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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Blaengwrach Primary School
Heol Wenallt
Cwmgwrach
Neath
SA11 5PS**

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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Publication date: 22/05/2015

Context

Blaengwrach Primary School is in the village of Cwmgwrach which is to the north-east of Neath in the Neath Port Talbot local authority. The school has 150 pupils, including 32 pupils who attend the nursery on a part-time basis. There are four mixed-age classes and one single-age class.

Around 17% of pupils are eligible for free school meals, which is below the national average of around 21%. The school identifies around 14% of pupils as having additional learning needs, which is below the national average of around 22%. No pupils have statements of special education needs. There are a very few pupils who speak Welsh as their first language at home. A very few pupils are looked after by the local authority or speak English as an additional language.

The headteacher took up her post in January 2012. The school's last inspection was in 2010.

The individual school budget per pupil for Blaengwrach Primary School in 2014-2015 means that the budget is £3,644 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,108 and the minimum is £2,863. Blaengwrach Primary School is 27th out of the 66 primary schools in Neath Port Talbot 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 current performance of the school is good because:

- Most pupils make good progress in relation to their starting points
- Most pupils' speaking and listening skills develop well
- Nearly all pupils are very well behaved and strongly motivated to learn
- Most pupils have a high awareness of how to stay healthy
- Most pupils with additional learning needs make good progress in meeting their targets
- The quality of care, support and guidance is good
- Most teaching is effective
- The school provides a suitably balanced curriculum
- Many pupils participate enthusiastically in extra-curricular activities

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides strong leadership
- There is effective teamwork in the school
- The governing body supports and challenges the school well
- The school's self-evaluation processes are thorough and clearly identify appropriate areas for development
- Improvement plans are put into action successfully
- Resources are well managed
- Good communication with partner schools usefully supports the improvement of teaching and learning

Recommendations

- R1 Improve the performance of boys in key stage 2 and increase the numbers of boys who achieve the higher than expected level
- R2 Improve the performance of pupils eligible for free school meals
- R3 Improve the consistency and effectiveness of marking throughout the school
- R4 Ensure that tasks set are suitably challenging for all pupils

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
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Standards: Good

Many pupils enter the school with skill levels that are below those normally expected for pupils of their age. However, most achieve well by the time they leave the school and make good progress from their starting points.

In the Foundation Phase, most pupils listen attentively to adults and talk to each other sensibly when undertaking their activities. As they move through the school, many are able to describe experiences clearly and to answer questions confidently. Most pupils in key stage 2 respond thoughtfully in different types of oral work. They collaborate and share ideas well in pairs and groups. Many use new vocabulary readily that they have acquired in the different topics they study.

Throughout the school, pupils' reading develops appropriately for their age and ability. Most use their reading skills effectively to support their learning in lessons. In the Foundation Phase, most pupils learn appropriate ways to tackle unfamiliar words, and the more able read with suitable expression. By the end of key stage 2, most reach expected standards. Many use their reading skills well for specific purposes. For example, they identify and understand different types of newspaper reports and explain clearly whether something is fact or opinion.

In the Foundation Phase, most pupils make good progress in developing their early writing skills and learn to form letters and to build words. Many develop clear joined handwriting during Year 2. Most write successfully for different purposes. They develop their use of sentences well and experiment with more interesting vocabulary to write extended pieces of writing of good quality. Overall, the presentation of their written work is good. Many pupils in key stage 2 continue to develop their writing in a range of thoughtful and appropriate styles for different topics. They apply their writing effectively in different areas of the curriculum, such as to record scientific experiments or to describe geography field-trip activities.

Most pupils develop their numeracy skills well as they move through the school. By the end of the Foundation Phase, many pupils count confidently to a hundred forwards and backwards and in multiples of ten or twenty. They add and subtract correctly using tens and units and recognise odd and even numbers. They know which coins make up different sums within a pound and recognise times to quarter past, half past and quarter to the hour. Throughout the school, pupils use graphs appropriately in work on different topics. By the end of key stage 2, most pupils apply suitable calculation strategies to solve problems. They use their measuring skills, diagrams and tables effectively when recording results of investigations or scientific experiments.

Most pupils who have support for additional learning needs make good progress in relation to their individual targets. Pupils with English as an additional language make good progress.

Nearly all pupils make good progress in gaining skills in Welsh. They achieve well in Welsh lessons, and use a range of sentence patterns and question and answer sequences confidently and accurately. By the end of key stage 2, most pupils read various simple texts with enthusiasm and understanding. They write short pieces using practised patterns well and a variety of relevant vocabulary. Very few pupils use Welsh independently across the range of their studies.

Over the past three years, pupils' performance at the end of the Foundation Phase has generally placed the school in the higher 50% for literacy and mathematical development at the expected level when compared with similar schools. In 2014, in literacy the school is placed in the bottom 25%. Performance at the higher outcome 6 is more variable, and the school ranges between the bottom 25% and the higher 50% in literacy and the higher 50% and the lower 50% in mathematical development.

At the end of key stage 2 in 2014, the performance of pupils at the expected level 4 is good overall and places the school in the top 25% for English and science and the higher 50% for mathematics when compared with similar schools. Over the previous three years, the performance of pupils has varied but it has tended to be relatively weak in mathematics compared with that in similar schools. At the higher-than-expected level 5, the performance of pupils at the end of key stage 2 has varied notably from year to year. In 2014, the school was in the lower 50% in all three core subjects compared with similar schools.

In the Foundation Phase, boys tend to outperform girls at both the expected and higher-than-expected outcomes. In key stage 2, the performance of boys when compared with girls varies at the expected level, but girls tend to do better than boys at the higher-than-expected level.

In the Foundation Phase and key stage 2, pupils who are eligible for free school meals tend to do less well than other pupils.

Wellbeing: Good

Nearly all pupils behave very well. They show respect, care and concern for others and relate well to each other and adults. Most are polite and courteous to visitors. Pupils of all ages play together happily at break times and lunchtime. Most say that they feel safe and happy at school. They feel confident that staff will listen to their concerns and help them to overcome any problems they face in school.

Nearly all pupils understand how to keep healthy by eating wisely and exercising regularly.

Pupils are enthusiastic about their lessons. Most are keen to learn and they have a very positive attitude to their work in class. They collaborate effectively with one another in groups and work well in pairs. Pupils have a positive attitude towards school activities. Many participate in the school's regular sporting and cultural activities at lunchtime and after school. Most pupils make good progress in developing their social skills.

Almost all pupils are punctual. Pupils' attendance has improved steadily over recent years. In the last two years, the overall attendance rate has placed the school in the higher 50% when compared with similar schools. Attendance rates continue to improve in the current year.

The school council plays an active part in the school. For example, its members have represented pupils' views in appointing new staff. In the Foundation Phase, pupils contribute confidently to discussions about topics they might study. In key stage 2, pupils act well as playground buddies and digital leaders. Most pupils contribute positively to decisions that affect their life in school. They know their suggestions have contributed to the design of the new library space and a new school logo.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a well-balanced range of stimulating learning experiences for all pupils. Members of staff have a good understanding of Foundation Phase teaching methods and deliver an appropriate variety of indoor and outdoor activities. In key stage 2, teachers plan carefully and provide interesting tasks that enable pupils to learn about a broad range of topics. Teachers ensure that learning builds systematically on pupils' existing knowledge and understanding. Activities offered throughout the school meet the requirements for the National Curriculum and religious education. Teachers provide well-targeted work for pupils with additional learning needs.

There are well-established opportunities in lessons for pupils to develop their literacy, numeracy and information and communication technology (ICT) skills. These enable pupils to write for a range of purposes and to develop and apply their numeracy skills successfully. The school has appropriate arrangements for delivering the Literacy and Numeracy Framework.

The provision for pupils' Welsh language development is good. Teachers have developed programmes that successfully build pupils' skills in speaking and using the written language. Teachers promote pupils' understanding of the culture and heritage of Wales well in geography, history and art. They enable pupils to learn folk dances and a range of Welsh songs successfully.

There is a wide range of after-school activities in sport and performance. These are available for Foundation Phase and key stage 2 pupils and many pupils take part. The school provides suitable opportunities for pupils to learn about sustainability, such as recycling paper, bottles and clothes. Pupils develop their understanding of the role they play in the wider world through their study of other countries and by learning about fair trade. They raise funds for international charities and this helps them to develop a suitable awareness of the lives of children overseas.

Teaching: Good

Almost all teachers deliver lively, interesting lessons. For example, in the Foundation Phase pupils hear the story of Noah. They learn about it by building their own ark from large blocks and making animals in their craft activities. In key stage 2, pupils perform their science experiments using a variety of equipment and record results using tablet computers. Most teachers maintain pupils' involvement successfully by varying the activities and resources used and by managing the pace of pupils' learning skilfully. They have a good knowledge of the topics and skills that they teach. In lessons, tasks match pupils' different abilities well, but this is not always the case in pupils' books where too much of the work tends to be the same for pupils of all abilities.

By operating in teams, teachers build up their strengths and expertise effectively. They create clear classroom routines for working with groups and individuals. Members of support staff understand their roles well and provide valuable support to pupils, especially those likely to underachieve or who have additional needs.

The school has thorough procedures to assess pupils' work. Nearly all teachers assess the groups they teach effectively and participate appropriately in shared activities to ensure the accuracy of judgements. The school has comprehensive systems for assessing and tracking pupils' progress. It uses the results of standardised tests and a range of other appropriate assessment tasks to plan suitable activities that meet pupils' needs. Teachers use assessment information effectively to set achievement targets for individual pupils and classes.

Teachers mark pupils' work regularly. Most use the agreed systems well to involve pupils in marking and to help them to be clear about what they can do to improve. This practice is not yet consistent throughout the school.

Reports to parents are informative and build up a clear picture of how their child is participating in school life as well as their progress and the steps they need to improve.

Care, support and guidance: Good

There are high levels of care in the school and good working relationships between staff and pupils. These contribute strongly to pupils' wellbeing and good behaviour. Pupils feel confident that staff will listen to them and tackle their concerns if any issues arise.

The school has appropriate arrangements to promote healthy eating and drinking, including a breakfast club, healthy lunch options and healthy snacks during breaks. The school provides frequent opportunities for pupils to undertake regular exercise in physical education lessons and in extra-curricular activities. Appropriate play equipment is readily available to develop active playtimes.

The school plans well for pupils' social, moral, cultural and spiritual development. Teachers set up effective classroom activities, such as 'circle time', to help pupils to think together about their relationships and feelings. There are many opportunities

for pupils to participate in music and performances. Daily acts of collective worship are valuable occasions that promote pupils' spiritual, moral and social development well.

The school makes purposeful use of various external agencies and support services to provide guidance for staff, pupils and parents. For example, the school nurse supports learning about personal hygiene and sex education. Initiatives to improve levels of attendance, assisted by the local authority's officers, have been effective in recent years.

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

Members of staff understand pupils' individual needs well as a result of careful observation and assessment. They use this knowledge effectively to provide them with well-targeted interventions, including personal and emotional support. Parents take part appropriately in these processes. The school deploys teaching assistants well to support pupils in developing their literacy and numeracy skills and to help them to reach their individual learning targets.

Learning environment: Good

The school has an inclusive ethos and pupils have equal access to all aspects of the life and work of the school. The school celebrates diversity well and teachers draw effectively in their lessons on the different cultures represented by pupils in the school.

The school's accommodation is of good quality. The site is welcoming and secure. Indoor areas provide varied, attractive spaces for learning. The new toilet facilities with disabled access, the recently refurbished library and the nurture room further enhance the school environment. In classrooms and communal areas, displays of good quality celebrate and support pupils' learning. There is a good stock of books and other resources, including ICT equipment, to meet pupils' learning needs.

The school's outdoor provision is substantial and includes playgrounds, grassed and covered spaces and learning areas for the Foundation Phase. The school also has its own sports fields nearby. Overall, teachers use these spaces well for the benefit of pupils. The extensive perimeter fencing that surrounds the school buildings is functional, but its poor appearance and failing paintwork contrast with the vibrant and well-maintained internal environment.

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

The headteacher has a clear vision and high expectations for the school. She conveys this effectively to staff, pupils and governors. Her purposeful leadership enables almost all aspects of school life to focus successfully on increasing pupils' achievements and improving their wellbeing.

Staff understand their roles and responsibilities well, and leaders and subject co-ordinators give clear direction to teaching and learning. All members of staff work together effectively as a team. Regular management team meetings, staff meetings and a well-established performance management cycle contribute well to managing improvements in provision and standards.

The school responds positively to national and local priorities. Teachers have established the Foundation Phase successfully. They plan thoroughly for the implementation of the national Literacy and Numeracy Framework and are building its approaches into lessons and themes. The school currently has a strong focus on raising standards in numeracy and literacy and is targeting groups appropriately who are at risk of underachievement. For example, pupils eligible for free school meals are being supported to promote better development of their numeracy skills.

The governing body is well aware of the school's strengths and areas for development, and it is an active partner in supporting the school's progress and establishing its future priorities. Governors' clear understanding of performance data has enabled them to hold the professional leadership appropriately to account for the quality of education the school provides.

Improving quality: Good

The school has a good understanding of its strengths and areas for improvement. It uses thorough processes to assess how it is performing. These include observing teaching, monitoring teachers' planning, looking at pupils' work and analysing performance data. Teachers contribute effectively to evaluations through their subject monitoring and action plans. The headteacher seeks the opinions of parents regularly through questionnaires and responds promptly to the findings. The school council gathers the views of pupils appropriately, for example through suggestion boxes, and it represents the views of pupils well. Overall, these procedures contribute effectively to self-evaluation reports, which provide an accurate and comprehensive picture of the school.

Leaders use the self-evaluation information to determine clear priorities and targets for school improvement. The school improvement plan is concise with a manageable number of targets for improvement. These focus on raising standards and improving provision. The improvement actions identify appropriate timescales, costs and responsibilities and indicate how leaders plan to measure progress.

The school has a good track record of managing improvements. It has improved overall attendance rates. Since the previous inspection, senior leaders have developed the monitoring and performance management systems, and have improved pupils' Welsh skills and their outcomes at the end of key stage 2.

Partnership working: Good

The partnership with parents is strong. Regular communication through meetings and newsletters ensures that parents are well informed about the life and work of the school. The school uses electronic communication and the school website to engage well with parents. Parent volunteers visit the school to assist with classroom activities. The active Home School Association raises valuable funds for the school.

Links with the community are strong and diverse and include sporting and cultural activities. For example, the neighbouring rugby club assists with training to enable qualified coaching to be provided. A local company funded an artist to work with pupils to create a mural on an underpass near the school.

The school works well with its partner primary and secondary schools to share understanding of standards and assessments. Staff also work well together within a cluster of schools to develop common approaches to implementing the Literacy and Numeracy Framework. The school is a member of an effective partnership to improve play activities and to train staff in supporting pupils' emotional development. Well-planned transition arrangements with the secondary school ensure that pupils move confidently to the next stage in their education.

The school improves provision by collaborating with specialist services. The local authority educational psychologist service advises on best approaches for pupils with specific learning difficulties. Teachers have received beneficial training from health service professionals regarding particular medical conditions experienced by pupils.

Resource management: Good

There are sufficient staff to meet the school's requirements. The headteacher deploys teachers, teaching assistants and other staff efficiently and effectively. There are suitable opportunities for teachers and learning support assistants to take part in training related to school and national priorities. Performance management procedures are appropriate and staff receive suitable training and development opportunities as a result. All staff share effectively the knowledge and understanding that they develop from training opportunities and work with other schools.

The school uses its resources effectively to interest and to engage learners.

The headteacher and governing body manage the school budget well and ensure that spending links appropriately to the priorities within the school improvement plan. The school currently has a modest budget surplus. This is due to reduce after the school implements its agreed plans for the rest of the year.

The school uses the Pupil Deprivation Grant appropriately to enable pupils eligible for free school meals to receive support in order to raise achievement to the expected levels. It has provided a specially trained teaching assistant to provide targeted care and 'nurture' support to enable these pupils to make the best of their learning opportunities. A separate room and individual time is made available each day. Early assessments conducted by the school show beneficial improvements in pupils' learning capacity. It is too early yet to judge the impact on outcomes in literacy and numeracy skills.

In view of the effective way the school uses its funding and the outcomes achieved by pupils, the school provides good value for money.

Appendix 1: Commentary on performance data

6712106 - Blaengwrach Primary School

Number of pupils on roll	135
Pupils eligible for free school meals (FSM) - 3 year average	21.0
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	17	11
Achieving the Foundation Phase indicator (FPI) (%)	92.9	88.2	81.8
Benchmark quartile	1	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	14	17	11
Achieving outcome 5+ (%)	92.9	88.2	81.8
Benchmark quartile	1	2	4
Achieving outcome 6+ (%)	7.1	29.4	27.3
Benchmark quartile	4	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	14	17	11
Achieving outcome 5+ (%)	92.9	88.2	90.9
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	28.6	29.4	27.3
Benchmark quartile	2	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	17	11
Achieving outcome 5+ (%)	92.9	100.0	100.0
Benchmark quartile	3	1	1
Achieving outcome 6+ (%)	57.1	41.2	54.5
Benchmark quartile	1	3	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.

6712106 - Blaengwrach Primary School

Number of pupils on roll	135
Pupils eligible for free school meals (FSM) - 3 year average	21.0
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	29	19	22	16
Achieving the core subject indicator (CSI) (%)	72.4	68.4	77.3	93.8
Benchmark quartile	4	4	4	1
English				
Number of pupils in cohort	29	19	22	16
Achieving level 4+ (%)	86.2	73.7	86.4	100.0
Benchmark quartile	2	4	3	1
Achieving level 5+ (%)	41.4	26.3	31.8	31.3
Benchmark quartile	1	3	3	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	29	19	22	16
Achieving level 4+ (%)	72.4	78.9	81.8	93.8
Benchmark quartile	4	4	4	2
Achieving level 5+ (%)	31.0	10.5	36.4	31.3
Benchmark quartile	2	4	2	3
Science				
Number of pupils in cohort	29	19	22	16
Achieving level 4+ (%)	96.6	84.2	95.5	100.0
Benchmark quartile	1	3	2	1
Achieving level 5+ (%)	27.6	5.3	36.4	31.3
Benchmark quartile	2	4	2	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.	69		69 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	68		68 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	68		68 100%	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	69		68 99%	1 1%	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.	68		68 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	68		67 99%	1 1%	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.	69		69 100%	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.	69		69 100%	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.	65		61 94%	4 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	69		69 100%	0 0%	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.	57		52 91%	5 9%	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	64		62 97%	2 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.	26	22 85%	3 12%	0 0%	1 4%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	26	20 77%	5 19%	0 0%	1 4%	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.	26	22 85%	3 12%	1 4%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	26	20 77%	5 19%	0 0%	1 4%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	26	17 65%	6 23%	2 8%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	26	24 92%	1 4%	0 0%	1 4%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	26	24 92%	1 4%	0 0%	1 4%	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.	26	18 69%	6 23%	0 0%	1 4%	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%	1%		
Staff treat all children fairly and with respect.	25	17 68%	7 28%	0 0%	1 4%	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.	26	22 85%	3 12%	0 0%	0 0%	1	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.	26	23 88%	2 8%	0 0%	1 4%	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'.	26	17 65%	6 23%	1 4%	1 4%	1	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.	26	23 88%	2 8%	1 4%	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.	26	24 92%	1 4%	1 4%	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.	26	20 77%	4 15%	1 4%	1 4%	0	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.	26	23 88%	2 8%	0 0%	1 4%	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.	26	21 81%	2 8%	0 0%	1 4%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	26	22 85%	2 8%	1 4%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	26	25 96%	0 0%	0 0%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Gregory John Owens	Reporting Inspector
Rhiannon Harris	Team Inspector
Alison Huckle	Lay Inspector
Rhian Poacher	Peer Inspector
Samantha Hopkins (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.