

R1   Develop pupils' confidence in using Welsh in a wider range of contexts

R2   Continue to raise levels of attendance

R3 Strengthen aspects of assessment for learning, in particular the use of success criteria in peer and self-assessment

R4 Further develop stakeholder contributions in the planning of the self-evaluation report

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

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

By the end of the Foundation Phase, most pupils speak clearly and express their ideas confidently. They enjoy talking about visits to the local community and the environmental centre. Most pupils enjoy reading and they have a good understanding of different texts. Most read aloud with fluency and expression. They use their phonic skills and other strategies well to help them to work out the sound and meaning of unfamiliar words. Many pupils make good progress in developing their writing skills. They write using an increasing range of interesting vocabulary to express their ideas, and using simple sentences accurately. They make good use of phonic skills to spell simple words correctly. Many pupils use a range of simple punctuation correctly, but few use commas or questions marks consistently in their work.

By the end of key stage 2, most pupils express their ideas clearly. They know how to express their opinions confidently, for example when they talk about their rights and responsibilities as learners. They have a good understanding of their work, for example when talking about presentations they have made using information and communication technology (ICT). Overall, most pupils read well and have a good understanding of texts. They use higher order reading skills effectively in different subjects, for example when researching on the internet and preparing information on a recent summit held in Wales. Many pupils develop suitable writing skills across different genres of writing. They draft and redraft their work appropriately. Many older pupils structure their writing successfully. They pay suitable attention to punctuation and use paragraphs appropriately to present ideas coherently to the reader. Most make appropriate use of their literacy skills across the curriculum.

By the end of the Foundation Phase, many pupils use their knowledge of numbers well to solve problems involving money, shape and measurement. For example, pupils estimate, compare and measure items from around the classroom. They use a range of appropriate mathematical vocabulary and make good use of practical apparatus to support them in their calculations and in recording their results accurately.

In key stage 2, most pupils use a range of methods accurately when adding, subtracting, multiplying or dividing and have suitable strategies for checking the accuracy of their calculations. Many pupils make good use of their mathematical skills across the curriculum, for example when calculating speed using a formula linked to a river study.

In the Foundation Phase, most pupils make good progress in learning Welsh. They use simple greetings and phrases successfully. They understand a range of instructions and commands, and respond confidently to questions, for example when describing their favourite cake in the bakery. In key stage 2, pupils show a good understanding of the vocabulary used and respond confidently using past and future tenses when sharing personal information. They are less confident when reading in Welsh. Independent use of Welsh outside of focused Welsh language activities is limited.

In the Foundation Phase, many pupils use their thinking skills well, for example when planning a birthday party for a character in a class story and using their senses to describe a forest they have visited. In key stage 2, pupils are developing their thinking and problem solving skills efficiently. For example, they use a grid to decode a secret message linked to their literacy work.

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

Over the past three years, when compared with that in similar schools, the performance of pupils at the end of the Foundation Phase has declined at the expected outcome 5. In 2014, pupils' performance in literacy and numeracy skills places the school in the bottom 25% of similar schools. At the higher outcome 6, the performance of pupils in literacy skills has fluctuated. In 2014 and in 2012 the performance of pupils has placed the school in the lower 50% of similar schools, and in the higher 50% in 2013. The performance of pupils in numeracy skills has declined in 2014 and places the school in the upper 50% of similar schools, compared with the top 25% in 2013 and 2012. .Although the performance of pupils at the expected outcome 5 is declining when compared with that of similar schools, comprehensive data tracking shows that many pupils make good or better progress from their starting point as they move through the Foundation Phase.

In key stage 2, pupils' performance at the expected level 4 has declined in 2014. It places the school in the bottom 25% when compared with similar schools in mathematics, in the lower 50% in science and in the higher 50% in English. In both 2013 and 2012, performance in English, mathematics and science placed the school consistently in the top 25% when compared with similar schools. At the higher level 5, pupils' performance over the last three years has placed the school between the top 25% and the bottom 25% of similar schools for English. Performance in mathematics has placed the school between the top 25% and the lower 50% of similar schools, and performance in science has placed it between the top 25% and bottom 25%. Comprehensive data tracking of pupils across the school shows that the performance of the cohort overall was significantly higher than expected at level 4.

In the Foundation Phase, boys performed less well than girls in literacy and numeracy skills at both the expected and higher outcomes. In key stage 2, boys outperformed girls at the expected and higher levels in English and at the expected level in mathematics and science, but performed less well in mathematics and science at the higher level.

In 2013, at Foundation Phase, pupils eligible for free school meals outperformed their peers in both literacy and mathematical skills at the expected outcome 5. At the higher outcome 6, pupils eligible for free school meals performed less well than their peers in both literacy and mathematical skills.

In key stage 2, pupils eligible for free school meals performed equally as well their peers in all subjects and at the expected level 4. At the higher level 5, pupils eligible for free school meals outperformed their peers in English, but performed less well in mathematics and science.

Wellbeing: Good

Nearly all pupils are happy and enjoy school life. They feel safe and have a secure understanding of how to keep healthy by eating the correct foods and taking regular exercise.

Nearly all pupils are enthusiastic and eager to learn, and they show pride in their work and their school. Nearly all pupils behave very well in lessons, at playtimes and as they move around the school. They demonstrate high levels of care and concern for others and have a very good understanding of their rights and responsibilities.

Across the school, most pupils work highly effectively, both independently and co-operatively. They sustain concentration and engage positively in tasks. They have a significant role in making decisions about what and how they learn. For example, pupils are involved in planning and developing topics and in how they present their homework.

The school council carries out its roles and responsibilities effectively. It meets regularly and is involved in making decisions that have a positive impact on the life of the school. For example, it takes an active role in promoting good behaviour by reviewing and monitoring the school's behaviour policy and systems. Pupils seek the help of the council to help them resolve issues with their peers.

For two out of the last three years, pupils' attendance has placed the school in the bottom 25% when compared with similar schools. However, there have been particular circumstances, beyond the school's control, which have impacted negatively on this data. Parents and pupils are aware of the importance of regular attendance.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad, balanced and relevant curriculum, offering pupils a wide range of stimulating learning experiences that fully meet statutory requirements. It takes good account of the Literacy and Numeracy Framework and ensures the effective development of pupils' skills. The school make effective use of comprehensive 'skills ladders' to ensure continuity and progression. Planning is detailed and highly imaginative and meets the needs, interests and learning styles of all pupils well. This is a strength of the school.

A good range of educational visits and extra-curricular activities enrich the curriculum successfully. Many termly topics begin with a visit. Examples include visits to a local country park and the local community.

Staff provide beneficial opportunities for pupils to learn about the history and culture of Wales. Across the school, there are opportunities for pupils to learn about and visit different places in Wales, such as the Senedd and a World War II museum. The school has an annual eisteddfod and celebrates St David's Day. Planning for the development of Welsh as a second language is appropriate. It is progressive and focuses on the development of language patterns. Many staff use Welsh regularly in the classrooms, but opportunities for pupils to use Welsh around the school are less well developed.

The school provides pupils with a valuable range of experiences to learn about sustainability. Visits to a local recycling centre and an environmental centre have successfully promoted pupils' understanding of waste minimisation and recycling. The eco council make a useful contribution to the school community by taking care of their environment and ensuring that it is free of litter. The school make good use of trained staff to develop pupils' understanding of the wider world.

Teaching: Good

Teachers have good subject knowledge. Teachers and teaching assistants work together well to support pupils' learning and they have high expectations of all pupils. All teachers set interesting tasks that build effectively on pupils' previous learning and enable all pupils to make excellent progress in developing their independent learning skills. Activities and resources engage pupils' interest well. They link successfully to topics and meet the needs of all pupils successfully. Staff ask challenging questions and encourage pupils to use the learning environment to develop sound thinking and problem-solving skills.

Teachers provide pupils with the success criteria for lessons that focus clearly on the development of skills. However, these are not always effective in enabling all pupils to assess their own work and the work of others, as they are not specific enough and are often not in child-friendly language. All teachers mark pupils' work regularly. Their comments are constructive and provide valuable feedback about what pupils have done well and what they need to do to improve. They provide regular opportunities for pupils to respond to the comments made to improve their work.

The school ensures that all pupils have relevant targets based on the outcomes of assessments and the next steps that teachers have identified that they need to take in their learning.

Tracking pupils' progress is a strength of the school. Detailed analysis of performance data at individual, group, cohort and whole school level helps to ensure that all pupils make good progress in line with their age and ability, and receive appropriate support when required.

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

Care, support and guidance: Good

The school provides a supportive caring environment for pupils and their families. There is a clear focus on promoting pupils' wellbeing by developing pupils' emotional awareness, independence and self-confidence. There are strong positive working relationships between staff and pupils. As a result, pupils feel safe and well cared for.

The school's initiative for developing pupils' understanding of their rights and responsibilities is having a positive impact on their social and moral development. There are sufficient opportunities to develop pupils' spiritual development. Pupils are encouraged to take responsibility and to show respect and consideration for others. This is a strength of the school. The school has appropriate arrangements to promote healthy eating and drinking and promotes regular exercise through varied fitness sessions.

There are beneficial links with a range of specialist agencies and support services to ensure that pupils have access to professional support when necessary. These include speech and language services and links with agencies, which provide support for pupils and their families.

Effective identification and monitoring arrangements for pupils with additional learning needs are in place. The additional support is well matched to pupils' needs and is of a consistent high quality. There are appropriate, child-friendly individual education plans, which teachers review and update on a termly basis. Parents are suitably informed and involved in reviewing their child's progress.

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

Learning environment: Good

The staff are successful in establishing a calm, cohesive happy environment in the school. There is a clear focus on enabling pupils to recognise their rights as individuals and to develop their skills as lifelong learners. Staff promote respect for diversity and racial equality through the study of other cultures. All pupils have equal access to the curriculum and provision.

The classrooms have been imaginatively adapted to create vibrant and well-organised teaching and learning areas. High quality displays and purposeful learning areas promote independent learning successfully. Consistency in the presentation of the interactive displays enables pupils to use them effectively to support and evaluate their learning as they move through the school.

The school has imaginatively modified the limited outside space to create a rich learning environment. For example, areas for investigation and growing vegetables are used well to enhance learning. The outdoor area offers spaces for pupils to relax as well as to be active at break times. Pupils are proud of their contributions to improving the outdoor area, for example in installing a well-used crazy golf course. A few parts of the site require attention to maintain the quality learning environment.

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

Leadership: Good

Leadership and management are strong. The headteacher has a very clear vision, which she shares effectively with all pupils, staff and governors. She communicates high expectations for securing improvement and challenges underachievement successfully. Members of the senior leadership work well together and carry out their roles very well. They have a clear focus on raising standards through the monitoring of teaching and learning and analysing the school's performance data rigorously.

The school has a very strong learning culture among its staff. The close team working provides a highly effective basis for teachers to benefit from each other's ideas, to support the further development of the curriculum and to focus clearly on the standards that pupils achieve. The headteacher has a clear strategy to develop leadership in the school. This is successful in ensuring consistency and accountability for all aspects of the school's work, and in developing the skills of staff. Well-developed performance management arrangements link to school targets and support the development needs of staff effectively.

The school has addressed local and national priorities well. The Foundation Phase is well established and planning for the Literacy and Numeracy Framework is comprehensive. There are worthwhile interventions in place to improve the standards and wellbeing of pupils who suffer from any form of deprivation

Governors support the school well and fulfil their statutory obligations conscientiously. They know about the performance of pupils and have a good understanding of the school's strengths and areas for development. Governors challenge the school effectively about the standards and the quality it achieves.

Improving quality: Good

The school's arrangements for self-evaluation, monitoring and planning for further improvements are of a high quality. A rigorous monitoring system ensures that all aspects of pupils' learning and wellbeing are included in a strategic evaluation process.

There are well-established steps in place for monitoring and evaluating quality. These include regular observations of teaching staff, scrutiny of pupils' work and gathering the views of governors, parents and pupils. All staff contribute effectively to the evaluation of all areas of learning.

The senior leadership team and governors use relevant information about performance well to identify the school's strengths and areas for improvement. They set clear targets linked to suitable strategic priorities. The outcomes of the thorough self-evaluation process provide the school with a comprehensive and accurate assessment of its strengths and areas for development. The school takes account of these areas for development effectively to determine priorities for school improvement.

While the school has an appropriate self-evaluation report in place, it does not always identify the impact of actions clearly enough. The school has identified the need to develop stakeholder contributions further in the planning of the self-evaluation report. 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.

Partnership working: Good

The school has an effective range of partnerships, which have a positive effect on pupils' achievement and wellbeing. It has developed a beneficial partnership with parents, who appreciate the way in which the school listens and responds to their concerns. They feel very welcome in school and their views and opinions are valued. The school holds useful sessions to provide parents with guidance and information on a range of topics, such as reading and numeracy through cooking. These have helped parents to support their children more effectively and have helped to raise standards.

The school works well with a range of agencies, including the consortium, which it uses effectively to support and challenge its work. The school has an important and active role within the local community; links have an impact on school provision by enabling pupils to learn about their community and the world of work, as well as ensuring the safety of pupils around the school. Examples include visiting the local environment, linked to topics, and making and displaying posters to encourage the community to pick up litter and to prevent dog fouling.

Partnership working with the local cluster of schools is effective in promoting pupils' learning through the sharing of good practice. The school has good joint working practices, including transfer arrangements between pre-school and secondary schools. These arrangements help to prepare pupils well for the next stage of learning. 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. This ensures that there is accurate assessment of pupils' standards both within the school and across the cluster.

Resource management: Good

Leaders manage the deployment of staff and resources well to deliver the curriculum successfully. Teachers and support staff have roles that make best use of their expertise. The teaching assistants in school make a valuable contribution to pupils' standards and wellbeing through their support in classes and through a good range of beneficial interventions.

Arrangements for teachers to have time to plan, prepare and assess pupils' progress are appropriate. Highly effective performance management arrangements identify opportunities for the development and training of all staff.

The school is a highly effective learning community. It has initiated many highly imaginative networks of professional practice, which have had a positive and significant effect on pupils' standards and learning experiences. Examples include the action research on learning styles and strategies that support pupils' wellbeing.

The school makes good use of its grant funding to provide support for pupils eligible for free school meals. Examples include literacy and numeracy interventions and interventions to support pupils' wellbeing, including a designated area and trained staff to provide pupils with emotional support.

Governors monitor the school's budget effectively and challenge the school well on its use of resources. The school uses its delegated funding carefully to support the diverse needs of pupils and to enable them to make good progress.

Most pupils make good progress during their time in school. The school provides good value for money.

Appendix 1

6742052 - Alaw Primary School

Number of pupils on roll	194
Pupils eligible for free school meals (FSM) - 3 year average	19.4
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	29	25	19
Achieving the Foundation Phase indicator (FPI) (%)	86.2	84.0	78.9
Benchmark quartile	2	2	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	29	25	19
Achieving outcome 5+ (%)	89.7	84.0	78.9
Benchmark quartile	2	3	4
Achieving outcome 6+ (%)	24.1	32.0	26.3
Benchmark quartile	3	2	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	29	25	19
Achieving outcome 5+ (%)	89.7	84.0	78.9
Benchmark quartile	2	3	4
Achieving outcome 6+ (%)	34.5	36.0	31.6
Benchmark quartile	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	29	25	19
Achieving outcome 5+ (%)	93.1	96.0	84.2
Benchmark quartile	3	2	4
Achieving outcome 6+ (%)	41.4	48.0	31.6
Benchmark quartile	2	2	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.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)
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.	93		92	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	93		89	4		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			96%	4%		
			92%	8%		
I know who to talk to if I am worried or upset.	93		91	2		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			98%	2%		
			97%	3%		
The school teaches me how to keep healthy	93		93	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.	93		93	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	93		93	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.	93		93	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.	93		91	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
			98%	2%		
My homework helps me to understand and improve my work in school.	93		89	4		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			96%	4%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	93		91	2		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			98%	2%		
			95%	5%		
Other children behave well and I can get my work done.	93		88	5		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			95%	5%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	93		90	3		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			97%	3%		
			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.	35	32 91%	3 9%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	34 97%	1 3%	0 0%	0 0%	0	Mae fy mhlentyn 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.	35	30 86%	5 14%	0 0%	0 0%	0	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.	35	31 89%	4 11%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	34	23 68%	7 21%	0 0%	1 3%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	35	31 89%	4 11%	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.	35	30 86%	5 14%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	35	28 80%	7 20%	0 0%	0 0%	0	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	35	28 80%	7 20%	0 0%	0 0%	0	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.	35	31 89%	4 11%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	35	28 80%	7 20%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	28 82%	6 18%	0 0%	0 0%	0	Mae fy mhlentyn 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.	35	23 66%	12 34%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		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.	35	27 / 77%	7 / 20%	1 / 3%	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.	35	24 / 69%	7 / 20%	2 / 6%	0 / 0%	2	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.	35	26 / 74%	9 / 26%	0 / 0%	0 / 0%	0	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.	32	22 / 69%	8 / 25%	1 / 3%	0 / 0%	1	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.	35	27 / 77%	7 / 20%	1 / 3%	0 / 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	35	28 / 80%	7 / 20%	0 / 0%	0 / 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Janet Rowlands	Reporting Inspector
Aileen Brindley	Team Inspector
Deirdre Emberson	Lay Inspector
Michelle Humphreys	Peer Inspector
Sharon Evans	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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.