



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

A report on

**Parc Primary School
Tallis Street
Cwmparc
Treorchy
RCT
CF42 6LY**

Date of inspection: November 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Parc Primary School is in Cwmparc in the Rhondda Cynon Taf local authority. The school has 197 pupils aged three to eleven on roll. There are seven classes including three that are mixed-age.

Nearly all pupils are of white British ethnicity. A very few pupils are from a minority ethnic background. Very few speak English as an additional language. No pupils come from Welsh speaking families. The school has identified 26% of pupils as having additional learning needs. This figure is close to the national average for primary schools (25%). No pupil has a statement of special educational needs. Around 30% of pupils are eligible for free school meals. A very few pupils are looked after by the local authority. There were no exclusions during the last academic year.

The last inspection of the school was in February 2010. The current headteacher took up the post in September 2012.

The individual school budget per pupil for Parc Primary School in 2016-2017 means that the budget is £3,033 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Parc Primary School is 74th out of the 104 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Most pupils make strong progress and achieve well
- The school is particularly successful in ensuring that its most vulnerable pupils make good and often very good progress
- Most pupils achieve good standards of literacy and numeracy and use these skills well in other areas of learning and subjects across the curriculum
- Most pupils behave well and have a positive attitude towards learning
- Pupils' attendance has placed the school in the top 25% of similar schools for the past two years
- Pupils have a strong voice in the running of the school and regularly make valuable contributions to school life
- The school provides a wide range of interesting learning experiences that engage and motivate most pupils to succeed
- The school is a welcoming, inclusive and caring community that celebrates the successes of its pupils well.

Prospects for improvement

The school's prospects for improvement are good because:

- School leaders have worked successfully with the whole school community to establish an effective learning environment for pupils and staff
- Leaders at all levels promote high expectations, which have a positive impact on improving pupils' attainment and wellbeing.
- All members of staff are clear about their roles, work well as a team and take a full part in school improvement activities
- Self-evaluation processes are robust and well established and enable school leaders to focus clearly on developing teaching and learning strategies that bring about improvements in pupils' standards and wellbeing
- Governors have a very thorough understanding of the school's performance and systems, which enables them to hold the school to account successfully
- There are highly effective partnerships with parents and other stakeholders that have a notable impact on pupils' wellbeing and contribute strongly to raising levels of attendance and standards of achievement

Recommendations

- R1 Improve standards of Welsh language oral skills outside of Welsh lessons
- R2 Strengthen planning and provision for developing pupils' ICT skills across the curriculum
- R3 Improve pupils' ability to work independently
- R4 Make sure that pupils have appropriate and regular opportunities to respond to teachers' feedback

What happens next?

The school will draw up an action plan that 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.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter school with literacy and numeracy skills below those expected for their age. During their time in school, most pupils make strong progress and achieve well. The school is particularly successful in ensuring that its most vulnerable pupils make good and often very good progress and attain well.

Nearly all pupils listen very well to adults and each other. In the Foundation Phase, most pupils are confident in talking to adults and like to explain what they are doing. Most pupils in key stage 2 use their speaking and listening skills well to share ideas with each other in pairs and small groups in order to extend and consolidate their thinking, for example when discussing where the major organs are located in the body.

By the end of the Foundation Phase, many pupils read with fluency and expression at a level appropriate for their age and ability. They use picture clues successfully to help gain meaning of a text and they use punctuation well to aid fluency. They talk knowledgeably about the books they enjoy and their favourite authors. Most pupils in key stage 2 read well using a range of suitable strategies. They have a good understanding of the texts they read. Most pupils use the techniques of skimming and scanning for information to support their work in other subjects, for example when researching information about the planets.

Most pupils' writing develops successfully as they move through the school. By the end of the Foundation Phase, most pupils write independently with increasing fluency. Many Year 2 pupils' writing includes interesting, descriptive vocabulary, for example when writing a diary extract following an imaginary journey into space. Most form their letters well, use basic punctuation accurately and spell simple words correctly. They use their literacy skills well to support their work in many areas of learning. In key stage 2, most pupils build on these skills strongly. They create pieces of writing that are imaginative and appealing to the reader. They plan, redraft and edit their work well. By Year 6, many pupils use a rich range of vocabulary to paint vivid pictures of events through their writing, for example when writing about life in a Japanese city. Most use their writing skills well across the curriculum. For example when writing about their investigation into the effect of exercise on heart rate. Their writing is clear, well structured and grammatically correct, with accurate spelling and punctuation.

Most pupils' number skills are good. In the Foundation Phase, most pupils' numeracy skills are developing successfully. They have a good understanding of number and perform calculations up to 100, using doubling and halving accurately. Most pupils have a good understanding of concepts such as shape, time and measure. They use these skills well in many different areas of learning, for instance when measuring temperature in the context of the story of the three bears or using two figure coordinates to locate items on a treasure map.

In key stage 2, most pupils show a good understanding of a range of mathematical concepts and they use the correct mathematical vocabulary when talking about their work. By Year 6, most pupils use a wide range of mental and written methods confidently and accurately to solve problems. They apply their numeracy skills systematically and confidently, for example when investigating military and civilian casualties in World War 2. They handle data well, such as when presenting their findings on the areas of London where bombing was most severe during the Blitz.

Most pupils across the school have good ICT skills. They combine texts and images confidently to present their work, for example when preparing persuasive leaflets about the wonders of the world. Most pupils use the internet well to search for information. They have a good understanding of databases and create graphs effectively to present their work for different purposes and audiences. By Year 6, many pupils develop a good understanding of how to use spreadsheets, for example when investigating pupils' favourite computer games. They know about how to use the internet safely.

Pupils have positive attitudes to learning Welsh. By the end of the Foundation phase, most pupils understand the Welsh used by staff and use an appropriate range of vocabulary and basic sentence patterns to answer simple questions, for example when talking about their hobbies, their family and the weather. Many pupils in key stage 2 understand, ask and reply to questions successfully often using extended sentences. Many read a range of appropriate texts with good pronunciation and understanding, for example when discussing a visit to the doctor's surgery. By Year 6, many use their knowledge of sentence structures and Welsh vocabulary well. However, only a few pupils use the Welsh language around the school and this limits the overall progress they make.

Most pupils who have support for additional learning needs make good or very good progress in relation to their individual targets. Pupils who learn English as an additional language make good progress from their different starting-points. More able pupils achieve well by the end of key stage 2.

At the end of the Foundation Phase, over the last four years, pupils' performance in literacy and mathematical development at the expected outcome 5 has varied when compared with that of similar schools. At the higher outcome 6, performance has generally placed the school in the upper 50% when compared with similar schools. Over the same period, pupils' performance in English, mathematics and science at the end of key stage 2, at both the expected level 4 the higher level 5, has varied when compared with that in similar schools and there is no overall pattern.

The gap in performance between boys and girls is generally greater than that in similar schools at both the expected and the higher level. Over the last four years, pupils eligible for free school meals tend to perform less well than other pupils, particularly at the higher levels. However, the gap in performance is reducing.

Wellbeing: Good

Nearly all pupils have a good understanding of how they can stay healthy by eating a balanced diet and taking regular exercise. They feel safe and happy in school. They know how to use the internet safely.

Nearly all pupils behave well and are polite and courteous. Most pupils take pride in their achievements and relate well to staff and to each other in lessons and at break times. Most pupils enjoy learning, engage well with classroom activities and demonstrate a desire to improve their work. They work effectively in pairs and small groups. Many pupils sustain concentration for appropriate periods and persevere when they find work hard. However, many pupils' ability to work independently and tackle problems unaided is underdeveloped.

Pupils have a strong voice in the running of the school. The school council and other pupil voice groups represent the opinions of other pupils well. They regularly make valuable contributions to school life, for example by reviewing the school's aims and its mission statement with the headteacher and in devising and implementing a whole school Anti-Bullying Project. Members of the school council take responsibility for organising and promoting events, such as fundraising for charities. Many pupils take an active role in their community, for example through participating in a community heritage initiative to develop their understanding of local history. As a result, most pupils have a good understanding of their locality and their place in it.

Attendance has improved steadily in recent years and has placed the school in the top 25% when compared with similar schools for the past two years. Nearly all pupils arrive punctually at the start of the day.

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

The school provides a wide range of interesting learning experiences that engage and motivate most pupils to succeed. The school's curriculum covers the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education effectively. Teachers' plans focus on developing pupils' knowledge, understanding and skills in a way that builds systematically on their previous learning. A varied programme of extra-curricular clubs, such as sports, dance, art, cookery and choir, enriches and extends pupils' learning and wellbeing successfully.

The school has adapted its programme of work to include the requirements of the Literacy and Numeracy Framework. Teachers' planning identifies clearly opportunities for the development of pupils' literacy and numeracy skills across the curriculum. For example, the study of World War 2 in Year 6 provides useful opportunities for pupils to draft and re-draft their writing and to use their data handling skills systematically. However, teachers' planning for the development of ICT skills does not provide pupils with enough opportunities to practise and apply their skills across the curriculum.

Provision for pupils to develop their Welsh language skills during specific Welsh language lessons is good. The planned programmes of work include useful Helpwr Heddiw sessions where pupils focus on developing language patterns that they build on as they move through school. However, there are few opportunities for pupils to develop their skills in other situations. As a result, few pupils, particularly in key stage 2, use the Welsh language independently and naturally. The school provides a wide range of activities that promote Welsh history, culture and an understanding of the local environment well, for example through a study of the coal mining heritage of the area.

Education for sustainable development and global citizenship is well established. This ensures that pupils are aware of environmental issues and sustainability and they understand the positive impact of reducing waste. Teachers use the outdoor area effectively with pupils of all ages, including the garden to promote their understanding and appreciation of the natural world. Teachers provide good opportunities, through topic work and religious education, for pupils to develop their understanding of different cultures and their role as global citizens.

Teaching: Good

Teachers and support staff work well to ensure that pupils have a positive attitude towards learning, make good progress and attain well. All staff establish positive working relationships with pupils. Learning support assistants are an important part of the 'teaching team' and make a valuable contribution to the quality of pupils' learning and wellbeing. Teachers use their curriculum knowledge well to provide an interesting and stimulating range of lessons that engage nearly all pupils fully. In particular, they plan sessions to develop pupils' basic skills in literacy and numeracy that target the next steps in their learning well. Teachers structure most lessons well and lessons proceed at a brisk pace. Teachers share clear learning objectives and devise tasks that are effective in addressing these. However, in a few cases, activities do not allow pupils enough freedom to explore and lead their own learning. This limits the ability of pupils to develop their independent learning skills and does not always provide enough challenge for the more able.

Teachers' written and oral feedback informs pupils about what they have done well and what they need to do to improve. Teachers generally make good use of learning objectives and success criteria in doing this. However, they do not always give pupils enough time to reflect on their learning and to respond to feedback, including marking. Pupils' self-assessment and peer assessment are developing suitably. Pupils' individual targets are appropriate and pupils are beginning to use them more effectively to bring about improvement in their work.

The school tracks pupils' progress comprehensively. Assessment data is analysed well and used effectively to support individuals and groups of pupils. Staff implement valuable intervention strategies for improving pupils' literacy and numeracy skills alongside effective support for pupils' social and emotional wellbeing. The school works well with other local schools to assess pupils' outcomes accurately.

The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set clear targets for improvement.

Care, support and guidance: Good

The school provides high quality care and support for its pupils both academically and socially. There is a strong ethos of care, respect and trust throughout the school. This is successful in raising pupils' awareness of how to be safe, take responsibility and respect others. The school has appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to take exercise. Staff develop pupils' spiritual, moral, social and cultural needs effectively through daily collective worship and a comprehensive personal and social education programme. The emphasis on positive values throughout the school is strong. This contributes well to the caring ethos and the good behaviour of nearly all pupils. The school has very effective strategies to ensure regular attendance.

Staff make good use of a wide range of specialist agencies to support pupils' specific needs well, such as the speech and language and educational psychology services. This is effective in providing support of high quality for pupils and parents.

Provision for pupils with additional learning needs is highly effective. The school identifies pupils who require additional help at an early stage. Staff, parents, pupils and specialist services collaborate effectively to plan next steps in pupils' learning. Targets in pupils' individual education plans match their needs well. Well trained teaching assistants and the schools highly effective family liaison officer, deliver an effective range of intervention programmes to meet these needs. As a result, most pupils who receive support make good and often very good progress in relation to their individual targets.

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

Learning environment: Good

The school is a welcoming, inclusive and caring community that celebrates the successes of its pupils well. There is a calm and purposeful ethos. Adults and pupils treat each other with respect. This supports pupils' learning and wellbeing successfully. Acts of collective worship promote tolerance and fairness effectively.

It provides a stimulating environment in which pupils enjoy working and playing. Throughout the school, there are attractive displays that celebrate pupils' work and achievements well. The school's building and site are secure, clean and well maintained. Classrooms are well equipped with resources of good quality that match pupils' needs well. Staff make effective use of the whole school site to support learning.

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

School leaders have worked successfully with the whole school community to establish an effective learning environment for pupils and staff. Together they have created a shared vision and established common values that serve the school well. This focuses clearly on raising standards, improving the quality of teaching and promoting pupils' wellbeing. Leaders at all levels promote an inclusive and caring ethos where everyone feels valued and that their involvement is important. They promote high expectations, which have a positive impact on improving pupils' attainment and wellbeing.

Leaders ensure that regular staff meetings are effective in addressing the school's priorities. They focus purposefully on improving pupils' attainment and provide valuable opportunities to feedback on monitoring activities and to inform the professional development of staff. As a result, all members of staff are clear about their roles, work well as a team and take a full part in school improvement activities. Arrangements for the performance management of teaching and support staff are effective in raising standards and improving the quality of provision.

The school has responded well to local and national priorities. It has effectively implemented the Literacy and Numeracy Framework. As a result, the development of pupils' literacy and numeracy skills across the curriculum is now strong. The school works effectively to reduce the effect of poverty and deprivation on vulnerable pupils. As a result, these pupils make good and often very good progress in their learning.

The governing body plays an important role in directing the work of the school and in challenging senior leaders to ensure the best for pupils. Governors have a very thorough understanding of the school's performance and systems. They are very supportive of the school's work and co-operate closely and effectively with leaders to ensure a clear and purposeful strategic direction. Through regular meetings, and visits, they hold the school to account successfully in order to ensure continuous improvement.

Improving quality: Good

Self-evaluation processes are robust and well established and enable school leaders to focus clearly on developing teaching and learning strategies that bring about improvements in pupils' standards and wellbeing. An effective annual monitoring timetable ensures that the school reviews all areas of work regularly. The senior leadership team analyses the school's performance data accurately and uses this well to identify areas for improvement. School leaders review pupils' work, observe lessons and listen carefully to the opinions of pupils, parents and governors. As a result of the feedback from parents, a number of changes have been implemented in the home school agreement. Discussions with pupils regarding after school provision has resulted in an increase in the number of children attending after school clubs. The self-evaluation report reflects accurately the work of the school and provides a

clear picture of its strengths and areas for development. For example, the need to provide more opportunities for pupils to practice and apply their ICT skills cross the curriculum.

The school is clear about its successes and knows what it needs to do next. The school improvement plan identifies a manageable number of areas for improvement, which focus well on raising standards and improving provision for pupils. It plans clear actions, identifies who is responsible for them and sets relevant success criteria against which progress can be monitored. Staff have a clear understanding of their role in bringing about the desired outcomes. They work well with governors to implement these plans and evaluate how successful they have been. As a result of good self-evaluation processes, school improvement planning leads to better outcomes for pupils. For example, the implementation of a whole school approach to the teaching of writing has had a positive impact on the standards of pupils' extended writing across the curriculum.

Partnership working: Excellent

The school has a wide range of highly effective partnerships that enrich and support pupils' learning and wellbeing very successfully.

The school has strong partnerships with parents. This supportive partnership has a very positive impact on pupils' participation and enjoyment of learning and results in improvements in pupils' attendance, achievement and wellbeing. Effective communication ensures that relevant information is available to parents continuously. A notable feature is the very effective use of social media to engage and support parents. As a result, they have a very clear understanding of how to support their children's education.

The school is very successful in supporting parents to ensure the best possible outcomes for their children. The highly effective Family Engagement Officer who assists vulnerable families has a very positive impact on family engagement and wellbeing. Through such initiatives as family learning programmes, barriers to engaging parents are being broken down and, as a result, parents' understanding and confidence in helping their children at home is improving. This is having a very positive impact on the development of pupils' early literacy and numeracy skills.

The school values the opinion of parents highly and encourages them to express their opinions through social media and its open door policy. The highly effective parent council has led to greater collaboration and involvement of parents in school improvement. Members are actively involved in reviewing school policies and practices, for example, they have revisited the schools' vision and made improvements to the home school agreement.

The school works very effectively with the Flying Start playgroup situated within the school. This early intervention enhances pupils' transfer into nursery considerably and helps to secure positive outcomes in pupils' attendance, achievement and wellbeing. Older pupils benefit extensively from well-established links with the local high school that ensure a smooth transition into key stage 3. For example, weekly visits by teachers from the secondary school to work with Year 5 and Year 6 pupils

ensures greater consistency of provision and has a positive impact on pupil outcomes. As a result, pupils are confident about their transition into the secondary school.

Teachers work effectively with teachers from local secondary and primary schools to ensure effective moderation and standardisation arrangements for assessing and tracking pupils' progress at the end of the Foundation Phases and key stage 2. This ensures that teacher assessments are accurate. The school shares its good practices in regional conferences and workshops. These activities support the staff's ability to ensure continuous improvements at the school. Members of the senior leadership team and the governing body have shared good practice with other establishments, for example the use of video technology to improve teaching and learning.

There are a wide range of valuable links with local businesses and other organisations that have a positive influence on pupils' learning experiences, for example the local library and brass band.

Resource management: Good

School leaders and governors deploy suitably qualified staff well to support the work of the school. They plan good quality professional development opportunities that link well to the school improvement plan and lead to better outcomes. For example, opportunities for teachers to observe each other's lessons and share good practice have improved the quality of provision for pupils.

Senior leaders and governors maintain good control of the school's financial resources. They make decisions about spending that support the priorities for the school improvement plan well and help to meet the needs of pupils. Senior leaders keep governors well informed about the impact of the expenditure.

The school uses grant funding strategically to target specific groups of learners and to reduce the impact of poverty on pupils' attainment. It evaluates the impact of this spending successfully. The school's actions have had a positive effect on the standards and wellbeing of pupils eligible for free school meals.

In view of the standards achieved by pupils and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6742161 - PARC PRIMARY SCHOOL

Number of pupils on roll	211
Pupils eligible for free school meals (FSM) - 3 year average	26.3
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	24	28	24	21
Achieving the Foundation Phase indicator (FPI) (%)	79.2	71.4	87.5	90.5
Benchmark quartile	3	4	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	24	28	24	21
Achieving outcome 5+ (%)	79.2	75.0	87.5	90.5
Benchmark quartile	4	4	2	2
Achieving outcome 6+ (%)	37.5	28.6	33.3	38.1
Benchmark quartile	1	2	2	1
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	24	28	24	21
Achieving outcome 5+ (%)	87.5	85.7	87.5	90.5
Benchmark quartile	3	3	3	2
Achieving outcome 6+ (%)	37.5	32.1	25.0	33.3
Benchmark quartile	1	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	24	28	24	21
Achieving outcome 5+ (%)	91.7	92.9	95.8	95.2
Benchmark quartile	3	3	2	2
Achieving outcome 6+ (%)	45.8	42.9	41.7	57.1
Benchmark quartile	2	3	3	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.

6742161 - PARC PRIMARY SCHOOL

Number of pupils on roll	211
Pupils eligible for free school meals (FSM) - 3 year average	26.3
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	20	23	28	29
Achieving the core subject indicator (CSI) (%)	80.0	87.0	75.0	89.7
Benchmark quartile	3	2	4	2
English				
Number of pupils in cohort	20	23	28	29
Achieving level 4+ (%)	85.0	91.3	75.0	93.1
Benchmark quartile	3	2	4	2
Achieving level 5+ (%)	20.0	30.4	21.4	41.4
Benchmark quartile	4	3	4	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	20	23	28	29
Achieving level 4+ (%)	85.0	91.3	85.7	93.1
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	15.0	39.1	14.3	37.9
Benchmark quartile	4	2	4	2
Science				
Number of pupils in cohort	20	23	28	29
Achieving level 4+ (%)	90.0	95.7	85.7	93.1
Benchmark quartile	2	1	3	2
Achieving level 5+ (%)	20.0	34.8	21.4	37.9
Benchmark quartile	4	2	4	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	102 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	102 100%	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.	102	101 99%	1 1%	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	102 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	102	101 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	100 98%	2 2%	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	101 99%	1 1%	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	100 98%	2 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.	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	97 95%	5 5%	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	99 97%	3 3%	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.	85	69 81%	16 19%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	85	73 86%	12 14%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	85	69 81%	16 19%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	84	65 77%	14 17%	4 5%	1 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	84	50 60%	31 37%	3 4%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	85	68 80%	16 19%	1 1%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	85	64 75%	21 25%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn 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.	81	48 59%	29 36%	4 5%	0 0%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	84	57 68%	20 24%	4 5%	3 4%	1	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.	82	54 66%	27 33%	1 1%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	85	64 75%	20 24%	1 1%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	76	52 68%	22 29%	1 1%	1 1%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		
I am kept well informed about my child's progress.	84	60 71%	20 24%	4 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	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.	85	70 82%	13 15%	2 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	83	53 64%	29 35%	1 1%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	84	61 73%	22 26%	1 1%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	71	41 58%	26 37%	3 4%	1 1%	14	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	83	52 63%	28 34%	2 2%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	85	69 81%	14 16%	2 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Edward Morris	Reporting Inspector
Rosemarie Wallace	Team Inspector
Michaela Leyshon	Lay Inspector
Allison Davies	Peer Inspector
David Williams	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.