



*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**

**Coedylan Primary School  
Tyfica Road  
Graigwen  
Pontypridd  
RCT  
CF37 2DB**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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: 16/01/2015**

## Context

Coedylan Primary School is in Pontypridd in the Rhondda Cynon Taf local authority. The school has 105 pupils aged three to eleven years on roll, including 12 who attend the full-time nursery provision. There are four classes in the school. The three-year average for the proportion of pupils eligible for free school meals is 10%. This is significantly lower than the average for Wales (21%).

The school has identified about 26% of pupils as having additional learning needs. Currently, no child has a statement of special educational needs. Most pupils are of white British ethnicity. Around 5% of pupils have English as an additional language, which is lower than the average for Wales (22%). Very few pupils are looked after by the local authority.

The last inspection of the school was in February 2009. The current headteacher took up the post in 2004.

The individual school budget per pupil for Coedylan Primary School in 2014-2015 means that the budget is £3,453. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Coedylan Primary School is 49th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school's current performance is good because:

- most pupils make good progress as they move through the school;
- standards of writing and mathematics are good;
- nearly all pupils enjoy school and demonstrate good attitudes to learning;
- rates of pupils' attendance are consistently good;
- the school ensures that it meets the needs of different groups of pupils well;
- the quality of teaching ensures that most pupils make good progress by the end of the Foundation Phase and key stage 2;
- the school promotes healthy living and wellbeing effectively; and
- the school has a caring and inclusive ethos where every child is valued for the contributions they make to school life.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher provides appropriate direction to the work of the school and has a clear vision for its future;
- leaders make worthwhile use of performance data to identify areas for improvement and to give strategic direction to the school's work;
- the school has a suitable programme of self-evaluation activity;
- there are appropriate links between the school's self-evaluation reports and the school's improvement plans;
- the school has established a good range of effective partnerships that have a positive effect on pupils' learning and wellbeing; and
- the school has effective arrangements for the management and deployment of staff.

However:

- planning for the development of pupils' literacy and numeracy skills across the curriculum lacks a coherent and consistent approach;
- leaders do not evaluate the impact of school improvement planning on standards of teaching and learning well enough; and
- the school does not use the funds at its disposal well enough.

## Recommendations

- R1 Improve provision for literacy and numeracy across the curriculum
- R2 Provide additional challenge in lessons for more able pupils in the upper Foundation Phase and lower key stage 2
- R3 Resolve the health and safety issues identified during the inspection
- R4 Ensure that senior leaders have greater opportunities to take a lead role in securing school improvements
- R5 Improve self-evaluation and school improvement planning and ensure that improvement initiatives are evaluated against their impact on standards of teaching and learning
- R6 Improve the arrangements for financial management at the school

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The majority of pupils enter the school with skills, knowledge and understanding that are around the level expected for their age. Overall, most pupils make good progress as they move through the school.

Most pupils develop effective speaking and listening skills in the Foundation Phase. They talk confidently, for example when evaluating how well they have completed a particular task or challenge. In key stage 2, standards of speaking and listening are good. Most pupils express themselves clearly when presenting their work, for example when recording digital presentations or giving their opinion in relation to a particular topic or issue.

Standards of reading in the Foundation Phase are good. Most pupils read confidently and fluently. Less able pupils tackle unfamiliar words well by using their knowledge of phonics. In key stage 2, most pupils read with fluency and expression. More able pupils adjust the pace and tone of their reading well to engage listeners effectively. Most pupils identify the types of books they enjoy reading and give clear reasons for their preferences.

Overall, standards of writing are good. In the Foundation Phase, many pupils develop good presentation skills. They spell simple words accurately and use basic punctuation well. By the end of key stage 2, most pupils write well. They demonstrate a strong understanding of the purpose of their writing and its intended audience. Most pupils spell accurately and use punctuation effectively to add meaning to their work. The written work of a few more able pupils is of a particularly high standard. This includes outstanding examples of story writing based on the theme of myths and legends. Pupils write regularly in other subjects such as science. However, the writing of too many pupils across the curriculum does not demonstrate the standard of work they are capable of often enough.

In the Foundation Phase, most pupils develop good basic number skills and a suitable understanding of shape, space and measure. However, more able pupils in the upper Foundation Phase and lower key stage 2 do not always make the progress they are capable of. By the end of key stage 2, most pupils demonstrate strong mathematical skills. They apply these skills effectively to solve challenging problems in a range of contexts. More able, older pupils produce work of a very good standard. They demonstrate a good understanding of basic algebra and use formulae effectively to work out the area of triangles or circles. However, pupils do not apply their numeracy skills at the standard they are capable of often enough in other subjects.

Across the school, many pupils make good progress in developing Welsh language skills. In the Foundation Phase, they answer simple questions and respond to basic greetings appropriately using a suitable range of vocabulary. They write about

themselves and their interests appropriately and develop good early reading skills. In key stage 2, many pupils produce written work of a good standard, for example when writing about famous Welsh celebrities. They read well with accurate pronunciation and demonstrate effective speaking and listening skills. They respond well to questions in the present and past tense and use suitable vocabulary to good effect in Welsh lessons.

Most pupils who need extra support and those who are new to the English language make good progress.

At the end of the Foundation Phase in 2014, the performance of pupils at the expected outcome 5, places the school in the lower 50% in literacy and the bottom 25% in mathematical development when compared with similar schools. At the higher-than-expected outcome 6, pupils' performance places the school in the lower 50% for mathematical development and in the bottom 25% for literacy. In most years and in all areas of learning, pupils' performance is in the lower 50% or bottom 25% when compared with the performance of similar schools.

At the end of key stage 2, pupils' usually achieve well in comparison with those in similar schools. In 2014, the performance of pupils at the expected level 4 places the school in the higher 50% for English and the top 25% for science when compared with similar schools. However, performance in mathematics places the school in the bottom 25%. At the higher-than-expected level 5, pupils' performance places the school in the higher 50% for English and science and in the top 25% for mathematics.

Normally, the performance of girls is better than that of boys in the Foundation Phase. By the end of key stage 2, girls usually perform better than boys at the expected level whereas boys tend to perform better than girls at the higher-than-expected level. Pupils eligible for free school meals and those who are looked after by the local authority usually achieve well in comparison to other pupils at the expected level. However, they do not perform as well as others at the higher-than-expected level.

### **Wellbeing: Good**

Nearly all pupils enjoy school and demonstrate good attitudes to learning. They know whom to talk to if they are worried or upset and feel safe in school. They have a good understanding of the need to eat and drink healthily. They develop this understanding through their topic work and through visits to local supermarkets to learn about nutrition. Many pupils enjoy physical activities within and beyond the school day. For example, they participate regularly in after school activity clubs such as fun-fitness and rugby. Nearly all older pupils have a good understanding of how to stay safe when using the internet.

Nearly all pupils behave very well in lessons and around the school. They show respect, courtesy and consideration for each other and for adults. In lessons, most pupils sustain concentration and interest well. Rates of pupils' attendance are consistently good and have placed the school in the top 25% when compared with similar schools for the last three years. Nearly all pupils arrive at school punctually.

The school council and eco council work together and make valuable contributions to school life. There are effective arrangements for the election of pupils to the councils. Candidates, seeking election, produce an anonymous manifesto highlighting how they intend to represent their fellow students. As a result, the councils contain strong representation from all groups of learners in the school. The councils play an active part in identifying areas for improvement in the day-to-day life of the school and local community. For example, they have ensured that toilet areas are of a good standard and that the school's wildlife area is particularly well developed to support effective learning.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Adequate**

The school provides pupils with a broad range of interesting and purposeful learning experiences both within and outside the classroom environment. These experiences provide a sound coverage of the National Curriculum and Foundation Phase of learning. A suitable range of extra-curricular activities provides for pupils' needs and interests. For example, the school arranged drama and dance clubs in response to the School Council's request for a more varied after school provision.

The school has good arrangements for teaching English and mathematics that enable most pupils to make good progress in these subjects. The introduction of a home reading programme has had a positive impact on developing Foundation Phase pupils' enjoyment and understanding of books. Teachers plan appropriately for the inclusion of specific aspects of literacy and numeracy within individual lessons. Despite this, planning for the development of pupils' literacy and numeracy skills across the curriculum lacks a coherent and consistent approach and does not fully meet the requirements of the Literacy and Numeracy Framework. The school develops pupils' information and communication technology skills well.

The school ensures that it meets the needs of different groups of pupils well. For example, there are effective withdrawal groups for pupils who need additional support and successful plans to integrate vulnerable learners fully into the life of the school.

The school promotes the Welsh language and culture well. There are well-established links with local Welsh artists and the museum that help pupils to gain a good understanding of the culture and heritage of Pontypridd and Wales.

There are valuable opportunities for pupils to learn about sustainability and global citizenship issues. They contribute significantly to community regeneration projects. For example, pupils have made a purposeful and real contribution to the redevelopment and design of the 'Lido' outdoor pool and facilities in Pontypridd Park.

### **Teaching: Good**

Overall, the quality of teaching ensures that most pupils make good progress by the end of the Foundation Phase and key stage 2. In many classes, teachers plan lessons that engage and challenge pupils effectively. As a result, pupils sustain

interest in their learning and progress well. In a few classes, tasks do not present enough challenge for all pupils consistently and this limits the progress that they make.

The school uses assessment for learning strategies well. There are consistent arrangements to share learning intentions with pupils at the start of each lesson. This helps pupils to understand what they need to do to be successful. Nearly all teachers mark pupils' work regularly. In many cases, this marking is effective in supporting pupils' progress, for example by helping them to avoid making repeated mistakes and by identifying suitable ways to improve their work. Staff provide pupils with useful verbal feedback and question them effectively to support or challenge their understanding of their work. Many teachers provide useful opportunities for pupils to assess their work and the work of others. Target setting arrangements are effective. They ensure that pupils and parents are aware of the next steps for learning.

The school has good systems to monitor pupils' progress. Many teachers use this information effectively to identify those who require additional support and challenge. In many classes, there are suitable links between assessment, planning and the delivery of lessons. The school has effective arrangements to ensure the accuracy of end of key stage assessments.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports and the school's 'Moodle' site.

### **Care, support and guidance: Good**

The school promotes healthy living and wellbeing effectively. There are good arrangements to promote positive behaviour and relationships. Pupils benefit from a range of physical activities provided both within and beyond the school day. The school makes appropriate arrangements for promoting healthy eating and drinking.

Regular acts of collective worship provide pupils with appropriate moral and spiritual guidance. Arrangements to develop pupils' cultural awareness are strong. Often, this involves the use of external professionals and expertise. Most recently, a community charity group worked with pupils to organise Pontypridd's public anniversary of the National Eisteddfod through the design of commemorative medals.

The school has effective links with many external agencies such as social services and educational psychologists to ensure that vulnerable pupils receive good support. Pupils' personal and social development benefits from a well-structured programme of activities led by the community police officer.

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

The school's provision, support and monitoring of progress for pupils with additional learning needs are good. Comprehensive assessment and tracking systems identify pupils' needs at an early stage and enable the school to plan the appropriate level of

support. Teachers have a good understanding of the additional learning needs within their class and are involved in developing effective plans for individual pupils. They review pupils' individual education plans regularly with pupils and parents. These arrangements ensure that these pupils make good progress.

### **Learning environment: Adequate**

The school has a caring and inclusive ethos where every child is valued for the contributions they make to school life. All pupils have equal access to all aspects of the school's provision. There is a clear emphasis on respecting and celebrating diversity. Teachers provide frequent opportunities for pupils to show care and consideration for others in the school and the wider community. The school promotes tolerant attitudes effectively. As a result, the school has a calm atmosphere where staff and pupils are free from any form of harassment.

The accommodation is sufficient for the number of pupils. Leaders ensure that the internal accommodation is clean and tidy and that the school site is secure. However, there are a number of health and safety issues, related to the condition of the building, that give cause for concern. These were brought to the attention of the governing body during the inspection. Staff make good use of the space that is available and good quality displays celebrate pupils' achievements well. Overall, a varied supply of good quality resources matches pupils' needs appropriately, although many of the school's books are old and in a poor condition. The outdoor space is a valuable learning resource. It supports Foundation Phase learning appropriately and provides good opportunities for pupils to learn about sustainability issues. However, the outdoor play areas are located on a steep slope and have uneven surfaces. They are not well suited to active play.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher provides appropriate direction to the work of the school, and has a clear vision for its future. Leaders make worthwhile use of performance data to identify areas for improvement and to give strategic direction to the school's work. All staff are clear about their roles and responsibilities and play their part in meeting the objectives identified in the school's improvement plan. However, senior leaders do not have opportunities to take responsibility for leading initiatives often enough and this limits the school's capacity to secure all of its strategic aims.

The school responds well to many national priorities, including provision for the Foundation Phase. However, the school has not ensured that it complies fully with all requirements of the Literacy and Numeracy Framework. Staff and senior leaders meet regularly. These meetings include a suitable focus on the school's priorities to improve the standards of learning and wellbeing achieved by pupils and the quality of provision.

Members of the governing body are supportive of the school. They understand how the school's performance compares with other schools, and are aware of the school's main priorities for improvement. Each governor has a link to a subject area and they

visit the school regularly to talk to subject leaders and to review books and documentation in relation to standards and aspects of provision. This process provides governors with a sound understanding of the quality of the work of the school. However, governors do not demonstrate a strong understanding of the school's financial management procedures.

### **Improving quality: Adequate**

The school has a suitable programme of self-evaluation activity that includes data analysis, subject audits and direct evidence from activities such as book scrutiny and lesson observation. Parents and pupils make helpful contributions to the process through the school's 'Moodle' site. Leaders have collated this information into a useful self-evaluation report that provides a sound overview of standards of pupils' attainment and the quality of provision and leadership. As a result, staff have a reasonable understanding of the school's strengths and areas for improvement. However, whilst the self-evaluation arrangements are accurate in describing the work of the school they are not always evaluative enough.

There are appropriate links between the school's self-evaluation reports, recommendations in local authority and consortia reviews and the targets identified in the school improvement plan. Improvement plans provide suitable detail in relation to targets, success criteria and actions to bring about improvement. They take good account of the national priorities to improve pupils' literacy and numeracy skills. Plans contain useful information in relation to expected costs and the time frame for the improvement work. However, leaders do not evaluate the impact of school improvement plans on standards of teaching and learning well enough.

### **Partnership working: Good**

The school has established a good range of effective partnerships that have a positive effect on pupils' learning and wellbeing. These include partnerships with parents, local primary and secondary schools and the local community.

Parents are generally supportive of the school. Overall, they feel that the school shares information with them well, for example, the school's 'Moodle' provides a particularly useful way of communicating with parents. Through this interactive platform, parents can access their children's targets, examples of work and advice in relation to supporting pupils' learning at home. The parents' association supports the school well through organising a range of fund-raising activities.

The school has used partnerships well to supplement its areas of expertise and provision. This includes working with Cardiff Metropolitan University to teach pupils how to write basic codes for computer programming and with Pontypridd High School to enhance provision for more able learners.

Transition arrangements with secondary schools are good. Older pupils benefit from a suitable range of activities that ensure a smooth transfer to the next stage of their education. There is a strong emphasis on supporting vulnerable pupils in this process.

### **Resource management: Adequate**

There are sufficient qualified and experienced teachers to deliver the curriculum. The school has effective arrangements for the management and deployment of staff. All staff have clearly defined roles and responsibilities. The school makes good use of the specialism of a member of staff with regard to providing cover for teachers' planning, preparation and assessment time and there are suitable arrangements in place for reducing teachers' workloads in accordance with the National Agreement.

The school's systems for managing the performance of teachers and other staff meet requirements and are generally appropriate. There are good opportunities for the professional development of staff, both within the school and through external providers. These development opportunities link suitably to targets identified through the performance management process.

The school uses the Pupil Deprivation Grant appropriately to support the most vulnerable pupils in the school. This funding supports pupils in improving self-esteem and confidence through the effective use of drama. Leaders ensure that targeted pupils benefit well from after school enrichment activities, and their attendance at these sessions is very good.

The school has not taken full advantage of the funds at its disposal. It has retained a very large surplus for several years. These funds have not been usefully devoted to improving the learning experiences and environment for pupils at the school to raise standards further. Therefore, the school provides adequate value for money.

## Appendix 1

### 6742072 - Coedylan Primary School

Number of pupils on roll	111
Pupils eligible for free school meals (FSM) - 3 year average	10.2
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	12	11	16
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	58.3	90.9	87.5
Benchmark quartile	4	2	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	12	11	16
Achieving outcome 5+ (%)	58.3	90.9	87.5
Benchmark quartile	4	2	3
Achieving outcome 6+ (%)	33.3	18.2	25.0
Benchmark quartile	2	4	4
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	12	11	16
Achieving outcome 5+ (%)	66.7	90.9	87.5
Benchmark quartile	4	3	4
Achieving outcome 6+ (%)	33.3	27.3	31.3
Benchmark quartile	1	3	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	12	11	16
Achieving outcome 5+ (%)	58.3	90.9	93.8
Benchmark quartile	4	4	4
Achieving outcome 6+ (%)	41.7	36.4	43.8
Benchmark quartile	2	3	3

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.

**6742072 - Coedylan Primary School**

Number of pupils on roll	111
Pupils eligible for free school meals (FSM) - 3 year average	10.2
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	17	11	12	18
<b>Achieving the core subject indicator (CSI) (%)</b>	88.2	90.9	91.7	83.3
Benchmark quartile	2	2	2	4
<b>English</b>				
Number of pupils in cohort	17	11	12	18
Achieving level 4+ (%)	88.2	90.9	91.7	94.4
Benchmark quartile	2	2	3	2
Achieving level 5+ (%)	35.3	27.3	58.3	44.4
Benchmark quartile	2	3	1	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	17	11	12	18
Achieving level 4+ (%)	88.2	90.9	91.7	83.3
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	35.3	36.4	50.0	50.0
Benchmark quartile	2	2	1	1
<b>Science</b>				
Number of pupils in cohort	17	11	12	18
Achieving level 4+ (%)	88.2	90.9	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving level 5+ (%)	35.3	27.3	50.0	44.4
Benchmark quartile	2	3	1	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### 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.	58	58 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	58	56 97%	2 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	58	58 100%	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	58	58 100%	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.	58	58 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	58	58 100%	0 0%	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.	56	56 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	58	58 100%	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.	58	53 91%	5 9%	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.	58	56 97%	2 3%	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.	58	54 93%	4 7%	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	58	55 95%	3 5%	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.	12	9 75%	3 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	11 92%	1 8%	0 0%	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.	12	11 92%	1 8%	0 0%	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.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	12	8 67%	4 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.	11	8 73%	3 27%	0 0%	0 0%	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.	11	5 45%	3 27%	0 0%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	12	9 75%	2 17%	0 0%	0 0%	1	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.	12	8 67%	2 17%	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.	12	8 67%	4 33%	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.	8	2 25%	3 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.	12	6 50%	6 50%	0 0%	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.	12	7 58%	5 42%	0 0%	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.	11	5 45%	3 27%	0 0%	0 0%	3	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.	11	6 55%	5 45%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn 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.	10	4 40%	4 40%	0 0%	0 0%	2	Mae fy mhentyn 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.	12	8 67%	3 25%	1 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	12	8 67%	3 25%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Mr Richard Lloyd	Reporting Inspector
Mr Alun Meilyr Rees	Team Inspector
Mrs Gwen Lloyd Aubrey	Lay Inspector
Mr Peter Morris	Peer Inspector
Mr R James	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.