A report on

**Maes-Y-Coed Primary School
Lanwern Road
Maes-Y-Coed
Pontypridd
RCT
CF37 1EQ**

Date of inspection: March 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Context

Maes-y-Coed Primary School is near Pontypridd in Rhondda Cynon Taf. There are currently 317 pupils on roll, including 50 who attend the nursery on a full-time basis. There are 11 classes, nine of which have mixed age groups.

Most of the pupils come from homes where the predominant language is English. A very few pupils speak English as an additional language. Twenty per cent of pupils are eligible for free school meals, which is around the average for Wales. The school considers that 30% of its pupils have additional learning needs, which is higher than the Welsh average.

The current headteacher took up her post in October 2011 and the school's last inspection was in July 2010.

The individual school budget per pupil for Maes-Y-Coed Primary School in 2014-2015 means that the budget is £2,796 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Maes-Y-Coed Primary School is 100th out of the 110 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- Nearly all pupils make good progress and achieve well
- Standards in literacy, numeracy and thinking skills are good
- Pupils across the school behave well, and are enthusiastic and keen to learn
- Most pupils develop well as independent learners and they build upon prior knowledge effectively and readily adapt their understanding and skills to new situations
- Attendance is good and most pupils attend regularly and are punctual
- Nearly all staff plan stimulating and rich learning experiences for pupils
- The quality of teaching is good and support staff assist learning effectively
- There is a successful provision for promoting wellbeing and an inclusive, welcoming ethos, in which pupils feel happy and safe

Prospects for improvement

Prospects for improvement are good because:

- The headteacher provides purposeful leadership, which has a positive influence on pupils' standards and wellbeing
- The senior management team work very well together and have successfully raised standards since the previous inspection
- All members of staff are clear about their roles and work as a team
- The school addresses local and national priorities successfully
- Self-evaluation procedures involve all members of staff, pupils, parents and governors and draw appropriately on a range of first-hand evidence, giving the school good knowledge of its own performance
- Leaders have successfully set appropriate priorities and targets to meet all the recommendations from the previous inspections
- There is a good range of partnerships that have a positive effect on pupils' achievement and wellbeing
- The school provides good value for money

Recommendations

R1 Sustain the improvement in standards across the school, with a particular focus on closing the gap in performance between pupils eligible for free school meals and other pupils in key stage 2

R2 Share the effective teaching practices within the school to ensure consistency in developing pupils' skills in all classes

R3 Further develop the role of the governors to challenge the school rigorously

R4 Ensure that leaders use quantifiable targets more consistently in development plans

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

A majority of pupils arrive at the school with skills below the expected level for pupils of a similar age. As they move through the school, most pupils make good progress in applying their numeracy, literacy, information and communication technology (ICT) and thinking skills successfully across the curriculum. This is a strong feature within the school.

Pupils throughout the school develop strong oral skills. Most speak confidently in class and they discuss topics in pairs and groups work well, for example when they discuss the important features of an interview report with Tom Jones. Nearly all pupils listen to their teacher and each other with courtesy.

Most pupils make good progress in their reading skills. In the Foundation Phase, most pupils develop effective strategies to decode unknown words and they enjoy reading. By the end of Year 2, many are confident readers and they read aloud in front of others successfully. Reading skills continue to develop well in key stage 2 and, by the end of Year 6, most pupils read accurately, fluently and with good expression in a range of situations. They discuss the content of books well and most use strategies such as skimming and scanning effectively to extract specific information quickly from a range of texts.

In the Foundation Phase, most pupils make effective progress in developing their writing skills. Younger pupils convey their ideas well in simple sentences. By the end of Year 2, most pupils use their writing skills competently to write for different purposes and audiences. They use basic punctuation correctly and show a good understanding of spelling strategies to spell unfamiliar words. The more able pupils use more complex punctuation consistently well and use a greater range of vocabulary to good effect in their writing. Most pupils apply their literacy skills well to produce extended pieces of writing, for example when they write 'magic spells' in imaginative writing and describe underwater kingdoms.

Throughout key stage 2, most pupils develop their writing skills well. Many write at length in an engaging way using a range of media to present their work. By the end of the key stage, many pupils use sophisticated vocabulary skilfully to enhance their writing. Most pupils apply their knowledge of different forms of writing successfully in other areas of the curriculum, for example when they write descriptive pieces based on experiences in the First World War trenches. However, their ability to improve their work through redrafting is limited.

Presentation and handwriting skills are very good throughout the school and pupils show great pride in their work.

Pupils throughout the school have strong numeracy skills and they use them effectively in all subjects. In the Foundation Phase, pupils have a good

understanding of addition and subtraction, halving and doubling numbers, measuring length, using money and working with two-dimensional shapes. They draw accurately a range of graphs and charts by hand and by using computer packages. In key stage 2, many pupils apply their numerical skills in a wide variety of contexts successfully. They undertake frequent projects to apply their higher order numerical skills successfully in realistic contexts, such as when they remodel a bedroom within a given budget.

Nearly all pupils have a positive attitude towards learning Welsh and enjoy speaking the language. Most pupils make good progress in learning Welsh in the Foundation Phase. They use simple sentence patterns correctly to converse in a range of situations, for example when discussing their family or the weather. By the end of Year 2, many are beginning to write simple sentences accurately following a basic pattern. In key stage 2, many pupils read simple texts well, write simple sentences correctly and spell common words accurately across a suitable range of genres. Older pupils are beginning to use their knowledge of sentence structure to write a paragraph about, for example, their visit to a hotel with their family. Their ability to converse in Welsh using familiar language patterns is good.

Across the school, nearly all pupils develop their thinking skills to a very high standard. They use these skills successfully to solve challenging and complex problems across a range of subjects. This is having a very positive impact on the high standards that pupils, particularly those who are more able, achieve, for example when they organise a party within a given budget and challenging variables.

Pupils with additional learning needs make good progress as they move through the school. The very few pupils with English as an additional language also progress well.

Performance in the Foundation Phase over the last three years, at the expected outcome 5 and the higher than expected outcome 6, varies in literacy and mathematical development when compared to that in similar schools. However, there is an overall upward trend of improvement over time.

In key stage 2, over the last four years, performance at the expected and higher than expected levels also shows an overall trend of improvement in English, mathematics and science when compared to that in similar schools.

The school is successfully closing the gap between the performance of pupils eligible for free school meals and others in literacy and mathematical development in the Foundation Phase. In key stage 2, the performance of pupils eligible for free school meals is improving in mathematics and science, but a notable gap remains in English.

Wellbeing: Good

The school is a happy environment where pupils feel safe and valued. Pupils know whom to speak to if they feel worried about school or other issues. Nearly all pupils have a thorough knowledge of how to live healthily by being active and eating a balanced diet. They demonstrate this by being active at breaktimes and participating in sports such as swimming within school.

Nearly all pupils enjoy coming to school. They have a very positive and enthusiastic attitude to lessons and settle very quickly and remain on task for an appropriate length of time. They make valuable contributions to their lessons and to the life of the school, such as suggesting what they would like to study and where to visit in order to learn more about different topics.

Nearly all pupils demonstrate high levels of good behaviour resulting in the school being a very calm and orderly place to learn. They are courteous and respectful and are encouraged to take care of each other. Many older pupils display mature attitudes when organising games in the playground for younger pupils.

Many pupils take responsibility for activities throughout the school. The eco council and green team take their roles very seriously and encourage their peers to take pride in their environment. They are confident when discussing their ideas with the governing body, for example when they discuss how to develop the outside areas of the school.

Pupils' entrepreneurial work to raise funds for a natural disaster allows them to develop their collaborative working skills well. Pupils also develop their life skills effectively through involvement in the local community. For example, they raise funds for a local charity and they contribute to the local food bank.

Attendance rates over the last four years are increasing and are now notably higher than in similar schools. Nearly all pupils arrive punctually for the start of the school day. The school has successfully closed the gap between the attendance rates of pupils eligible for free school meals and others over the past three years.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a rich variety of learning experiences that successfully engage nearly all pupils. Teachers in the Foundation Phase make good use of the classrooms and outdoor learning areas to plan a wide range of well-structured learning opportunities. The broad curriculum in key stage 2 builds successfully on pupils' previous knowledge, understanding and skills. A range of educational visits throughout the year enhance the curriculum and pupils' learning experiences effectively. The school provides an extensive variety of clubs, such as Spanish, science and gardening clubs, which enrich pupils' learning experiences very well.

Teachers incorporate the National Literacy and Numeracy Framework into termly plans effectively. Most teachers plan the provision for the development of pupils' thinking skills and ICT skills very well throughout the school. They provide a good range of opportunities for nearly all pupils to write extensively in a variety of styles and genres. However, teachers do not always provide opportunities for pupils to redraft their work appropriately.

Teachers provide valuable learning opportunities for pupils to apply their numeracy skills in other areas of the curriculum. Their planning also includes the effective use of new technologies. Examples include the creative use of tablets to create and scan Quick Response (QR) codes to enhance learning experiences by enabling pupils to access information safely from websites.

Teachers develop pupils' knowledge of Welsh culture and traditions successfully in topic work across the curriculum, especially in art, literacy and history. Planning for the development of pupils' Welsh oracy, reading and writing skills in lessons is good and this has a positive impact on the use of the language throughout the school.

There are good opportunities across the curriculum for pupils to develop their knowledge and understanding of sustainable development and global citizenship effectively. Teachers develop pupils' awareness of global citizenship well through the study of other cultures, religions and traditions and through the well-established link with a school in Uganda. Pupils also have good opportunities to learn about the importance of recycling and sustainability in extra-curricular activities and through the work of the eco committee.

Teaching: Good

Nearly all teachers provide activities that meet pupils' needs well and challenge them successfully. Teachers' expectations of pupils' behaviour and performance are high. In nearly all classes, teachers build successfully on what pupils already know, and develop their skills through challenging tasks. Their effective teaching ensures that pupils keep on task and learning proceeds at a brisk pace. Nearly all teachers use questioning techniques very well to ensure that they challenge all pupils to a high level. Positive class relationships ensure that pupils feel confident to ask questions and discuss ideas. Teachers and support staff work together successfully and make a significant contribution to develop pupils' independent learning skills. In the very few classes where teaching is less effective, pupils do not make enough progress because expectations are too low, classroom organisation is not appropriate and learning objectives do not focus on developing skills appropriately.

Nearly all teachers mark pupils' work regularly and comment purposefully on their achievements. They focus well on helping pupils to know how to improve their work and to achieve their targets. In nearly all classes, teachers encourage pupils to evaluate their own and each other's work. As a result, they have a clear idea of their strengths and what they need to do to improve.

The school uses a wide range of data effectively to monitor pupils' individual progress. Staff identify those who require additional support or challenge and plan appropriately to meet their educational needs. The school also assesses and tracks pupils' social, emotional and wellbeing effectively. There are robust systems to ensure that all teacher assessments are accurate.

Reports for parents are informative and provide good information on pupils' progress and achievements. The reports include useful targets for improvement and they meet statutory requirements.

Care, support and guidance: Good

The school is a nurturing and inclusive environment that promotes respect and honesty well. It has comprehensive, consistent and effective arrangements to ensure that pupils receive good levels of care, support and guidance. Provision for pupils' spiritual, moral, social and cultural development is effective. There are good

opportunities for pupils to take exercise through physical education lessons, extra-curricular activities and lunchtime activities. The school makes appropriate arrangements for promoting healthy eating and drinking.

Provision for pupils with additional learning needs is good. The school's arrangements for early intervention and support are effective and ensure that pupils continue to have full access to the breadth of the curriculum. Teachers set clear targets for improvements through a wide variety of intervention programmes, which are specific to the individual pupils' needs. The school has strong links with external agencies and specialist services, which provide effective support and guidance for staff, pupils and parents. This has a positive effect on pupil wellbeing and their progress in learning.

Safeguarding procedures meet statutory requirements and give no cause for concern. Attendance is good and school has effective procedures to monitor punctuality.

Learning environment: Good

The school provides a very caring and welcoming environment for all pupils. The nurturing atmosphere and high level of wellbeing within the school ensure that pupils' talents are celebrated and developed. The school's curriculum is fully inclusive, engages nearly all pupils and celebrates diversity and different cultures well. Nearly all pupils show tolerance, fairness and respect for others.

The school uses its accommodation effectively. The learning environment is stimulating and wall displays throughout the school celebrate pupil achievement well. There are interesting outdoor learning areas, which provide effective support for teaching and learning. Organisation and resourcing are good and classrooms are calm, purposeful places to learn. Staff use the plentiful resources to support all aspects of teaching and learning well, for example by developing pupils' numeracy skills through the use of tablet computers to record and analyse data from scientific investigations.

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

Leadership: Good

The headteacher and the senior management team work well together and have a clear focus on raising standards. They provide strong leadership and promote a positive and caring ethos successfully. They involve all staff, pupils, parents and governors well in fulfilling their vision of moving the school forward. Leaders ensure that nearly all pupils enjoy all aspects of their schoolwork and gain satisfaction from their own achievements. This vision is central to the running of the school and has a positive effect on pupils' standards, the quality of provision and the effectiveness of the leadership team. The headteacher sets high expectations for all staff and performance management arrangements are successful in challenging nearly all teachers to improve their practice to a high standard. All staff have clear job descriptions, and senior managers take responsibility for appropriate and specific areas of development.

Governors visit the school often both formally and informally. Through these visits and their involvement in the self-evaluation process, they know the strengths of the school well and most of the areas that need improving. The chair and the headteacher work effectively together and keep the school focused on improving standards. However, in making their judgements the governors are too dependent on the information they receive from the headteacher. The governing body has ensured that the school has met all of the recommendations from the previous inspection and governors know that standards are improving when compared with those of similar schools.

The school addresses local and national priorities successfully. This includes good attention to Welsh language development, the successful implementation of the Literacy and Numeracy Framework and reducing the impact of poverty, especially on pupils' education at the end of the Foundation Phase.

Improving quality: Good

Self-evaluation processes take good account of a range of first hand evidence, such as lesson observations, listening to learners and the scrutiny of pupils' work. They also consider the views of pupils and parents carefully and respond to these well. For example, the school has improved communications with parents through regular newsletters, website blogs and all weather notice boards as a result of parents' views. The senior management team track individual pupils effectively and analyse the school data regularly in order to identify trends in performance. Leaders know what the school does well and correctly identify most of the areas that need improving. However, their ability to write evaluative reports and draw various reports together is less well developed.

The link between the self-evaluation report and the priorities in the school improvement plan is appropriate. Areas of responsibility and timescales are clear and a budget for training and resources links well with priorities. Although recent plans include appropriate targets, these are not always measurable. This makes it difficult for leaders to assess progress accurately and for the governing body to monitor progress and to hold the school to account. However, leaders have successfully used improvement plans to raise standards since the previous inspection. They have also made sure that the school has met all the recommendations from the previous inspection.

Partnership working: Good

The school has a range of effective working partnerships that make a strong contribution to raising standards and enriching pupils' learning and wellbeing. The school has a strong partnership with parents, who play an important role in the life of the school. The work of the parent forum in improving communication between the school and the parents is a good example of this successful partnership.

There is an effective induction programme for new pupils, which helps them to settle quickly into the nursery class.

There are good links with the local cluster of schools to share effective practices and develop portfolios for the accurate moderation and standardisation of teachers' assessment of pupils' work. Strong partnership arrangements with the local comprehensive schools ensure that pupils are well prepared for their transition to the next stage of their learning.

The school has strong links with the community, which provide a range of valuable experiences for pupils. An example of this is the way in which the school prepares harvest hampers to donate to members of the community. The performances of the school choir within the community as well as school concerts and assemblies also help to enrich pupils' learning experiences.

Resource management: Good

The school has a sufficient number of suitably qualified and experienced staff to implement the curriculum successfully. Support staff make a very valuable contribution in providing effective support to individuals and groups of pupils. Leaders make good use of all staff to meet the various needs of all pupils and a strong team ethos promotes a clear focus on raising pupil standards successfully.

Teachers make good use of their time for planning, preparation and assessment. The school provides training to all staff in response to needs identified through the performance management process. In nearly all instances, this training has been very effective in raising standards, for example in ensuring that teachers develop thinking skills and assessment for learning strategies consistently well across the school.

Networks of professional practice are developing appropriately with a clear focus on improving standards and provision. For example, collaboration on developing numerical reasoning with two other schools in Cardiff and Bridgend has improved pupils' thinking skills. This has also also improved the percentage of pupils achieving the expected levels in mathematics at the end of key stage 2.

Leaders use the pupil deprivation grant to improve provision and outcomes for targeted pupils well through a range of intervention groups and extra curricular clubs. For instance, the parent and child literacy enhancement programme is successfully engaging parents in supporting their children at home. As a result, leaders are closing the gap in performance between pupils eligible for free school meals and others, particularly at the end of the Foundation Phase.

The school's spending plans link appropriately to its priorities for raising standards. Leaders, the governing body and the local authority monitor the budget closely. Given the improvement in pupils' standards over time and especially since the previous inspection, the school offers good value for money.

Appendix 1: Commentary on performance data

6742130 - MAES-Y-COED PRIMARY SCHOOL

Number of pupils on roll	304
Pupils eligible for free school meals (FSM) - 3 year average	21.9
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	32	31	34
Achieving the Foundation Phase indicator (FPI) (%)	75.0	77.4	94.1
Benchmark quartile	3	3	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	32	31	34
Achieving outcome 5+ (%)	78.1	80.6	97.1
Benchmark quartile	3	3	1
Achieving outcome 6+ (%)	25.0	16.1	35.3
Benchmark quartile	2	4	2
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	32	31	34
Achieving outcome 5+ (%)	78.1	83.9	97.1
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	25.0	16.1	44.1
Benchmark quartile	2	3	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	32	31	34
Achieving outcome 5+ (%)	87.5	90.3	94.1
Benchmark quartile	3	3	3
Achieving outcome 6+ (%)	65.6	19.4	55.9
Benchmark quartile	1	4	2

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

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

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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Number of pupils on roll	304
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FSM band	3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	38	37	32	42
Achieving the core subject indicator (CSI) (%)	76.3	83.8	78.1	90.5
Benchmark quartile	3	3	4	2
English				
Number of pupils in cohort	38	37	32	42
Achieving level 4+ (%)	81.6	86.5	84.4	90.5
Benchmark quartile	3	3	3	2
Achieving level 5+ (%)	26.3	35.1	31.3	45.2
Benchmark quartile	3	2	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	38	37	32	42
Achieving level 4+ (%)	86.8	86.5	81.3	95.2
Benchmark quartile	3	3	4	2
Achieving level 5+ (%)	44.7	56.8	50.0	45.2
Benchmark quartile	1	1	1	1
Science				
Number of pupils in cohort	38	37	32	42
Achieving level 4+ (%)	84.2	89.2	84.4	92.9
Benchmark quartile	3	3	4	2
Achieving level 5+ (%)	31.6	51.4	46.9	47.6
Benchmark quartile	2	1	1	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.

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Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	101		100	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			99%	1%		
			98%	2%		
The school deals well with any bullying.	100		95	5		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			95%	5%		
			92%	8%		
I know who to talk to if I am worried or upset.	101		98	3		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
			97%	3%		
The school teaches me how to keep healthy	101		99	2		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			98%	2%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	101		100	1		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			99%	1%		
			96%	4%		
I am doing well at school	100		92	8		Rwy'n gwneud yn dda yn yr ysgol.
			92%	8%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	101		100	1		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	101		101	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	101		98	3		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			97%	3%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	101		99	2		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			98%	2%		
			95%	5%		
Other children behave well and I can get my work done.	100		87	13		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			87%	13%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	101		93	8		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			92%	8%		
			84%	16%		

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	35	18 51%	14 40%	2 6%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	35	27 77%	7 20%	0 0%	1 3%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	35	24 69%	10 29%	0 0%	1 3%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	35	21 60%	11 31%	3 9%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	35	11 31%	15 43%	2 6%	0 0%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	35	19 54%	13 37%	1 3%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	35	20 57%	12 34%	1 3%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	14 40%	12 34%	4 11%	1 3%	4	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%	2%		
Staff treat all children fairly and with respect.	35	17 49%	13 37%	0 0%	1 3%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	35	15 43%	17 49%	1 3%	1 3%	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.	35	20 57%	13 37%	1 3%	1 3%	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'.	35	14 40%	12 34%	2 6%	0 0%	7	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.	34	16 47%	12 35%	5 15%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	35	16 46%	14 40%	3 9%	2 6%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	35	13 37%	14 40%	5 14%	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.	33	14 42%	14 42%	3 9%	0 0%	2	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.	33	10 30%	8 24%	3 9%	0 0%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	35	18 51%	14 40%	2 6%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	34	18 53%	13 38%	2 6%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Kevin Davies	Reporting Inspector
Mr Maldwyn Pryse	Team Inspector
Mrs Deirdre Emberson	Lay Inspector
Mr Paul Samuel	Peer Inspector
Mrs Margaret Lonsdale	Peer Inspector
Mrs Jarrold (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.