



*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**

**Garth Primary School  
Mission Road  
Garth  
Maesteg  
Bridgend  
CF34 0ND**

**Date of inspection: September 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: 02/12/2014**

## Context

Garth Primary School is in the village of Garth, near Maesteg in the Bridgend local authority

At the time of the inspection, there are 212 pupils on roll, including 32 nursery pupils. There are eight classes, including the full-time nursery class.

Nearly all pupils are of white British ethnicity and have English as their first language. A very few pupils have English as a second language. No pupils speak Welsh at home.

The school has identified 24% of pupils as having additional learning needs. This is slightly below the national average. Approximately 42% of pupils are eligible for free school meals, which is well above the national average.

The headteacher took up her post in April 2009. The school was last inspected in 2008.

The individual school budget per pupil for Garth Primary School in 2014-2015 means that the budget is £3,609. The maximum per pupil in the primary schools in Bridgend is £4,735 and the minimum is £2,926. Garth Primary School is 14th out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of the school is adequate because:

- pupils' attainment has improved and now compares favourably with that in similar schools;
- many pupils make suitable progress in relation to their starting points;
- nearly all pupils behave very well;
- the curriculum provides a good range of stimulating and challenging activities;
- most teaching is good; and
- most pupils with additional learning needs make good progress towards their targets.

However:

- many pupils do not apply their numeracy skills well enough in subjects across the curriculum at key stage 2;
- the gap in performance between girls and boys is significant, particularly in relation to writing;
- most pupils do not use Welsh outside of Welsh lessons and standards in lessons are low;
- pupils do not have enough opportunities to produce extended pieces of writing across the curriculum, particularly at key stage 2; and
- attendance rates are too low.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides strong, clear, purposeful leadership;
- the new senior leadership team supports her very effectively;
- the governing body carries out its role as a critical friend efficiently;
- the school's self-evaluation is accurate;
- planning for improvement has successfully raised standards; and
- the school benefits significantly from its network of effective partnerships.

## Recommendations

- R1 Raise attainment of boys, particularly in relation to writing in key stage 2
- R2 Raise standards in Welsh in key stage 2
- R3 Improve pupils' ability to use numeracy skills across the curriculum
- R4 Raise levels of attainment for pupils who are eligible for free school meals
- R5 Improve attendance

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

The majority of pupils enter the school with skill levels that are below those expected of pupils of a similar age. By the time they leave school, many make suitable progress and achieve the expected level.

Many pupils enter the school with poorly developed oracy skills. Most pupils in the Foundation Phase make good progress in developing their speaking and listening skills. They listen carefully to their teachers, although many restrict their responses to short phrases. In key stage 2, most pupils continue to listen well to each other and to adults. They speak with increasing clarity and adjust their tone to suit their audience.

In the Foundation Phase, the majority of pupils make good progress in learning letters and sounds. Many read simple words accurately and use their phonic skills to decipher words that are more complex. In key stage 2, most pupils continue to improve their reading skills. By the end of key stage 2, many pupils read widely for pleasure and for information. Most read clearly and accurately. They use indexes competently to locate information in non-fiction books.

Many pupils develop their writing skills well in the Foundation Phase. They learn to grip a pencil and form letters correctly. Many write in simple sentences with capital letters and full stops. When they write news, many pupils use appropriate vocabulary that includes interesting descriptions. Many pupils apply their literacy skills well in other areas of learning.

Many pupils in key stage 2 write well in a range of styles for different purposes and show good awareness of their intended audience. Most pupils write legibly and take care to present their work neatly. Many write at length, using paragraphs to organise their work. They show good imagination when, for example, writing in the style of Welsh myths. Their spelling and punctuation are generally accurate. Overall, most pupils use their literacy skills well in other subjects. They present information in science and theme books clearly in a variety of ways, although examples of extended writing are infrequent.

In the Foundation Phase, most pupils develop a good understanding of how to add and subtract two-digit numbers, and multiply and divide two-digit numbers by single-digit numbers. They know the names of regular flat and solid shapes, and use tally charts to record their classmates' birthdays and present the information in a bar chart. Many use numeracy skills well in other areas of learning. For example, they make sensible estimates and measure carefully when helping Prince Charming to measure people's feet.

Many pupils in key stage 2 continue to build on their numeracy skills. Younger pupils understand doubling and halving, and add and subtract three digit numbers correctly.

They show good understanding of place value and explain that, when multiplying by multiples of ten, the decimal point remains fixed and the digits move to the left. Many pupils understand the relationship between fractions and percentages, and calculate correctly the ratios of different coloured sweets in a tube. Many present information appropriately in bar and line graphs. Many calculate the mean of a set of measurements and use the terms mode and median correctly. However, most pupils do not use numeracy skills across the curriculum well enough.

Many pupils in the Foundation Phase learn a good range of Welsh words, so that they name colours and names of different foods. In key stage 2, many pupils continue to acquire Welsh vocabulary, so that they use the names of clothes, foods and games in sentence patterns that they know well. However, few pupils can use Welsh in simple conversations outside formal lessons when support materials are not available. They write simple sentences, using set sentence patterns, but rely on exemplar materials to guide their work. Very few pupils read simple Welsh books fluently and with recognisable punctuation.

In 2014, pupils' attainment in the Foundation Phase in literacy and mathematical skills placed the school in the higher 50% when compared with similar schools. This is an improvement over the previous two years, when attainment in literacy placed the school in the lower 50% and mathematical skills placed the school in the bottom 25%. In the Foundation Phase, at the higher-than-expected outcome, pupils' attainment has fluctuated. In 2012, attainment in literacy and mathematical skills placed the school in the lower 50% when compared with similar schools. Attainment in mathematical skills placed the school in the higher 50% in 2013, but in the lower 50% in 2014. In 2013 and 2014, pupils' attainment in literacy placed the school in the top 25%.

In recent years, pupils' attainment in key stage 2 shows an improving trend. In 2012, attainment in all the core subjects placed the school in the bottom 25% when compared to similar schools. In 2013, attainment in mathematics and science had improved and placed the school in the lower 50%. Attainment in English continued to place the school in the bottom 25%. In 2014, further improvement placed the school in the top 25% in English, in the higher 50% in science and in the lower 50% in mathematics, when compared with similar schools. In recent years, pupils' attainment in key stage 2 in English mathematics and science at the higher-than-expected levels has regularly placed the school in the lower 50% when compared with similar schools.

Since 2012, in nearly all subjects and areas of learning, pupils who are eligible for free school meals have attained significantly less well than their peers.

Overall, the performance of girls is better than that of boys. The difference is most marked in English in key stage 2.

### **Wellbeing: Adequate**

Most pupils speak knowledgeably about the importance of healthy eating. They have a good understanding of what constitutes a healthy diet. Pupils benefit from plentiful opportunities to take exercise, both through physical education lessons and through

the wide range of extra-curricular activities on offer. Nearly all pupils say that they feel safe in school and have the confidence to talk to a peer mediator or a member of staff, should the need arise. Nearly all pupils show care and concern for each other. Older pupils undertake training as peer mediators and help to settle disagreements between pupils.

Nearly all pupils behave very well in class. They are polite and respectful, and relate well to each other and to adults. Most pupils demonstrate a positive, enthusiastic approach to their lessons, and most talk confidently about their work.

Attendance levels are adequate. Over the past three years, pupils' attendance has declined and, in 2013, it placed the school in the bottom 25% when compared to similar schools. Unverified data for 2014 shows that pupils' attendance is beginning to improve. Most pupils are punctual.

Pupils are actively involved in making decisions about many aspects of school life. The school council, eco committee and sports council are proud of their contribution to improving the school's facilities. Their work strongly influenced changes to the school day and the new school uniform. Many pupils benefit from their involvement in the wider community through their association with a local choir and rugby club.

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

The school provides a good range of stimulating activities that meet the needs of all pupils and satisfy statutory requirements. Teachers' plans focus well on developing pupils' knowledge, understanding and skills in a way that builds on previous learning.

A good range of well attended after-school clubs, such as yoga and judo, enhance pupils' learning experiences and contribute to their wellbeing successfully.

Most units of work begin with a visit to a place of interest, such as a mining heritage site or a war museum. These visits stimulate pupils' curiosity and increase their knowledge of Welsh history and heritage. Pupils also have good opportunities to study the work of Welsh artists, musicians and celebrities. They have regular Welsh lessons, but are not encouraged enough to speak Welsh outside Welsh lessons.

The school's provision for helping pupils to understand the need to care for their environment, both in and out of school, is good. The 'Green Team' is very keen and active, ensuring that resources are conserved and recycled. Pupils have very good opportunities to learn about the lives of people in other countries and to develop a good understanding of their place in the world through such activities as the Brazil project and the school's involvement in an international programme that promotes children's rights.

### **Teaching: Good**

In most classes, teaching is good and teachers plan a range of interesting activities that engage pupils successfully. Teachers manage their classes well and create

calm, purposeful working environments. They adapt the organisation of their classes flexibly to allow pupils useful opportunities to work individually, in pairs and small groups

Most teachers recap pupils' previous learning well and set clear lesson objectives that pupils understand. Most lessons proceed at a brisk pace and many teachers use interactive white boards creatively to enhance their presentations. In all classes, learning support officers contribute well to the quality of pupils' learning.

In nearly all lessons, teachers intervene sensitively and give pupils constructive feedback. They mark pupils' work regularly, confirming what they have done well and indicating what they need to do to improve. Pupils acknowledge the written comments and most respond positively. In most classes, pupils' involvement in evaluating their own progress, and that of their peers, raises their awareness of how well they are doing.

Staff assess and track pupils' progress carefully. They use this information well to identify pupils whose progress is below, or above, that expected of them, and adjust their plans accordingly.

Reports to parents are informative. They are detailed and describe clearly how well pupils have progressed and what their next targets are.

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

The quality of care support and guidance is a strength of the school. There are comprehensive strategies to encourage good behaviour and to promote pupils' understanding of how to keep safe. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for promoting pupils' spiritual and moral development is very good. There are regular opportunities for pupils to reflect on issues through assemblies and religious education activities. The school has a strong emphasis on promoting children's rights in a global context. There is much highly effective work to promote honesty, fairness and respect.

Successful links with outside agencies strengthen the provision for pupils with additional needs. The school has highly effective processes for identifying the needs of all pupils. Teachers and support staff provide tailored support, which enables those with additional needs to make good progress in relation to their abilities. This results in some excellent progress by those at risk of under-achieving. The school provides a high level of well-targeted support. The school benefits from close involvement with a number of national organisations that support pupils' wellbeing.

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

### **Learning environment: Adequate**

The school provides a happy and caring environment that is inclusive and encourages all pupils to achieve well. It creates an atmosphere where pupils feel safe. The school successfully promotes children's rights and has very good strategies for dealing with disagreements, for example through pupils' work as peer mediators. All pupils have equal access to everything the school offers.

All areas of the school have good quality resources, that are readily accessible and generally of good quality. Classroom staff use these effectively to meet the needs of all pupils. The school has a generous amount of accommodation and uses all available space well. The outdoor areas provide plenty of space for pupils to play a variety of games at playtime. The outdoor learning areas in the Foundation Phase provide a stimulating, creative environment that enhances the youngest children's learning experiences. The school buildings and grounds are maintained well. However, an issue in relation to the outdoor environment that has an unfavourable effect on pupils' wellbeing was drawn to governors' attention at the time of the inspection.

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

The headteacher provides strong and purposeful leadership in promoting a caring and inclusive community. She has high expectations of all members of staff and has tackled underperformance successfully. As a result, the school is beginning to achieve improved standards. The recently formed senior leadership team supports her well. All leaders focus on ensuring pupils' wellbeing and on improving standards for pupils.

Clearly defined roles and responsibilities and the strong team ethos contribute to the school's capacity to raise standards. An efficient performance management process enables leaders to identify training needs and to identify and deal with underperformance. School leaders have responded positively to national priorities, such as the school effectiveness framework and the implementation of the literacy and numeracy framework.

The governing body supports the school diligently. Members conduct their meetings efficiently and fulfil their legal and regulatory duties well. Detailed reports from the headteacher and their participation in regular learning walks about the school ensure that they know the school well. They offer robust challenge to the school's leaders. Governors demonstrate their strong commitment to raising standards through addressing issues of underperformance.

### **Improving quality: Good**

Rigorous self-evaluation is a well-established aspect of the school's work. Members of the leadership team know the school's strengths and weaknesses. The school's self-evaluation report is detailed, comprehensive and accurate. This is a strength of the school.

All staff contribute to self-evaluation processes that draw on a wide range of first-hand evidence. This includes robust analysis of assessment data, observations of teaching and the scrutiny of pupils' work. The school seeks, and takes account of, the views of pupils and their parents. The views of pupils through their various councils and committees have had a positive impact on many aspects of the school's life and work.

There is a clear link between the outcomes of the self-evaluation process and the priorities set out in the school improvement plan. The plan has a clear focus on improving standards for pupils. It includes measurable targets and indicates timescales, costs, and success criteria. The plan identifies staff with delegated responsibilities and they, along with the governing body, assess progress towards targets regularly.

The school has a track record of securing improvement. Actions resulting from previous evaluation and planning cycles have led to improved pupil performance, behaviour and attendance.

### **Partnership working: Good**

The school works proactively with a wide range of partners to support and enhance pupils' learning.

The partnership with parents is strong. The parent teacher association supports the school well. The association has donated outdoor equipment and computers that improve pupils' experiences. The school has engaged a family engagement officer to set up activities that support family learning. For example, a parents' maths workshop, which meets each week, enables parents to improve their own numeracy skills so that they can support their children's learning.

The school works with its local cluster of primary schools to produce standardised portfolios of pupils' work that support consistency and accuracy of teachers' assessment. The cluster shares the cost of a recently appointed specialist teacher of Welsh, although it is too early for improvements to be evident. The school works closely with the local pre-school playgroups to make pupils' entry to the school as smooth as possible. Links with the receiving secondary school are good. Transition arrangements support pupils well as they move to the next stage of their education. Pupils that are more vulnerable have additional support that ensures a successful transition.

There are strong links with the local authority's education, health and social services departments. These help to promote pupils' progress and wellbeing. There are mutually beneficial links with a number of organisations, such as local colleges and teacher training institutions.

Good links with the local community have a positive influence on the school, such as the involvement of members of the allotment society who help the children to maintain the school garden.

**Resource management: Adequate**

School leaders deploy teachers and support staff efficiently according to their expertise and experience.

There are suitable arrangements to manage the performance of all staff, and the school provides appropriate continuous professional development as a result.

Staff receive adequate time for planning, preparation and assessment.

The school is a vibrant learning community in which staff share good practice. Adults are committed to working as a team and share good practice regularly. Networks of professional practice involving other local schools enrich pupils' learning experiences and have a positive impact on raising standards and on wellbeing.

Staff make full use of all parts of the school's grounds to provide a good range of learning opportunities. They use resources of good quality efficiently to support learning and teaching.

The link between priorities for improvement and spending is clear. There is close and efficient management of the school's budget by the school leadership and governors. The school makes good use of the Pupil Deprivation Grant by funding the family engagement officer. This enables parents whose children are eligible for free school meals to support their progress in mathematics.

In view of the improving standards achieved by the school, and the quality of the care, support and guidance it provides, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6722129 - Garth Primary School

Number of pupils on roll	212
Pupils eligible for free school meals (FSM) - 3 year average	34.1
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	28	27	22
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	78.6	66.7	81.8
Benchmark quartile	3	4	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	28	27	22
Achieving outcome 5+ (%)	78.6	81.5	86.4
Benchmark quartile	3	3	2
Achieving outcome 6+ (%)	10.7	33.3	40.9
Benchmark quartile	4	1	1
<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	28	27	22
Achieving outcome 5+ (%)	82.1	74.1	86.4
Benchmark quartile	3	4	2
Achieving outcome 6+ (%)	17.9	25.9	13.6
Benchmark quartile	3	2	3
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	28	27	22
Achieving outcome 5+ (%)	85.7	85.2	100.0
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	35.7	37.0	68.2
Benchmark quartile	2	3	1

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.

**6722129 - Garth Primary School**

Number of pupils on roll 212  
 Pupils eligible for free school meals (FSM) - 3 year average 34.1  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	18	32	29	28
<b>Achieving the core subject indicator (CSI) (%)</b>	61.1	71.9	75.9	82.1
Benchmark quartile	4	4	4	2
<b>English</b>				
Number of pupils in cohort	18	32	29	28
Achieving level 4+ (%)	72.2	78.1	79.3	89.3
Benchmark quartile	4	4	4	1
Achieving level 5+ (%)	44.4	43.8	31.0	21.4
Benchmark quartile	1	1	2	3
<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	18	32	29	28
Achieving level 4+ (%)	72.2	81.3	86.2	82.1
Benchmark quartile	4	4	3	3
Achieving level 5+ (%)	38.9	28.1	20.7	21.4
Benchmark quartile	1	2	4	3
<b>Science</b>				
Number of pupils in cohort	18	32	29	28
Achieving level 4+ (%)	83.3	81.3	86.2	89.3
Benchmark quartile	3	4	3	2
Achieving level 5+ (%)	27.8	15.6	13.8	10.7
Benchmark quartile	2	4	4	4

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.	104		103 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	104		103 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	104		100 96%	4 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	104		104 100%	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.	104		101 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	104		95 91%	9 9%	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.	104		103 99%	1 1%	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.	104		104 100%	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.	104		102 98%	2 2%	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.	104		102 98%	2 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	103		89 86%	14 14%	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	104		90 87%	14 13%	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.	16	12 75%	4 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	16	15 94%	1 6%	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.	16	12 75%	4 25%	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.	16	14 88%	2 12%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	16	6 38%	9 56%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	16	13 81%	3 19%	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.	16	13 81%	3 19%	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.	15	8 53%	7 47%	0 0%	0 0%	0	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.	16	12 75%	3 19%	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.	16	12 75%	4 25%	0 0%	0 0%	0	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.	16	11 69%	5 31%	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'.	16	9 56%	5 31%	0 0%	0 0%	2	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.	16	8 50%	7 44%	1 6%	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.	16	12 75%	4 25%	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.	16	12 75%	4 25%	0 0%	0 0%	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.	16	13 81%	2 12%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	8 53%	6 40%	0 0%	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.	16	9 56%	6 38%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	16	9 56%	7 44%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Christopher Ian Dolby	Reporting Inspector
Roger Rees	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Tim Newbould	Peer Inspector
Julie Thomas (Headteacher)	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.