



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

**A report on**

**Ffynnon Taf Primary School  
Cardiff Road  
Taffs Well  
Cardiff  
RCT  
CF15 7PR**

**Date of inspection: July 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:

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

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

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**Publication date: 06/09/2017**

## Context

Ffynnon Tâf Primary School is in the village of Taff's Well in Rhondda Cynon Tâf. The school has 209 pupils on roll including 27 part-time nursery children. There are three single-year classes and four mixed-year classes.

Around 17% of pupils are eligible for free school meals. This is slightly below the average for Wales of 19%. The school identifies 12% of pupils as having additional learning needs, which is much lower than the national average of 25%. Very few pupils have a statement of special educational needs and very few are in the care of the local authority. Nearly all pupils are of white British ethnicity and all pupils come from homes where English is the main language.

The last inspection of the school was in January 2010. The current headteacher took up his post in September 2010.

The individual school budget per pupil for Ffynnon Tâf Primary School in 2016-2017 means that the budget is £3,042 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Tâf is £6,385 and the minimum is £2,438. Ffynnon Tâf Primary School is 73rd out of the 104 primary schools in Rhondda Cynon Tâf 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>Good</b>

### Current performance

The school's current performance is good because:

- By the end of key stage 2, many pupils achieve excellent standards in writing
- Older boys' attitudes to reading and writing are much improved and this is having a significant effect on their level of achievement
- Most pupils develop and apply literacy, numeracy and information and communication technology (ICT) skills effectively in work across the curriculum
- Most pupils with additional learning needs make good or better progress in relation to their personal targets
- Most pupils improve their own learning effectively and work successfully with others to solve problems
- Most pupils behave well and are respectful and considerate to one another
- The quality of teaching is mostly good or better and the assessment for learning arrangements are strong
- The school provides a caring and supportive environment where nearly all pupils feel secure and happy

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher provides very effective leadership in promoting high standards and wellbeing
- Members of the senior management team fulfil their responsibilities effectively and governors provide valuable support for the school
- A strong staff team contributes conscientiously to shared leadership responsibilities and an effective collaborative ethos
- Leaders use rigorous self-evaluation processes to develop an accurate understanding of the school's strengths and areas for improvement
- The school development plan is an effective tool in bringing about improvements, for example in the standards more able boys achieve in key stage 2
- Leaders and staff make effective use of professional development to come to well-informed decisions about how to improve teaching and learning
- The school collaborates well with other schools, for example by sharing financial resources to raise standards in literacy
- The school has addressed fully the recommendations from the last inspection

## Recommendations

- R1 Raise standards in Welsh in key stage 2
- R2 Improve pupils' attendance
- R3 Ensure that teaching engages all pupils purposefully in learning across the school
- R4 Address the health and safety issues raised during the inspection
- R5 Develop the role of governors in self-evaluation to enable them to challenge the school more effectively

### **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

Many pupils enter the reception class with literacy, numeracy and social skills that are in line with those expected for their age. As they move through the school, nearly all pupils make strong progress. By the end of Year 6, nearly all pupils' achievements are in line with their ability. Most pupils with additional learning needs achieve good or better standards in relation to their starting points. Overall, pupils that are more able achieve well, particularly in writing.

In the Foundation Phase, most pupils develop their speaking and listening skills effectively and use an increasing range of vocabulary successfully in various situations. For example, in Year 2, most pupils express their opinions in a group discussion confidently, when thinking about why 'The Great Fire of London' spread so quickly. In key stage 2, most pupils articulate their ideas clearly and convincingly, such as when they give a formal presentation to explain how they would create a genetically modified 'super beast' to combat the problem of aphids eating crops in Wales.

Most pupils in the Foundation Phase read confidently and with good understanding at a level appropriate for their age and ability. Most use a suitable range of strategies to read unfamiliar words successfully. By the end of key stage 2, most pupils use inference and deduction very effectively when reading poems and stories. They consider how authors use techniques, such as repeated phrases, to create particular effects, which they transfer successfully to their own writing. Nearly all pupils use a range of sources competently to research topics. They make succinct notes and synthesise these well to create their own reports and explanations, for example on working life in Victorian Britain. Nearly all pupils read fluently. However, a very few pupils in lower key stage 2 do not read with appropriate expression.

Across the school, most pupils develop neat, cursive handwriting and take pride in the presentation of their work. In the nursery and reception classes, most pupils make strong progress in developing their early writing skills. By Year 2, most pupils spell simple, common words correctly and they apply basic punctuation, including speech marks, precisely. Many pupils write lively, extended pieces with imaginative vocabulary and include details to interest the reader. For example, they use alliteration successfully when writing an estate agent's advertisement to persuade fairytale characters to buy a 'Happy ever after home'. Overall, younger pupils apply their writing skills independently, at length, very well in a variety of forms across the curriculum.

In key stage 2, most pupils' spelling of increasingly complex words is usually accurate. They use a comprehensive range of punctuation correctly, building very strongly upon previous skills. Older, more able pupils use punctuation proficiently to create specific effects. For instance, they use commas to increase the pace of a story, or to include special details about characters or settings. Most pupils apply

their understanding of the features of a range of genres exceptionally well to their own writing in English lessons and in other subjects across the curriculum. For example, Year 6 pupils manipulate the features of a non-chronological report skilfully to produce highly engaging scientific reports on vertebrates and invertebrates, such as 'Salamander: A poisonous predator or a genetic magician?' By the end of key stage 2, most pupils are ambitious in their use of language. They write clearly and imaginatively, using an impressive range of mature vocabulary. Overall, many Year 6 pupils achieve excellent standards in writing.

Across the school, most pupils achieve well in mathematics and develop effective number, shape, measure and data handling skills. They apply their numeracy skills well in other areas of learning and subjects. In reception, many more able pupils apply their knowledge of partitioning highly effectively to solve a problem of how to seat their friends around tables at a party. They explain their methods clearly and identify patterns in their calculations. In key stage 2, most pupils build on their mathematical skills strongly. By Year 6, most pupils have well-developed reasoning skills. For instance, they investigate competently which totals are equally likely when using two dice to calculate probability. Most pupils draw line graphs correctly, for example to show the wetness of soil in cold and warm temperatures. They begin to interpret data successfully to identify trends.

Throughout the Foundation Phase, most pupils make good progress in their ICT skills. Most reception pupils move a screen 'turtle' to draw shapes and a few more able pupils program a repeat command successfully. By the end of the Foundation Phase, most pupils use ICT effectively to present and interpret the data they collect in pictograms and bar charts. In key stage 2, most pupils develop into confident communicators. In Year 4, pupils use online discussion forums effectively, for example to share their ideas about how the school might become more sustainable in its use of energy. By Year 6, most pupils produce high quality multi-media presentations linked to their topic work. They manage and interrogate databases successfully. However, very few older pupils develop coding skills.

In the Foundation Phase, most pupils make good progress in developing Welsh language skills. They answer simple questions and respond to basic greetings well, using a suitable range of vocabulary. They develop strong early reading and writing skills. For example, by Year 2, many pupils produce an effective recount of the story of 'Snow White'. In key stage 2, many pupils write to a good standard, for instance when composing biographies of famous Welsh singers and postcards about their holidays. They extend their sentences successfully by using simple connectives. However, many older pupils lack confidence and enthusiasm to speak Welsh in less formal situations and this limits their progress. A majority of key stage 2 pupils do not read well enough from familiar texts.

At the end of the Foundation Phase, over the past four years, pupils' performance at the expected and higher outcomes in literacy and numeracy has placed the school generally in the higher 50% or above when compared to similar schools. At the end of key stage 2, pupils' performance in English, mathematics and science at the expected and higher levels has fluctuated widely when compared with that of similar schools over the same period with no particular pattern. As a result of effective targeted intervention, the school's most recent assessments indicate that boys have performed as well as girls in literacy, numeracy and science at the higher level this year, reversing a previous trend.

There are very few pupils who are eligible for free school meals, which makes comparison of their performance with that of other pupils unreliable.

**Wellbeing: Adequate**

Nearly all pupils know the value of leading a healthy lifestyle. For example, Year 2 pupils prioritise successfully what they need for a good night's sleep and why this is important. Many pupils enjoy attending the cookery club and yoga classes with their parents. This supports their understanding effectively of the importance of eating healthy food and keeping fit.

Nearly all pupils have a good understanding of how to keep safe when using the internet. Most pupils say they feel safe in school and know who to go to if they need help. For instance, peer mediators provide valuable support to other pupils during playtimes. Nearly all pupils are courteous and polite. They behave well in class and around the school. However, a very few do not always engage well enough in lessons.

Most pupils show a strong understanding of what they need to do to improve their work. They collaborate successfully and listen well to support each other when completing tasks. They solve problems effectively demonstrating good independent learning skills. However, older pupils do not always make enough choices about what and how they learn.

Many pupils enjoy participating in a range of suitable pupil groups and they contribute appropriately to decisions that affect school life. For example, the school council led a beneficial campaign to promote healthy lunchboxes. However, in general, pupils do not take on enough responsibilities in line with their capabilities as part of these groups.

Nearly all pupils arrive on time for the start of the school day. Over the past four years, when compared with similar schools, attendance has usually placed the school in the lower 50%. In 2015 to 2016, pupil attendance fell below the national average of just under 95%.

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

The school provides a broad and balanced curriculum with a wide range of stimulating and creative learning experiences for all pupils. As a result, nearly all pupils participate enthusiastically in tasks and enjoy their learning. Teachers' planning ensures that Foundation Phase staff make effective use of the indoor and outdoor environment to develop pupils' independent learning skills successfully. Staff and external groups provide a good range of extra-curricular activities, such as family cooking, netball and running clubs, which enhance pupils' wellbeing beneficially.

Thorough and careful planning for progression in pupils' literacy, numeracy and ICT skills ensures that the curriculum meets the needs of nearly all pupils successfully. Provision for the development of pupils' literacy is of very high quality. For example,

older pupils visit the Hay Literary Festival and Year 6 boys support younger pupils in their reading as 'buddies'. This has had a strong impact on the older boys' attitudes to reading and writing, and their achievements.

In the Foundation Phase, there is a range of purposeful opportunities for pupils to use and improve their Welsh skills in their topic work. However, in key stage 2, teachers do not always provide enough opportunities for pupils to practise and apply their skills in everyday situations and in their work across the curriculum. Staff develop pupils' understanding of their Welsh culture and history well, for example by studying Welsh artists and visiting heritage sites, such as Llancaiach Fawr.

There is sound provision to enable pupils to learn about sustainability through activities, such as recycling and saving energy. Pupils learn how to care for the environment in topics such as 'Our wonderful world', where they look after chickens in the school garden. The school has a strong partnership with a school in Uganda and this enhances pupils' understanding of their roles as global citizens. For instance, pupils instigated a successful project with the link school's headteacher, to raise funds for toilets in the partner school.

### **Teaching: Good**

Most teaching ensures that nearly all pupils make good or better progress. In the very few classes where teaching is excellent, teachers use their exceptional subject knowledge to introduce pupils to challenging concepts. This contributes to the very high standards achieved by most pupils in these classes. Nearly all teachers have high expectations of what pupils can achieve and they challenge more able pupils effectively. Most adults use questioning skilfully to encourage pupils to solve problems, to think critically and to support and challenge each other's learning.

There are strong, mutually respectful working relationships between all staff and pupils, which foster learning well. Teachers and learning support assistants work together effectively to plan interesting and engaging activities for pupils. As a result, nearly all pupils are motivated to learn, persevere in their tasks and work well independently. However, on a very few occasions, teachers spend too much time directing pupils' learning and the pace drops. As a result, a very few pupils lose focus and distract other pupils from their learning.

Most teachers intervene effectively and sensitively to support pupils at appropriate points during the lesson, for instance to encourage them to check on their progress against clear lesson objectives and success criteria. Nearly all pupils assess their own work and that of their peers accurately and beneficially. By Year 6, most pupils reflect deeply on their progress and achievements. This, together with useful written feedback from teachers, is very effective in helping them to improve their own work.

The school collects a wide range of data about pupils' achievements and progress. Staff use this information successfully to provide additional support or challenge for groups, such as more able pupils in key stage 2, and to plan suitable next steps in individual pupils' learning. This means that nearly all pupils develop their literacy, numeracy and ICT skills purposefully in a way that builds well upon previous learning.

There are appropriate arrangements to ensure that teachers make accurate end of key stage assessments of pupils' standards. The school keeps parents well informed about their children's progress and wellbeing, through home-school communication books, regular parents' meetings and annual reports.

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

The school is a caring community that supports pupils' spiritual, moral, social and cultural development well. For example, younger pupils participate enthusiastically in samba music workshops and older pupils take part in a Shakespeare Festival with other local schools. These activities foster pupils' confidence and self-esteem successfully and have a positive effect on pupils' wellbeing and standards. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school makes effective use of specialist services, including educational psychology and speech and language, to provide valuable support for vulnerable pupils and their families. It works closely with the Tai Education Centre to ensure that the pastoral programmes it offers for pupils with complex additional learning needs, meets their needs well. Visits from the police and school nurse help to raise pupils' awareness of how to keep themselves safe, for instance when using the internet. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is strong. Comprehensive screening procedures ensure that the school identifies pupils' needs at an early stage. It provides a beneficial range of intervention programmes to improve pupils' literacy and numeracy skills, and to support pupils' social, emotional and behavioural needs. Most individual education plans include clear and measurable targets, which staff review regularly with pupils and parents. Careful monitoring of individual pupils' progress means that most pupils achieve well in relation to their starting points.

The school implements a range of incentives and rewards to encourage pupils to attend school regularly but these lack impact and attendance remains too low.

### **Learning environment: Adequate**

The school has a positive, caring and supportive ethos that celebrates diversity and promotes respect between pupils and staff successfully. A strong emphasis on encouraging pupils to self-monitor their emotions and behaviours means that they display patience and tolerance towards others. The school ensures equality of provision and access to all areas of the curriculum for its pupils.

The school makes good use of its indoor space and generally maintains the Victorian buildings well. Classrooms, although sometimes small, are well organised and provide attractive learning environments. Displays in most classrooms and shared areas celebrate pupils' achievements and support pupils' learning successfully. Pupils have access to an inviting and well-stocked library, which they use regularly. This has a positive impact on improving many pupils' engagement with reading.

The external areas such as the large field and walled garden area provide appropriate environments for outdoor learning. A few health and safety issues were brought to the attention of leaders and the governing body at the time of the inspection.

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

The headteacher provides strong leadership. Together with the senior management team, he promotes a clear vision based on high expectations for all pupils, which he shares successfully with staff, parents, pupils and governors. Leaders have established purposefully a strong sense of community and wellbeing throughout the school.

Leaders distribute staff roles and responsibilities effectively and all staff carry these out conscientiously. Members of the senior management team have a wide range of experience and expertise. The headteacher places them strategically in the school structure to help improve standards across the school. Effective communication and regular meetings enable all staff to contribute successfully to the strategic direction of the school. Arrangements for performance management are robust and enable all staff to play an important role in improving outcomes for pupils, for example in improving the quality of boys' writing.

The school works closely with other schools to implement most national and local priorities effectively, such as ensuring effective provision for the Foundation Phase and implementing the requirements of the literacy and numeracy framework.

Governors support the school well and have a sound knowledge of many aspects of its strengths and areas for development. This year, they carried out a useful examination of the school's data in order to measure the impact of the targets in the school development plan on pupil standards. However, in general, governors' involvement in self-evaluation is at an early stage of development. This means that governors are not fully able to hold leaders to account for the standards that pupils achieve.

Leaders and governors do not always ensure that all systems for identifying and addressing risks are robust.

### **Improving quality: Good**

The school has effective arrangements for self-evaluation and planning for improvement. There is an established programme of monitoring where leaders and staff review a range of relevant first-hand evidence. For instance, the headteacher observes teaching and regularly scrutinises pupils' work with the senior management team. These activities ensure that leaders have a clear understanding of the standards pupils achieve and where the school needs to improve.

Leaders take good account of the views of pupils, staff, parents and governors. This has led, for example to improvements in homework arrangements. Teachers provide parents with useful information about the skills their children are working on in class, along with suggestions for a range of practical activities that they can enjoy together. This has increased pupils' motivation and parents' involvement in their children's learning successfully.

Leaders identify nearly all of the school's strengths and areas for development accurately in its self-evaluation report and this links precisely to the school development plan. Staff and governors use end of key stage data effectively to identify specific and measurable targets for the annual plan. Leaders plan and cost well-thought-out actions to improve standards, and include clear criteria for measuring success. Consequently, the school has been highly effective in raising the attainment of more able boys in key stage 2 and in developing pupils' ability to evaluate and improve their work, for instance in writing.

The school has addressed fully the recommendations from the previous inspection.

### **Partnership working: Good**

The school has a useful range of partnerships, which have a beneficial impact on pupils' learning and wellbeing. Partnerships with parents are strong. The school keeps parents well informed through a wide range of methods, including electronic media and a school newspaper written by pupils.

The headteacher takes part in a school development plan workshop with neighbouring schools in the cluster. This enables leaders to share resources and expertise successfully. For example, more able pupils in key stage 2 take part in a cluster schools' writing project to produce a termly magazine and work with an author to improve their story writing. These collaborative activities have contributed strongly to improving outcomes for more able boys in literacy in key stage 2.

Close links with a pre-school setting result in a better knowledge of new pupils entering the school and they enable nursery pupils to settle into school more quickly. Transition links with the local secondary school are strong. Transferring pupils benefit from a joint project looking at writing through topic work in order to improve their literacy skills across the curriculum. A residential stay for pupils at Llangrannog also increases their confidence and prepares them well for the next stage of their education.

The school works closely with the local secondary school in order to improve pupils' learning experiences in science through pupils' use of its science laboratory. As a result of this valuable opportunity to develop their practical enquiry skills, pupil outcomes in science have improved.

Staff take part in the standardisation and moderation of pupils' work with other schools in the cluster three times a year. This recent development has promoted successfully a more open and reflective culture amongst teachers and helped them to share effective practice more widely.

### **Resource management: Good**

The headteacher and governors manage the school's resources efficiently. The school has a broad range of well-qualified and experienced staff and leaders deploy them very effectively according to their particular skills and abilities. For example, teachers, learning support assistants and governors work collaboratively in 'School Development Plan Teams' to drive identified improvements forward.

All staff receive relevant professional development in line with the school's priorities for improvement. They share their own good practice widely with other schools and they visit sector-leading providers within and beyond Wales. This helps leaders and staff to make well-considered decisions about how best to improve pupils' standards and wellbeing, for example in mathematics and writing.

Leaders use the pupil deprivation grant effectively to support vulnerable pupils, including those who are more able, for example through a pastoral support programme.

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

## Appendix 1: Commentary on performance data

### 6742102 - Ffynnon Taf Primary School

Number of pupils on roll	210
Pupils eligible for free school meals (FSM) - 3 year average	14.4
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	22	20	25	26
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	90.9	90.0	100.0	92.3
Benchmark quartile	1	2	1	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	22	20	25	26
Achieving outcome 5+ (%)	95.5	90.0	100.0	92.3
Benchmark quartile	1	2	1	3
Achieving outcome 6+ (%)	27.3	35.0	40.0	38.5
Benchmark quartile	2	2	2	3
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	22	20	25	26
Achieving outcome 5+ (%)	95.5	90.0	100.0	96.2
Benchmark quartile	1	3	1	2
Achieving outcome 6+ (%)	31.8	35.0	36.0	46.2
Benchmark quartile	2	2	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	22	20	25	26
Achieving outcome 5+ (%)	90.9	95.0	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	63.6	55.0	64.0	76.9
Benchmark quartile	1	2	2	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.

**6742102 - Ffynnon Taf Primary School**

Number of pupils on roll	210
Pupils eligible for free school meals (FSM) - 3 year average	14.4
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	11	16	15	27
<b>Achieving the core subject indicator (CSI) (%)</b>	81.8	100.0	100.0	92.6
Benchmark quartile	3	1	1	3
<b>English</b>				
Number of pupils in cohort	11	16	15	27
Achieving level 4+ (%)	81.8	100.0	100.0	92.6
Benchmark quartile	4	1	1	3
Achieving level 5+ (%)	27.3	75.0	33.3	44.4
Benchmark quartile	3	1	4	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	11	16	15	27
Achieving level 4+ (%)	81.8	100.0	100.0	96.3
Benchmark quartile	4	1	1	2
Achieving level 5+ (%)	18.2	56.3	33.3	44.4
Benchmark quartile	4	1	4	3
<b>Science</b>				
Number of pupils in cohort	11	16	15	27
Achieving level 4+ (%)	100.0	100.0	100.0	96.3
Benchmark quartile	1	1	1	3
Achieving level 5+ (%)	9.1	68.8	40.0	51.9
Benchmark quartile	4	1	3	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.	93		91 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	93		71 76%	22 24%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	93		89 96%	4 4%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	93		83 89%	10 11%	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.	92		85 92%	7 8%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	92		83 90%	9 10%	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.	93		90 97%	3 3%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	93		89 96%	4 4%	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.	92		77 84%	15 16%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%	
I have enough books, equipment, and computers to do my work.	93		86 92%	7 8%	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.	93		54 58%	39 42%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			76%	24%	
Nearly all children behave well at playtime and lunch time	93		80 86%	13 14%	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.	91	46 51%	42 46%	2 2%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	91	62 68%	24 26%	4 4%	1 1%	0	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.	91	68 75%	23 25%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	90	44 49%	40 44%	5 6%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	90	23 26%	50 56%	8 9%	2 2%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	91	47 52%	38 42%	3 3%	0 0%	3	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	91	52 57%	39 43%	0 0%	0 0%	0	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.	91	28 31%	43 47%	11 12%	1 1%	8	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.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	90	40 44%	38 42%	7 8%	1 1%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	91	42 46%	40 44%	5 5%	1 1%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	91	48 53%	39 43%	3 3%	1 1%	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'.	91	35 38%	34 37%	6 7%	0 0%	16	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		
I am kept well informed about my child's progress.	91	33 36%	49 54%	6 7%	1 1%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		48%	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.	91	52 57%	35 38%	3 3%	0 0%	1	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.	91	31 34%	46 51%	9 10%	1 1%	4	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.	91	42 46%	46 51%	2 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoleddeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	88	23 26%	32 36%	5 6%	0 0%	28	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.	91	33 36%	46 51%	8 9%	3 3%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	91	46 51%	39 43%	2 2%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Elizabeth Barry	Reporting Inspector
Elizabeth Ann Dackevych	Team Inspector
Terry James Davies	Lay Inspector
Suzanne Hamer	Peer Inspector
Matthew Worth	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.