



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Cwmbach C.I.W. Primary School
Tirfounder Road
Cwmbach
Aberdare
RCT
CF44 0AT**

Date of inspection: February 2017

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Cwmbach Church in Wales Primary School is in the village of Cwmbach in Aberdare. It has 111 pupils, aged 3 to 11 years in four classes.

Around 58% of pupils are eligible for free school meals and the school identifies about 34% of pupils as having additional learning needs. These figures are well above the average for Wales. Currently, there are no pupils with a statement of special educational needs. Nearly all pupils are from white or mixed ethnic backgrounds.

The current headteacher took up his post in 2009 but was not in school during the inspection. The acting headteacher took up her post in January 2017. The last inspection was in May 2010.

The individual school budget per pupil for Cwmbach Church in Wales in 2016-2017 means that the budget is £3,904 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Cwmbach Church in Wales is 16th out of the 104 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

The school's current performance	Unsatisfactory
The school's prospects for improvement	Unsatisfactory

Current performance

The school has the following good features:

- Nearly all pupils are polite and respectful to adults and each other
- They enjoy school and behave well in lessons and at break and lunchtimes
- Most pupils understand the school's values and speak positively about how these have improved their social skills
- Pupil attendance has improved over the past three years and places the school in the higher 50% when compared with similar schools

However, the current performance of the school is unsatisfactory because:

- Most pupils who need additional support or who are more able do not make enough progress in relation to their abilities
- Many pupils, particularly boys, do not develop a wide enough vocabulary when speaking and this hinders the progress they make in reading and extended writing
- The majority of pupils in the Foundation Phase read at a level below that expected of their age
- In key stage 2, pupils who are more able do not develop their higher order reading skills well enough
- The ability of many pupils across the school to write independently at length in a wide range of contexts is weak
- Throughout the school, pupils' ability to apply their numeracy skills in work across the curriculum is limited
- Teachers do not differentiate work for pupils of different abilities and this hinders their progress
- Pupils use a limited range of information and communication skills (ICT) skills to support and enhance their work across the curriculum
- In the Foundation Phase, the majority of pupils lack confidence in asking and answering basic questions in Welsh
- Foundation Phase pupils lack appropriate opportunities for outdoor learning

Prospects for improvement

The school has the following good features:

- The permanent headteacher shared effectively a vision with staff, parents, pupils and governors, which focused on improving the wellbeing of all pupils
- The self-evaluation report identifies correctly many of the areas in need of improvement

- The school has a good range of partnerships that improve pupils' wellbeing and confidence

However, the school's prospects for improvement are unsatisfactory because:

- The school's leadership and staffing structure do not meet its current needs
- Performance management arrangements are ineffective
- Over time, leaders have failed to address the many weaknesses in teaching and learning and this means that groups of pupils do not make sufficient progress
- Leaders do not always follow up well enough on agreed decisions to ensure consistency of practice across the school
- The governing body has failed to establish stable leadership and does not hold the school to account for its actions
- The school is making little progress towards implementing national priorities such as the national literacy and numeracy strategy
- There are shortcomings in health and safety
- Self-evaluation processes do not involve staff, pupils and governors in a wide enough range of monitoring activities
- The school improvement plan contains too many priorities, with insufficient focus on improving teaching and learning
- Leaders lack an understanding of how the large pupil deprivation grant supports vulnerable pupils
- In view of the standards that pupils achieve, and the quality of teaching, assessment and leadership, the school provides unsatisfactory value for money

Recommendations

- R1 Raise standards of reading, writing and numeracy
- R2 Ensure that teaching meets the needs and abilities of all pupils
- R3 Establish accurate and rigorous procedures for recording and tracking pupil progress
- R4 Improve leadership at all levels
- R5 Involve all staff and governors in monitoring progress against agreed improvement priorities
- R6 Improve the management of staff resources

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Many pupils start the school with skills that are well below those expected for their age. The majority of pupils make slow progress through Foundation Phase and steady progress as they move through key stage 2. Many pupils who receive additional support make suitable progress in intervention activities to develop their literacy skills. However, throughout the school, these pupils as well as those who are more able do not make enough progress overall in their learning.

Across the Foundation Phase, the majority of pupils have low level speaking and listening skills. However, by the time they reach Year 2, many of them improve their ability to listen carefully to adults. Most pupils in key stage 2 listen attentively to each other and adults during class discussions. Nearly all pupils who receive support from speech and language programmes make good progress. Most pupils who are more able speak well and enjoy sharing their views and opinions with adults. However, many pupils, particularly boys, do not develop a wide enough vocabulary. This hinders the progress they make in reading and extended writing.

The majority of pupils in the Foundation Phase read at a level beneath that expected for their age. Many develop a basic knowledge of letter sounds but have a limited sight vocabulary. This means that they struggle to develop their fluency, expression and interest in reading. As pupils move through key stage 2, the majority begin to enjoy reading for pleasure. They develop a more fluent and accurate style of reading and, by the time they reach Year 6, they talk enthusiastically about their favourite authors and characters. Many of these older pupils generally understand what they read and read expressively, with a good awareness of punctuation. However, pupils who are more able do not develop their higher order reading skills well enough.

In the Foundation Phase, many pupils write for a suitable range of purposes, including, for example fact files about their favourite animals and leaflets about their visit to Cardiff. By the end of Year 2, the majority of pupils write legibly and their writing generally makes sense. However, a minority of pupils do not have a secure understanding of how to organise their writing in sentences punctuated with full stops and capital letters. Most are developing their knowledge of spelling patterns and pupils who are more able make good attempts to spell less familiar words. However, the ability of most pupils to write independently at length across a wide enough range of contexts is weak.

In key stage 2, most pupils continue to write for a limited range of different audiences and purposes. The majority of pupils build on their previous knowledge to spell common words correctly and make sensible attempts at words that are more complex. However, they do not always demarcate sentences using full stops and capital letters consistently and their ability to use more complex punctuation is weak. Many pupils apply their writing skills developed in English lessons at a suitable level in other subjects. For example, older pupils write interesting historical newspaper

accounts about the astronaut Neil Armstrong. However, many pupils do not write at sufficient length or use a wide enough range of vocabulary to demonstrate a depth of knowledge and understanding about the subjects they study. In particular, pupils who are more able make only limited progress in developing their independent extended writing skills.

In numeracy, many pupils develop suitable number and measuring skills as they move through the Foundation Phase. They know the properties of shapes and complete simple graphs correctly. Around a half of pupils continue to develop an appropriate range of number skills as they move through key stage 2. They apply these skills to solve word problems suitably. However, pupils who are more able do not develop their own strategies to record results and explain their thinking. Overall, pupils who are more and less able fail to make progress at a suitable level in their mathematics skills. Across the school, pupils' ability to apply their numeracy skills in work across the curriculum is limited.

Many pupils use information and communication technology (ICT) appropriately to produce work containing text and graphics. For example, in the Foundation Phase, pupils select pictures and add simple phrases to describe them. Pupils in key stage 2 build on these skills, for example to produce advertisements for the job of a Roman soldier. However, across the school, pupils' ability to use ICT to support their work across the curriculum is underdeveloped.

In the Foundation Phase, the majority of pupils understand basic Welsh words and phrases. However, they lack confidence in asking and answering simple questions, for example about the weather, who they are and how they feel. The majority of pupils gain confidence as they move through the school to use basic common phrases more confidently by the end of Year 6. A few pupils extend their answers, for example about where they live and their likes and dislikes, to add interest to their responses. A few more able pupils read familiar books well with an appropriate level of understanding.

At the end of Foundation Phase, pupils' performance in literacy and mathematical development at the expected and higher outcomes has varied considerably over the last four years, with no clear trends.

Pupils' performance at the end of key stage 2 in English, mathematics and science at the expected level has generally placed the school in the lower 50% of similar schools, over the past four years. At the higher level, over the same period, performance is very variable.

In both key stages, teachers' assessment of pupils' achievements is not secure, particularly at the higher outcomes and levels. Given the very small numbers in the Year 2 and 6 cohorts, comparisons between the attainment of pupils eligible for free school meals and that of other pupils are unreliable.

Wellbeing: Good

Nearly all pupils feel safe in school. They understand how to use the internet safely and report any concerns to an appropriate adult. They recognise the importance of healthy eating and take part in regular exercise, participating in an interesting range of extra-curricular lunchtime activities like the choir, technology, and sign language clubs.

Nearly all pupils are polite and respectful to adults and each other. They enjoy school and behave well in lessons and at break and lunchtimes. Most pupils understand the school's values and speak positively about how these have improved their social skills. Many pupils work well together but do not apply their skills independently often enough.

The school council has recently helped to improve the outdoor areas with literacy posters and a planets mural. It makes decisions about which charities the school will support. However, it does not meet regularly enough, and therefore its wider role in the life and work of the school is more limited.

Pupil attendance has improved over the past three years and places the school in the higher 50% when compared with similar schools. Most pupils arrive at school on time.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Overall, the school provides interesting learning experiences, but curriculum plans are not always implemented fully to provide pupils with a broad enough range of experiences in line with statutory requirements. The key stage 2 curriculum engages the majority of pupils' interests well. However, provision in the Foundation Phase is at an early stage of development. It does not always engage the interests of all learners or promote their independent learning skills in outdoor or indoor activities well enough.

Teachers generally plan for an appropriate range of literacy and numeracy skills during English and mathematics lessons. However, planning for the development of pupils' literacy, numeracy and ICT skills across the curriculum is underdeveloped. This means that teachers do not provide pupils with enough opportunities to develop and apply these skills in a wide enough range of contexts.

A wide range of well-planned educational visits and visitors enrich the curriculum and promote pupils' knowledge of the Welsh culture effectively. For example, pupils visit the local church, Cardiff Castle, Llandaff Cathedral and Techniquet. Staff encourage pupils to use Welsh in lessons and around the school. However, they do not implement the school's planned programme to develop pupils' Welsh language skills consistently enough and this hinders pupils' progress.

Pupils have appropriate opportunities to develop their understanding of the importance of sustainability. The school takes part in many worthwhile fundraising activities, which raise pupils' awareness of their wider social responsibilities. However, pupils have limited opportunities to develop their role as global citizens or their understanding of the wider world in which they live.

Teaching: Unsatisfactory

Nearly all teachers have positive working relationships with pupils based on a secure understanding of their emotional needs. This enables them to manage behaviour effectively. Most teachers plan a limited range of interesting activities and learning

experiences to engage the interests of their pupils. In most classes, they use a suitable range of teaching strategies and questions to encourage pupils to share their ideas and opinions. However, across the school, teachers do not differentiate work to meet the needs of less and more able pupils. This means that these groups of pupils fail to achieve in line with their abilities. Overall, teachers do not provide enough opportunities for pupils to develop their literacy, numeracy and ICT skills in different contexts and areas across the curriculum.

Reports to parents provide useful information in an attractive format about their child's achievements. However, the targets they contain for different curriculum areas are not always appropriate in helping pupils to move their learning forwards.

Most teachers mark pupils' work regularly and many provide pupils with simple verbal feedback about their progress during lessons. Marking identifies basic errors in spelling, grammar and number calculations, but does not provide pupils with useful feedback about how to improve their work. Teachers and support staff track the progress made by their pupils but do not share this information or use it to identify pupils who need more support or challenge in lessons. Staff meet to discuss and agree outcomes and levels for examples of pupils' work. However, these moderation exercises do not always result in accurate teacher assessments, particularly at the higher than expected outcomes and levels.

As a result of the shortcomings identified in teaching and assessment, around a half of pupils fail to make the appropriate level of progress over time.

Care, support and guidance: Good

The school has a caring environment and develops pupils' health and wellbeing well. There are appropriate arrangements for promoting healthy eating, drinking and personal safety. The school tackles poor attendance successfully and promotes good attendance through a wide range of appropriate rewards and incentives.

Staff develop pupils' social and moral awareness appropriately, through an agreed set of values. Arrangements for supporting pupils' spiritual development are effective. There are worthwhile opportunities for pupils to participate in a range of cultural activities, for example through a recent performance by the school choir at the local secondary school.

Pupils and staff benefit from working co-operatively with a suitable range of external agencies and services. These provide valuable guidance to staff, which enables them to support pupils' emotional and social needs well. The school provides useful small group catch-up group interventions to support pupils with additional learning needs. Staff work well with parents to review progress and set future targets for this group of pupils. However, these pupils do not receive appropriate support in class lessons to ensure that they build on the progress made in intervention sessions.

Very recent improvements to the school's security systems ensure that the buildings are safe and secure. As a result, the school's arrangements for safeguarding now meet requirements and give no cause for concern.

Learning environment: Good

The school is a welcoming and inclusive community, which nurtures the wellbeing of all pupils successfully. Pupils feel valued and enjoy working and playing in a calm and supportive environment. There is a strong focus on developing positive working relationships between pupils, parents and staff through mutual respect and trust. Pupils are tolerant of different views and beliefs and all have equal access to the curriculum and extra-curricular activities.

Colourful displays enhance the learning environment and promote the school's values and ethos well. Teaching areas are organised suitably to support pupils' wellbeing. The school has begun to develop its outdoor areas for pupils in the Foundation Phase. However, pupils in Year 1 and 2 have limited access to these facilities.

The school has worked to improve the overall condition of the school site. However, the inspection team raised a few health and safety issues relating to the maintenance and accessibility of the site with the governing body.

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

The permanent headteacher shared effectively a vision with staff, parents, pupils and governors, which focused on improving the wellbeing of all pupils. As a result, the school is successful in creating an environment where pupils are happy and feel valued. However, this vision did not focus well enough on improving learning outcomes for pupils. This means the school has been unsuccessful in bringing about sustained improvements to teaching and learning over time.

Pupil numbers have increased steadily over the last few years, with a marked increase in the past 18 months. However, the school's leadership structure and systems have not grown in line with this increase. As a result, leaders' roles and responsibilities do not meet the current needs of the school.

Performance management arrangements were in place for all staff but had little impact on improving teaching and learning. The few current arrangements to review the effectiveness of staff's performance are ineffective.

Recent regular meetings provide good opportunities for staff to communicate with each other and share ideas. These meetings generally achieve an appropriate balance between updating staff on upcoming events and focusing on improving provision. However, leaders do not always follow up well enough on agreed decisions to ensure consistency of practice across the school.

The governing body is a good friend to the school. However, the lack of a committee structure and governors' informal role in monitoring the school's standards mean that governors do not hold the school to account. Governors are not clear about the difference between their strategic functions and their involvement in the day-to-day running of the school.

The school is making little progress towards implementing national priorities such as the national literacy and numeracy strategy.

Improving quality: Unsatisfactory

Leaders use an appropriate range of activities to evaluate the quality of the school's provision and the standards that pupils achieve. Lesson observations, learning walks and book scrutiny all feed suitably into the school's self-evaluation report. The school also draws on external partners to support its monitoring procedures. However, the self-evaluation process does not take good enough account of the opinions of parents, pupils and governors. Staff, although involved in a few activities, such as learning walks, do not contribute to a wide enough range of evaluative activities.

The self-evaluation report identifies correctly many of the areas in need of improvement. The outcomes from the report feed suitably into the school's plans for improvement. However, the school improvement plan contains too many priorities. As a result, staff do not focus well enough on improving the most important areas. In many instances, the school starts to address a priority with suitable actions but does not ensure consistency of application across all classes. Overall, the school's processes to measure progress against school improvement priorities lack rigour. This means that the pace of improvement is too slow and pupils' standards do not improve well enough.

Leaders have addressed a few of the priorities from the last inspection. For example, pupil attendance and punctuality are now good, pupil contact time for lessons is in line with the recommended amounts and the school implements a programme to develop pupils' problem solving skills. However, important areas, such as raising pupils' standards in core areas and improving the effectiveness of teaching and assessment, remain priorities for improvement.

Partnership working: Good

The school has a good range of partnerships that improve pupils' wellbeing and confidence.

Parents value the school's open door policy and the availability of the acting headteacher and staff to discuss any worries or concerns. A few families have benefited from a family and school project that helps parents to learn alongside their children. The linked-up project for families of pre-nursery children is another valuable opportunity for young children and their parents to visit the school on a weekly basis. This helps nursery children to settle more quickly when they join the school.

There are beneficial links with the parish. The parish priest is a frequent visitor in school and contributes well to pupils' spiritual and moral development. Pupils value the opportunity to take part in confirmation classes. Frequent visits to the local church help pupils to learn about their local community and their social responsibilities.

The regional consortium supports the school in monitoring standards and staff development activities. However, this partnership has little impact on improving teaching and learning.

Pupils in Year 5 and 6 have regular opportunities to visit both of the high schools in the local area and this helps to inform their choice for Year 7. More able and talented pupils benefit from opportunities to take part in high school master classes in a good range of subjects, including the arts.

Resource management: Unsatisfactory

The school has an appropriate number of qualified staff to teach the curriculum. However, three of the four class teachers are on temporary short-term contracts and this leads to a lack of stability for pupils. The high turnover of staff means that teachers have no clear understanding of improvement priorities. Teachers with additional leadership responsibilities do not have appropriate non-contact time to carry out their leadership duties effectively.

Teaching assistants benefit from recent training to deliver intervention programmes. Most targeted pupils make appropriate progress when working in these groups.

The school does not have a suitable plan to deploy the money from its large pupil deprivation grant. This means that leaders cannot assess how well the grant supports vulnerable pupils.

In view of the standards that pupils achieve, and the quality of teaching, assessment and leadership, the school provides unsatisfactory value for money.

Appendix 1: Commentary on performance data

6743319 - CWMBACH CHURCH IN WALES

Number of pupils on roll	90
Pupils eligible for free school meals (FSM) - 3 year average	68.2
FSM band	5 (32%<FSM)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	7	16	9	10
Achieving the Foundation Phase indicator (FPI) (%)	85.7	43.8	66.7	90.0
Benchmark quartile	1	4	4	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	7	16	9	10
Achieving outcome 5+ (%)	85.7	56.3	66.7	90.0
Benchmark quartile	1	4	4	1
Achieving outcome 6+ (%)	28.6	6.3	11.1	10.0
Benchmark quartile	2	4	4	4
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	7	16	9	10
Achieving outcome 5+ (%)	85.7	56.3	77.8	90.0
Benchmark quartile	2	4	4	1
Achieving outcome 6+ (%)	28.6	18.8	22.2	10.0
Benchmark quartile	1	3	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	7	16	9	10
Achieving outcome 5+ (%)	85.7	56.3	100.0	90.0
Benchmark quartile	3	4	1	3
Achieving outcome 6+ (%)	28.6	6.3	22.2	10.0
Benchmark quartile	3	4	4	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.

6743319 - CWMBACH CHURCH IN WALES

Number of pupils on roll	90
Pupils eligible for free school meals (FSM) - 3 year average	68.2
FSM band	5 (32%<FSM)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	4	5	10	8
Achieving the core subject indicator (CSI) (%)	75.0	80.0	80.0	75.0
Benchmark quartile	3	2	3	4
English				
Number of pupils in cohort	4	5	10	8
Achieving level 4+ (%)	75.0	80.0	80.0	75.0
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	0.0	40.0	50.0	37.5
Benchmark quartile	4	1	1	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	4	5	10	8
Achieving level 4+ (%)	75.0	80.0	80.0	75.0
Benchmark quartile	3	3	3	4
Achieving level 5+ (%)	25.0	40.0	40.0	25.0
Benchmark quartile	2	1	1	4
Science				
Number of pupils in cohort	4	5	10	8
Achieving level 4+ (%)	75.0	80.0	90.0	75.0
Benchmark quartile	4	3	2	4
Achieving level 5+ (%)	25.0	20.0	40.0	12.5
Benchmark quartile	2	3	1	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

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.	46		45 98%	1 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	46		46 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	46		45 98%	1 2%	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	46		45 98%	1 2%	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.	45		45 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	46		46 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	46		46 100%	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.	46		43 93%	3 7%	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.	46		45 98%	1 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.	46		46 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	45		39 87%	6 13%	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	46		44 96%	2 4%	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.	34	27 79%	4 12%	1 3%	1 3%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	34	28 82%	3 9%	1 3%	1 3%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	35	30 86%	4 11%	0 0%	1 3%	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.	34	26 76%	4 12%	2 6%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	35	12 34%	19 54%	1 3%	2 6%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	33	26 79%	4 12%	1 3%	1 3%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	34	27 79%	5 15%	0 0%	1 3%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	23 66%	7 20%	1 3%	2 6%	2	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	35	27 77%	7 20%	0 0%	1 3%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	22 65%	9 26%	0 0%	1 3%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	35	28 80%	5 14%	1 3%	1 3%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	35	24 69%	7 20%	0 0%	1 3%	3	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		
I am kept well informed about my child's progress.	34	26 76%	5 15%	2 6%	1 3%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	9%	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	26 74%	6 17%	1 3%	2 6%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	34	24 71%	6 18%	1 3%	2 6%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	35	27 77%	5 14%	1 3%	1 3%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	34	22 65%	4 12%	2 6%	1 3%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	35	23 66%	9 26%	1 3%	2 6%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	34	26 76%	5 15%	1 3%	1 3%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Mr Peter Morris	Reporting Inspector
Mrs Liz Miles	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Mr Stewart Davies	Peer Inspector
Mrs Clare Werrett	Nominee

Copies of the report

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

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.