



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

**A report on**

**Cyfarthfa Park Primary  
Cyfarthfa Park  
Merthyr Tydfil  
CF47 8RE**

**Date of inspection: December 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:

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

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

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## Context

Cyfarthfa Park Primary School is in Merthyr Tydfil. The school was formed in September 2014 when Brecon Road Infant school and Cyfarthfa Junior school amalgamated. The school operates on two separate sites that are approximately half a mile apart.

There are 379 pupils on roll aged 3 to 11, including 57 part-time pupils in the nursery class. The school is organised into 13 classes with the majority of pupils taught in mixed age classes. Including the headteacher, the school employs 15 full-time and two part-time teachers.

The school identifies 20% of pupils as having additional learning needs. This is below the national average. There are very few pupils with a statement of special educational needs. Very few pupils come from an ethnic minority background or speak English as an additional language. No pupils speak Welsh at home.

About 14% of pupils are eligible for free school meals, which is below the national average.

The headteacher, who was previously headteacher of the junior school, took up his post as headteacher of the amalgamated school in September 2014.

The individual school budget per pupil for Cyfarthfa Park Primary School in 2015-2016 means that the budget is £3,397 per pupil. The maximum per pupil in the primary schools in Merthyr Tydfil is £4,406 and the minimum is £3,347. Cyfarthfa Park Primary School is 21st out of the 22 primary schools in Merthyr Tydfil in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance is good because:

- During their time in school, most pupils make at least good progress with around half making very good progress in their learning and skill development relative to their starting point
- Pupils with additional learning needs make valuable gains against their personal targets
- The school provides an effective range of varied learning experiences that meet the needs of nearly all pupils successfully
- The behaviour of nearly all pupils is exemplary
- Nearly all teaching is good or better
- The school is a happy and supportive learning community, providing pupils with a strong sense of belonging
- The ethos of care, respect and trust that is evident throughout the school has a positive effect on pupil wellbeing

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides very effective and dedicated leadership to an exceptionally united and conscientious team
- Following the amalgamation in 2014, senior leaders have brought about many improvements that have had a clear impact on pupils' standards and wellbeing
- Senior leaders have a firm commitment to a culture of distributed leadership, enabling staff at all levels to understand and develop their roles and responsibilities very successfully
- The experienced governing body has the capacity to manage change very effectively
- Leaders use a wide- range of first hand evidence to evaluate the school's performance very accurately
- Targets in the school development plan link closely to the outcomes of self-evaluation and are very successful in bringing about improvements, for example in the development of pupils' numeracy skills
- The school has forged excellent partnerships with parents and other stakeholders that have a positive impact on pupils' attitudes to learning.
- Leaders make very effective use of available funding
- The school offers leadership to others through sharing examples of its work that have been highly effective, for example in mentoring and coaching teaching and support staff

## Recommendations

R1 Improve pupils' confidence in using incidental Welsh

R2 Ensure consistency in teachers' written feedback to enable pupils to identify next steps in their learning

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

<b>Main findings</b>
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<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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**Standards: Good**

The majority of pupils enter school with literacy and numeracy skills that are below those for their age. During their time in school, most pupils make at least good progress with around half making very good progress relative to their starting point. Many pupils recall previous learning well and apply this knowledge very successfully in new learning situations.

Nearly all pupils listen very attentively and respectfully to the opinions of others. Many younger pupils speak clearly and confidently to adults, visitors and each other. Older pupils converse articulately and offer considered opinions on a range of subjects, for example when explaining the roles and responsibilities they hold within the school.

Standards of reading are good throughout the school. Most pupils read well for their age and ability using contextual clues very successfully to read unfamiliar words. Most pupils read with expression. They take good note of punctuation, which helps them to read with understanding. Many pupils talk confidently about books or authors they enjoy and give extended reasons for their answer. Many older pupils look beyond the text and use their inferential skills successfully to express their views on what they have read.

Standards of writing are developing very well across the school. By the end of the Foundation Phase, many pupils write in full sentences and present their work neatly using correct spelling and punctuation. They write successfully for different audiences and many use an interesting range of vocabulary in their writing, for example “spitting and whooshing into darkness” when describing a firework.

In key stage 2, many pupils write extensively for a range of purposes using different genres. Nearly all pupils write in paragraphs using mature, imaginative vocabulary to engage the reader. Older and more able pupils use metaphors and similes creatively when writing a poem about the sea. Nearly all pupils transfer their skills very successfully across other areas of the curriculum and vary the content of their writing effectively to respond to the requirements of the task. Older pupils present a reasoned argument very maturely taking into account the views of others, for example when exploring the advantages and disadvantages of taking holidays in term time and the impact on school attendance.

In the Foundation Phase, standards in mathematics are good. Many Foundation Phase pupils use their number and data handling skills well both in mathematics lessons and across other areas of the curriculum. By the end of the Foundation Phase, most pupils use a range of strategies very successfully to solve problems, for example by acting out how to share sweets into party bags.

At key stage 2, pupils' mathematical skills are developing very successfully. Many younger pupils have a good understanding of number and place value and most perform mental calculations quickly and confidently. Many older pupils have excellent mathematical skills. They use a range of methods very successfully to multiply two and three digit numbers, interpret data and calculate areas of complex shapes accurately. Throughout the school, most pupils apply the skills learned in mathematics lessons very competently across other areas of the curriculum to solve a range of real life problems. They record their findings logically and systematically and explain their reasoning articulately, for example when removing a blocked car from a garage in the fewest number of moves.

Most pupils make good progress in Welsh lessons. In the Foundation Phase, most pupils use an appropriate range of familiar greetings and phrases. They read simple stories fluently and with good expression. Standards of written work are good and develop progressively. For example, more able Foundation Phase pupils use speech bubbles to write a short dialogue about how they are feeling. At key stage 2, pupils use an appropriate range of vocabulary and respond to simple questions. Most pupils read a range of Welsh texts competently. Older and more able pupils discuss their content and the meaning of vocabulary confidently. By the end of key stage 2, many pupils write for a range of audiences using a good range of vocabulary. However, a majority of pupils lack confidence when speaking Welsh outside planned Welsh lessons.

At the end of the Foundation Phase, pupils' performance in literacy and mathematical development over the last four years has placed the school in the upper 50% of similar schools. At the higher outcome, pupils' performance in literacy consistently places the school in the upper 50% of similar schools. In mathematical development performance varies, moving the school between the upper 50% and lower 50%

At key stage 2, pupils' performance in English and mathematics over the last four years has placed the school consistently in the upper 50% of similar schools. Pupils' performance in science is more variable. Pupils' performance at the higher level consistently places the school in the higher 50% in all three subjects.

Pupils with additional learning needs make good progress. Many of these pupils make valuable gains against their personal targets.

Pupils eligible for free school meals achieve as well as their peers. There is no general pattern in the difference in performance of boys and girls over time.

### **Wellbeing: Excellent**

Nearly all pupils feel safe and secure in school. They know whom to tell if they have any worries or concerns. Nearly all pupils enjoy learning. They are very enthusiastic in lessons and are highly motivated to succeed. They demonstrate sustained levels of concentration and persistence in completing challenging tasks. Nearly all pupils understand how to keep themselves safe online and behave very responsibly when using the internet.

Behaviour is excellent in classrooms and around the school. Nearly all pupils manage their own behaviour very successfully and a group of pupils help others to resolve minor conflicts at playtime. As a result, the school is a happy and supportive community where nearly all pupils demonstrate a strong sense of belonging.

Nearly all pupils recognise the importance of healthy eating and understand very clearly what they need to do in order to stay fit and healthy. Many pupils participate enthusiastically in a range of extra-curricular activities, such as gardening and cooking clubs, that extend their understanding of health related issues very successfully.

The school council and other pupil voice groups have an extensive input into decision-making that has a positive impact on the life and work of the school. They work closely in partnership with the staff and governing body to bring about improvements. For example, they made decisions about the new school uniform and motto. They have recently purchased new playground equipment using a budget provided by the school.

Since amalgamation, pupils' attendance has improved to 96% and continues to rise. This places the school in the upper 50% of similar schools. The school's exceptionally enthusiastic attendance committee very successfully promotes the importance of good attendance. They carefully analyse attendance patterns throughout the school and use this information very skilfully to introduce a series of incentives, such as attendance mascots and an attendance song for the playground. As a result, all pupils understand the importance of being in school and attendance rates have risen.

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

The school provides an effective range of varied learning experiences that meet the needs of nearly all pupils successfully. Collaborative planning between teachers of the same year groups, with a strong focus on independent learning, enables pupils in both the Foundation Phase and key stage 2 to build systematically upon their prior knowledge.

There are many purposeful opportunities for pupils to apply and develop their literacy and numeracy skills. For example, in the Foundation Phase, pupils have access to a range of computer programmes that support the development of their extended writing very effectively. Older key stage 2 pupils run the book club business school, which allows them to develop their skills in managing money.

Provision for the development of the Welsh language is good. A range of visits to the local area and to Welsh cultural attractions including a mining heritage site further enhance pupils' knowledge of the history and culture of Wales.

Many pupils benefit from an extensive range of extra-curricular activities such as gardening, information and communication technology (ICT) and sport. These support the taught curriculum well.



Education for sustainable development and global citizenship is a strength of the school and has been developing well over a number of years. The school has created valuable links with schools in Sweden and Germany, promoting pupils' understanding of the wider world very effectively. The school's active eco committee successfully encourages pupils to collect litter, recycle, and conserve energy. This contributes positively to pupils' understanding of sustainability.

### **Teaching: Good**

Teaching is good or better in nearly all lessons. All teachers plan effectively to provide stimulating lessons that motivate and engage their pupils. Nearly all teachers use a wide range of high quality resources to provide learning experiences that challenge pupils to work to the best of their ability. Most teachers use a range of questioning techniques very effectively and encourage pupils to apply previous knowledge to new situations. Teachers and support staff know their pupils very well. They cater conscientiously for individual learning styles and this has a positive effect on pupils' attitudes to learning. As a result, nearly all pupils work purposefully and enthusiastically.

Assessment for learning is developing well across the school. In all classes, teachers successfully involve pupils in assessing their own work and that of their peers. Most teachers mark pupils' work thoroughly offering positive comments to motivate and encourage pupils. However, in a few instances, teachers' marking does not always identify clearly enough what pupils need to do to improve. All teachers track pupils' progress diligently using an online tracking system. They use this information very effectively to plan learning experiences that lead to improvements in pupils' work.

The school's reports to parents meet requirements and provide parents with valuable information about how well their children are doing.

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

The school provides a coherent and structured programme to promote pupils' health and wellbeing. This supports their spiritual, moral and cultural development very effectively. Daily assemblies reinforce the school's values very successfully and provide valuable opportunities for pupils to reflect on the world around them.

The school has appropriate arrangements to promote healthy eating and drinking. A well-developed personal and social education programme supports all aspects of health education very effectively.

Provision for pupils with additional learning needs is very good. Staff identify these pupils at an early stage and provide valuable, targeted support through an extensive range of intervention programmes. Teachers write individual education plans that are specific and build very systematically on the pupil's needs. Regular reviews of pupils' progress and detailed assessment information ensures that nearly all pupils meet their challenging targets and make good and often very good progress.

The school liaises effectively with an extensive range of outside agencies, such as the behaviour support service, to support pupils' wellbeing and learning. A family liaison officer funded through cluster collaboration provides support in developing enhanced transition plans. This is highly effective in supporting the most vulnerable pupils.

The school provides many opportunities for pupils to be involved in making decisions about the life of the school. For example, well-structured projects and visits help pupils to understand their rights and responsibilities as part of the school community.

The school promotes good attendance rigorously. It ensures that parents are aware of the educational and social implications of absence through regular newsletters, parents' meetings and individual attendance profiles. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school is a vibrant community where all pupils are valued equally. Its motto, based on working together for a better future, permeates the life of the school. The calm and welcoming ethos encourages pupils to develop tolerance, respect and understanding of each other. There are successful arrangements for recognising, respecting and celebrating diversity. The school provides a range of interesting visits and activities that promote pupils' understanding of other cultures, such as a recent visit to the local mosque.

The school makes good use of its accommodation on both sites to provide a welcoming learning environment. Classrooms are well-ordered and there are suitable areas for outdoor learning. Attractive displays celebrate pupils' work and achievements, and many of them promote the ethos of the school and aspects of the curriculum well. The school makes good use of its grounds for sports and adventurous activities. There is a good range of high quality resources that support teaching and learning well.

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

The headteacher's vision and outstanding leadership has been instrumental in managing change very successfully while maintaining high standards across the school. He leads by example and skilfully, supportively and with great sensitivity provides very clear direction in all aspects of school life. He co-ordinates the work of teachers, support staff, the governing body and parents very effectively and is highly regarded by all stakeholders. The journey of amalgamation and setting up the new school has been relatively seamless due to thorough planning and preparation.

The highly effective deputy headteacher and senior management team focus rigorously on promoting high standards and effective provision. Through effective performance management, the leadership team sets itself and the rest of the school very challenging targets ensuring good or better teaching across the school. All staff are actively involved in the process of school improvement and lines of accountability are very strong. The school takes very good account of national and local priorities such as the implementation of the literacy and numeracy framework.

The governing body provides the school with a very effective level of support and challenge. Nearly all governors are fully aware of how pupils' performance compares with the performance of other pupils in similar schools. Governors make an exceptional contribution to the school's success both strategically and practically. This results in a strong commitment to raising standards. Governors fulfil their budgetary and statutory responsibilities robustly.

### **Improving quality: Excellent**

The process of self-evaluation and planning for improvement is outstanding and serves as an excellent basis to set targets for further improvement. The school's report incorporates a robust, detailed and precise evaluation of an extensive range of first hand evidence. Information gained from book scrutiny, lesson observations, questionnaire responses and a thorough analysis of performance data gives the school a comprehensive understanding of its strengths and areas for development. The work carried out to secure good attendance is an excellent example of this. The views of pupils and parents are regularly gathered and given serious consideration.

The school's leadership team diligently track the progress of initiatives. The minutes of meetings of the senior leadership team focus sharply on the school's priorities and there is clear evidence of the impact of actions on pupils' standards and levels of wellbeing.

The school improvement plan builds systematically and very successfully on evidence from self-evaluation and sets clear measurable priorities for improvement. The plan identifies costs, timescales and responsibilities very effectively. All staff are aware of the school's priorities and these are very purposefully linked to performance management targets. All members of staff make a valuable contribution to the end of year review process. They implement the agreed strategies consistently and conscientiously. They evaluate success and set additional targets to raise standards even further. For example, last year's development planning led to notable improvements in standards of numeracy.

### **Partnership working: Excellent**

The school has an excellent range of partnerships that enrich and support pupils' learning and wellbeing very effectively.

The school maintains very strong relationships with parents through consultation evenings, regular updates and parent teacher events. Open mornings support parents with new literacy and numeracy initiatives, engaging them in their children's learning. For example, an 'LNF Cafe' takes place weekly providing literacy and numeracy advice and support.

The school has forged very strong links with the local community. It works very effectively alongside a number of retailers, organisations and places of worship. This impacts positively on pupils' wellbeing and enriches their experiences. For example, local businesses have supported the school with sponsorship for the development of literacy and numeracy skills and the renovation of the school bungalow that now provides a beneficial teaching resource room.

Cluster schools collaborate regularly and effectively on a range of current initiatives, including the sharing of good practice and the moderation and standardisation of pupils' work. Both the headteacher and deputy headteacher have a mentoring role in the local authority. Members of the senior management team and support staff have shared good practice with other establishments concerning literacy initiatives, enhanced provision and the provision for more able and talented pupils.

There are very successful transition arrangements with the local high school. Visits by the head of Year 7 help to prepare pupils well for the next stage of their education. The link with the head of Welsh at the local high school to support pupils that are more able in improving their Welsh language skills has been effective.

### **Resource management: Good**

The school makes very efficient and effective use of its resources. Governors and leaders plan carefully to ensure that they achieve good value from the funding available. They allocate funding appropriately to support the priorities set out in the improvement plan. The school's strategies for allocating funds from the pupil deprivation grant are highly effective and focus well on raising outcomes for vulnerable pupils.

The school makes suitable arrangements for teachers' planning, preparation and assessment time. Teachers work closely together to share ideas and support each other. All staff receive valuable training that has helped them to develop professionally, and this links well to targets identified through performance management.

Support staff make a valuable contribution to pupils' learning across the school. Their work alongside teachers has, for example, improved the consistency of planning for literacy and numeracy within year groups. School staff have played a valuable role in many networks of professional practice involving schools both within the locality and further afield.

Considering the good outcomes at the school and the quality of provision, the school provides good value for money.

## Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase performance data available for this school. Where this is the case, we do not include a table of performance data.

### 6752002 - Cyfarthfa Park Primary School

Number of pupils on roll	364
Pupils eligible for free school meals (FSM) - 3 year average	13.0
FSM band	2 (8%<FSM<=16%)

#### Key stage 2

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	45	42	51	50
<b>Achieving the core subject indicator (CSI) (%)</b>	95.6	92.9	96.1	96.0
Benchmark quartile	1	2	2	2
<b>English</b>				
Number of pupils in cohort	45	42	51	50
Achieving level 4+ (%)	97.8	92.9	96.1	98.0
Benchmark quartile	1	2	2	2
Achieving level 5+ (%)	33.3	47.6	51.0	52.0
Benchmark quartile	3	2	1	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	45	42	51	50
Achieving level 4+ (%)	95.6	92.9	96.1	96.0
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	51.1	45.2	49.0	54.0
Benchmark quartile	1	2	2	2
<b>Science</b>				
Number of pupils in cohort	45	42	51	50
Achieving level 4+ (%)	95.6	92.9	96.1	96.0
Benchmark quartile	2	3	2	3
Achieving level 5+ (%)	40.0	45.2	52.9	52.0
Benchmark quartile	2	2	1	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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.	102		100 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	102		99 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	102		97 95%	5 5%	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	102		98 96%	4 4%	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.	102		94 92%	8 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	102		95 93%	7 7%	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.	102		102 100%	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.	102		96 94%	6 6%	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.	102		89 87%	13 13%	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.	102		99 97%	3 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	102		82 80%	20 20%	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	102		89 87%	13 13%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	66	51 77%	15 23%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	67	56 84%	11 16%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	65	52 80%	13 20%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	67	51 76%	15 22%	1 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	66	44 67%	21 32%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	65	57 88%	8 12%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	66	57 86%	9 14%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	64	40 62%	23 36%	1 2%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	65	55 85%	10 15%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	66	48 73%	17 26%	1 2%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	67	58 87%	9 13%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	59	45 76%	14 24%	0 0%	0 0%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	67	45 67%	18 27%	3 4%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	67	53 79%	13 19%	1 1%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	62	43 69%	16 26%	3 5%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	65	48 74%	17 26%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	55	40 73%	15 27%	0 0%	0 0%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	67	51 76%	16 24%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	66	57 86%	9 14%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Miss Helen Kay Lester	Reporting Inspector
Mrs Julie Jones	Team Inspector
Mr David Kenneth Davies	Team Inspector
Mrs Andrea Louise Davies	Lay Inspector
Mrs Janet Elaine Cresswell	Peer Inspector
Mr Morgan (Headteacher)	Nominee



## Copies of the report

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