



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

**Hengoed Primary School
Chapel Terrace
Hengoed
Caerphilly
CF82 7JU**

Date of inspection: October 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Hengoed Primary School is in the village of Hengoed in the Caerphilly local authority. There are 164 pupils aged three to eleven years at the school, including 25 part-time pupils in the nursery. There are seven classes, four of which are mixed year groups.

Just over 40% of pupils are eligible for free school meals. This is well above the national average. A very few pupils are looked after by the local authority. Most pupils are of white British ethnicity, with a very few pupils from minority ethnic backgrounds. No pupils speak Welsh as a first language at home.

The school has identified about 23% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. There were a very few fixed-term exclusions in the last year.

The last inspection was in December 2008. The current headteacher took up her post in April 2010.

The individual school budget per pupil for Hengoed Primary School in 2014-2015 means that the budget is £3,206. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Hengoed Primary School is 32nd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- there is a recent improvement in the proportion of pupils achieving at the higher level in English, mathematics and science at the end of key stage 2;
- pupils feel safe at school and know whom to turn to if they are upset;
- pupils are polite and courteous to each other and show respect to all adults;
- the school provides a good range of stimulating learning experiences both within and outside the classroom;
- there is effective provision to promote pupils' wellbeing and the school has an inclusive, welcoming ethos; and
- the provision for pupils who have additional learning needs is good.

However:

- standards in reading and writing vary too much from class to class;
- pupils do not make enough progress in using their literacy and numeracy skills across the curriculum as they move through the school;
- the quality of the presentation of pupils' work is often weak;
- pupils' involvement in their own learning is at an early stage of development; and
- the school's attendance levels are only adequate.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for developing the school and setting an appropriate strategic direction;
- the senior leadership team and curriculum co-ordinators share responsibility well at all levels;
- the school responds to many local and national priorities well;
- the self-evaluation report contains a clear analysis of performance data, which demonstrates a good understanding of the school's achievements;
- the school has many useful partnerships that have a beneficial impact on pupils' learning and wellbeing; and
- there are sufficient qualified and experienced staff to deliver the curriculum.

Recommendations

- R1 Raise standards to ensure that the school's performance compares more favourably with that of similar schools
- R2 Improve pupils' literacy skills, including spelling, punctuation and the presentation of their work
- R3 Improve attendance
- R4 Provide more effective opportunities for pupils to develop their numeracy skills across the curriculum
- R5 Increase pupils' involvement in their own learning so they know how to improve their work

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Many pupils enter the school with skills that are below those expected of pupils of a similar age. By the end of key stage 2 many pupils have made suitable progress in line with their ability. They work co-operatively together and respond well to tasks set by their teacher. Most pupils who have additional learning needs make good progress in relation to the targets in their individual education plans.

Many pupils in the Foundation Phase develop their listening and speaking skills well and make good progress in developing their knowledge of letters and sounds. As pupils progress through the school they improve their listening skills further and most contribute readily to class and small group discussions. Most pupils develop confidence in expressing their views and can explain in detail, to fellow pupils, how they have solved mathematical problems.

In the Foundation Phase, majority of pupils develop their reading skills appropriately. The most able pupils make good progress. By the end of the Foundation Phase, they can read confidently and fluently and they use a good range of strategies for tackling unfamiliar words. They speak enthusiastically about the features common to books that they enjoy. However, less able pupils read reluctantly and often do not have good enough skills to tackle common words. In key stage 2, a minority have difficulty coping with unfamiliar words and do not give enough attention to punctuation when reading. The majority of pupils take an interest in books and gather information confidently. There is not enough progress across key stage 2 in pupils' ability to discuss aspects of fiction and to respond to what they read.

Across the school, progress in writing varies too much. By the end of the Foundation Phase, more able pupils produce short pieces of writing with punctuation that is generally appropriate. They are beginning to use an interesting vocabulary, and to spell common words accurately. In key stage 2, pupils write for a variety of purposes and demonstrate a good understanding of the different forms of writing. By the end of key stage 2, many pupils achieve appropriate standards in their writing. A few older and more able pupils write extended pieces well and structure their writing effectively. For example, they write formal letters to an apothecary from King Henry. The quality of spelling, punctuation and presentation seen in books is not always of a high enough standard. Most pupils use literacy skills effectively in other areas of the curriculum.

Pupils in the Foundation Phase develop their numeracy skills appropriately and most pupils understand tens and units and use number bonds confidently. In key stage 2, standards in numeracy are good overall. Many pupils use number skills to solve problems and to complete tasks involving multiplication and division accurately. They apply skills, such as measuring, using graphs, plotting co-ordinates and completing basic financial calculations, appropriately. For example, they can work out percentages of money to calculate interest rates. However, they do not always consistently use their mathematical skills well enough across the curriculum.

Pupils in key stage 2 make good use of their information and communication technology (ICT) skills to communicate information. Older pupils make good use of new technologies, such as quick response QR codes, to research different aspects of their learning.

Pupils' speaking and listening skills in Welsh are developing reasonably well in the Foundation Phase. These pupils listen and respond to instructions, use simple greetings confidently and enjoy singing Welsh songs. Many older pupils understand instructions and incidental Welsh used by staff. In lessons, pupils ask and answer a range of simple questions. For instance, older pupils in the juniors ask questions to find out facts about each other to create portraits. However, most pupils lack a range of sentence patterns to engage in conversation of an appropriate length, and their pronunciation is not always accurate. Reading and writing skills in Welsh are at an early stage of development.

Over the past three years, in the Foundation Phase, pupils' performance has varied considerably and does not show a continuous trend of improvement. In 2014, pupils' performance in literacy declined and placed the school in the bottom 25% when compared with similar schools. Pupils' performance in numeracy placed the school in the lower 50% when compared with similar schools. The Foundation phase indicator has varied slightly less, moving the school between the lower 50% and the higher 50%. Pupils' performance in 2014 at the expected outcome was lower than in 2013 in all areas of learning.

At the higher outcome, pupils' performance over the past three years has placed the school in the top 25% and the lower 50% when compared with similar schools. In 2014, pupils' performance in literacy declined and moved the school from the top 25% to the lower 50% when compared with similar schools. For performance in numeracy, the school remained in the higher 50% when compared with similar schools.

In key stage 2, pupils' performance at the expected level 4 in English, mathematics and science declined last year. Performance has generally placed the school between the bottom 25% and the higher 50% in all three subjects when compared with similar schools. In 2014, the school moved from the higher 50% to the bottom 25% for performance in English and mathematics when compared with similar schools. Pupils' performance in science moved the school from the lower 50% to the bottom 25% when compared with similar schools.

At the higher level 5, performance in all three areas of learning has fluctuated over the last four years. Pupils' performance has placed the school in the higher 50% and the lower 50% in all three subjects when compared with similar schools. In 2014, pupils' performance in English, mathematics and science improved. Performance in mathematics moved the school from the higher 50% to the top 25% when compared with similar schools. Performance in English and science moved the school from the lower 50% to the top 25% when compared with similar schools.

The performance of pupils eligible for free school meals has improved over recent time at the expected outcome and level. Most pupils who receive intervention support make good progress in basic skills, with a few making very good progress over a relatively short period of time. However, at the higher-than-expected outcome

and level, pupils eligible for free school meals have tended to underperform compared with other pupils. Although there are cohort variations, over time girls and boys generally compare well.

Wellbeing: Adequate

Most pupils have a secure understanding of how to live and eat healthily and they have plenty of opportunities to undertake a variety of physical activity. They feel safe at school and know whom to turn to if they are upset. Most pupils behave well in lessons and throughout the school. They are polite and courteous to each other and show respect to all adults.

In lessons, most pupils sustain concentration and show enthusiasm for what they are learning. They have a good working relationship with all staff and collaborate well in classroom activities. Most pupils' in key stage 2 enjoy opportunities to undertake their own independent research and to share their learning with others.

The school council is developing appropriately and is becoming an effective forum for representing the views of other pupils. They take an active part in organising whole-school fund-raising activities for national charities. Older pupils undertake purposeful responsibilities, for example as digital leaders, ambassadors for sport, librarians and play leaders for the younger pupils.

Attendance levels at the school are adequate. Whole-school attendance for the last three years has placed the school in the bottom 25% when compared with similar schools. However, the most recent data indicates that the school's initiatives to improve attendance are beginning to have a positive effect. Most pupils are punctual.

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

The school provides a good range of stimulating learning experiences both within and outside the classroom. These build effectively on pupils' knowledge and understanding as they move from Foundation Phase to key stage 2. The school offers a good range of extra-curricular clubs to enhance pupils' learning experiences. For example, the theatre club further enhances the pupils' confidence and self-esteem.

The most recent long and short term plans identify opportunities for pupils to develop their literacy and numeracy skills progressively across the curriculum. However, opportunities for many pupils to apply their numeracy and data handling skills at the appropriate level across the curriculum are less well developed. Over-reliance on worksheets sometimes inhibits pupils' independence and opportunities for extended writing.

Provision for teaching pupils' Welsh oracy and writing skills is appropriate. In key stage 2, the development of pupils' Welsh language skills relies heavily on structured Welsh lessons and there are limited opportunities for pupils to use their Welsh

outside these lessons. However, the recently established afterschool Welsh club for older Foundation phase pupils is impacting successfully on their oracy skills. Most pupils' understanding of local history and culture is developing well through an annual whole-school heritage project. Opportunities to broaden pupils' knowledge about Wales are less effective.

The school encourages sustainability of resources through recycling materials and promoting energy conservation. The purposeful eco committee reinforces these initiatives effectively, for example by giving presentations to individual classes and taking whole-school assemblies. Opportunities for pupils to learn about their role in the wider world are less well developed.

Teaching: Good

Generally, the quality of teaching across the school is good. All teachers use classroom management strategies well and they manage and work well with the support staff in the classroom.

In most classes, where the quality of teaching is effective, teachers set out the learning objectives clearly for pupils. Teachers ask purposeful questions to extend pupils' understanding and provide appropriate praise and encouragement. Lesson introductions are brisk and purposeful and teachers use a range of strategies to ensure that most pupils are motivated and challenged well. In the very few lessons where teaching is less effective, the pace is slow and teacher expectations of what pupils can achieve are too low.

Nearly all teachers mark pupils' work regularly and comment positively on pupils' achievements. However, they do not always focus well enough on giving pupils useful information, on how to improve.

The school undertakes a good range of relevant assessments to track pupils' performance. It has developed an effective system to monitor and record pupils' progress and to set appropriate targets. Leaders use this information well to plan a successful provision for pupils in need of additional support. Teachers are developing assessment for learning strategies appropriately and are beginning to involve pupils in evaluating their own progress.

Annual reports provide parents with suitable information about their child's progress and achievements. They set out the next steps in their learning clearly.

Care, support and guidance: Good

The school is a caring and supportive community where all staff demonstrate a strong commitment to enhancing the well-being of all pupils. All adults support pupils well and play a valuable role in helping them to express their feelings and opinions. The school has effective policies and practices to promote good behaviour. The school makes appropriate arrangements for promoting healthy eating and drinking and provides good opportunities for pupils to undertake regular exercise.

Learning experiences and acts of collective worship promote pupils' spiritual, moral, social and cultural awareness appropriately. Daily assemblies foster shared values suitably, but opportunities for pupils to reflect on the world around them during these sessions are limited.

The support for pupils who have additional learning needs is comprehensive and staff co-ordinate it effectively. The school has a suitable system to identify, track and monitor pupils with additional learning needs and to identify more able pupils. All identified pupils have individual education plans, which staff use to deliver well-targeted support and to share information effectively with parents. The school has effective links with a wide range of specialist services that meet the social, emotional and academic needs for pupils and provide support and guidance for their families.

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

Learning environment: Good

The school is an inclusive community, which values and treats all pupils equally. It has a positive ethos and staff promote the importance of tolerance well. Pupils have a growing understanding of the diverse world in which they live through a range of curriculum activities and celebrations. They show a growing understanding of their responsibility towards each other and others.

The school has adapted its buildings successfully to provide a welcoming place to learn. It is in good condition and all areas are clean and tidy. Vibrant displays throughout the school are successful in celebrating pupils' achievements. Older pupils are proud of the interactive displays in their classes, which demonstrate their ICT skills effectively. The school has recently adapted the outdoor learning areas appropriately for younger pupils in order to provide a successful and stimulating environment to develop their investigative and creative skills. The school has appropriate and sufficient resources to deliver all aspects of the curriculum.

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

The headteacher provides a clear vision for the school that focuses primarily on the wellbeing of pupils. She has communicated this vision successfully to parents, governors, staff and pupils. All members of staff work closely together to create a whole-school ethos that encourages and supports teamwork.

The school has recently strengthened the capacity of distributed leadership to use data, monitor and evaluate the school's priorities for action more effectively. Phase leaders and subject co-ordinators, identify relevant issues relating to pupil and staff performance well. Staff share information effectively through regular staff and phase meetings, which focus well on whole-school improvement. Performance management systems for all staff are appropriate and targets link well with the school's priorities.

The school responds effectively to many local and national priorities. There is a strong focus on tackling poverty and disadvantage to improve identified pupils' literacy and numeracy skills. Focused intervention strategies ensure that these pupils make good progress appropriate to their age and ability. The school is beginning to address the National Literacy and Numeracy Framework.

Governors are very supportive of the school. They have effective links with subject co-ordinators in order to develop a clearer understanding of pupils' standards. The governors know how the school performs compared with similar schools, but currently they are over-reliant on information provided by the school's leadership team. However, through recent initiatives to gather first hand evidence, the governing body is beginning to challenge the school appropriately.

Improving quality: Good

The school has an effective self-evaluation process led by senior leaders. The self-evaluation process draws on a good range of first-hand evidence, which includes an appropriate analysis of the performance of pupils, classroom observation and scrutiny of pupils' work. The school makes good use of the views of staff, parents, pupils and governors to assess how well it is doing.

The monitoring and evaluation of curriculum planning is effective. Curriculum leaders' action plans focus well on improving pupils' standards, for example, successfully developing pupils' Welsh oracy skills in the Foundation Phase and implementing an improvement programme to support further development of pupils' ICT skills. The school takes good account of local authority reviews to set priorities and to deliver improvement.

The school's improvement plan has clear success criteria that are measurable, specific and challenging. These priorities focus appropriately on key areas, such as raising standards of achievement through targeted intervention activities, and a specific phonic programme to improve pupils' early reading skills in the Foundation Phase. The plan relates appropriately to local and national priorities, such as the National Literacy Framework.

Partnership working: Good

The school works well with parents, and communication between school and home is improving. Parents contribute financially to improving resources through a variety of fund-raising events held at the school. There is an increasing number of opportunities for parents to become involved in their children's learning, for example through school-based literacy and play activities. These weekly sessions have also impacted positively on attendance levels and the pupils' own enjoyment of learning.

Links with a neighbouring play group are strong. The nursery staff work very closely with the play group setting to ensure that new pupils settle in quickly when they start at the school.

Effective transition arrangements with the two local secondary schools ensure that pupils are confident to move on to the next stage in their education. The school works well with other local schools on a range of activities, including the moderation and assessment of pupils' work to ensure consistency across the local cluster of primary schools.

There are many links with the wider community, which have had a positive influence on pupils' learning experiences. For example, science workshops held by a local university consolidate and extend the skills introduced in class lessons. Sporting activities run by a local professional rugby club further promote pupils' understanding of keeping healthy and fit.

Resource management: Adequate

There are sufficient qualified and experienced staff to deliver the curriculum. Support staff contribute well to pupils' learning across the school and this has a positive impact on pupils' progress. Arrangements for teachers' planning, preparation and assessment time are appropriate.

All teaching and support staff participate in a good range of in-service training that links clearly to the targets identified in the school development plan or to personal targets derived from their performance management processes.

The school has developed successfully as a supportive learning community and is involved in several networks of professional practice within the local authority. These networks have a positive influence on improving recent provision, for example, problem solving in mathematics, and, challenges for the more able pupils. The school has also participated in collaborative training days relating to the National Literacy and Numeracy Framework. This is beginning to have a positive impact on raising pupils' standards of achievement, particularly literacy.

The headteacher and governors manage the school's resources appropriately. The school makes good use of the pupil deprivation grant to develop the provision and expertise of staff to meet the needs of disadvantaged pupils. For example, the school has successfully deployed teaching and support staff to provide specific wellbeing initiatives and basic skills intervention groups for identified groups of learners. These are having a positive impact on pupils' wellbeing and outcomes.

Considering pupils' overall standards, the school provides adequate value for money.

Appendix 1: Commentray on performance data

6762148 - Hengoed Primary

Number of pupils on roll	179
Pupils eligible for free school meals (FSM) - 3 year average	50.3
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	14	17	19
Achieving the Foundation Phase indicator (FPI) (%)	71.4	82.4	73.7
Benchmark quartile	2	2	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	14	17	19
Achieving outcome 5+ (%)	78.6	88.2	73.7
Benchmark quartile	2	1	4
Achieving outcome 6+ (%)	28.6	29.4	21.1
Benchmark quartile	1	1	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	19
Achieving outcome 5+ (%)	78.6	88.2	78.9
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	35.7	23.5	26.3
Benchmark quartile	1	2	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	14	17	19
Achieving outcome 5+ (%)	85.7	100.0	94.7
Benchmark quartile	3	1	2
Achieving outcome 6+ (%)	35.7	29.4	21.1
Benchmark quartile	2	3	4

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

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

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

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

6762148 - Hengoed Primary

Number of pupils on roll	179
Pupils eligible for free school meals (FSM) - 3 year average	50.3
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	19	24	21	23
Achieving the core subject indicator (CSI) (%)	68.4	70.8	76.2	73.9
Benchmark quartile	3	3	3	3
English				
Number of pupils in cohort	19	24	21	23
Achieving level 4+ (%)	73.7	70.8	81.0	73.9
Benchmark quartile	3	3	2	4
Achieving level 5+ (%)	21.1	33.3	23.8	39.1
Benchmark quartile	2	1	3	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	19	24	21	23
Achieving level 4+ (%)	73.7	75.0	85.7	73.9
Benchmark quartile	3	3	2	4
Achieving level 5+ (%)	26.3	37.5	28.6	39.1
Benchmark quartile	2	1	2	1
Science				
Number of pupils in cohort	19	24	21	23
Achieving level 4+ (%)	84.2	75.0	81.0	73.9
Benchmark quartile	2	3	3	4
Achieving level 5+ (%)	31.6	41.7	23.8	39.1
Benchmark quartile	1	1	3	1

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.	32	32 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	32	29 91%	3 9%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	32	32 100%	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	32	32 100%	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.	32	32 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	32	31 97%	1 3%	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.	32	32 100%	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.	32	32 100%	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.	32	31 97%	1 3%	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.	32	30 94%	2 6%	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.	32	26 81%	6 19%	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	32	30 94%	2 6%	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.	30	14 47%	15 50%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	30	23 77%	4 13%	2 7%	0 0%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	30	20 67%	10 33%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	30	19 63%	10 33%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	30	6 20%	16 53%	4 13%	1 3%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	30	19 63%	11 37%	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.	30	20 67%	9 30%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	30	15 50%	13 43%	2 7%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	30	18 60%	10 33%	2 7%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	30	16 53%	12 40%	1 3%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	30	17 57%	12 40%	1 3%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	26	12 46%	11 42%	2 8%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	30	16 53%	11 37%	3 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	30	16 53%	12 40%	2 7%	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.	30	13 43%	12 40%	2 7%	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.	30	16 53%	11 37%	2 7%	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.	27	13 48%	11 41%	1 4%	0 0%	2	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.	30	15 50%	11 37%	4 13%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	30	14 47%	14 47%	2 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mrs Eleri Anwen Hurley	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Mrs Deirdre Mary Emberson	Lay Inspector
Ms Rachel Lewis	Peer Inspector
Mrs Marian 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)

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.