



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

**A report on**

**Penyreglyn Primary School  
Baglan Street  
Treherbert  
RCT  
CF42 5AW**

**Date of inspection: September 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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**Publication date: 24/11/2015**

## Context

Penyreglyn Primary School is in Treherbert in the Rhondda Cynon Taf local authority. There are 262 pupils on roll aged from 3 to 11 years, 24 of whom attend full-time in the nursery class.

Nearly all pupils are of white British ethnicity. A very few pupils speak English as an additional language or speak Welsh at home. The three-year average of pupils eligible for free school meals is 35%. This is above the national figure of 20%. The school identifies about 29% of pupils as having additional learning needs. This is just above the national figure of 25%. No pupil at the school has a statement of special educational needs. A very few pupils are looked after by the local authority.

The acting headteacher has been in post since September 2011. However, during the inspection the acting deputy-headteacher was leading the school. The last inspection of the school was in November 2010.

The individual school budget per pupil for Penyreglyn Primary School in 2015-2016 means that the budget is £2,933 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Penyreglyn Primary School is 83rd out of the 105 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The school's current performance is adequate because:

- Many pupils make suitable progress as they move through the Foundation Phase
- Many pupils speak confidently to adults and to each other
- Many pupils apply their numeracy skills efficiently throughout the curriculum
- A majority of pupils in key stage 2 use interesting vocabulary in their written work, spell accurately and use a suitable range of punctuation well
- Many pupils use their thinking skills competently
- Most pupils with additional learning needs make worthwhile progress towards achieving their individual goals
- Nearly all pupils are friendly, polite and courteous to each other and adults
- All adults at the school have strong working relationships with pupils
- Most teachers plan interesting lessons that engage nearly all pupils well

However:

- A minority of pupils do not make sufficient progress through key stage 2
- Too few pupils read texts that are challenging for their age well enough
- Throughout the school, too many pupils do not write well enough independently
- By the end of key stage 2, standards in Welsh are weak

### Prospects for improvement

The following positive features were noted in relation to prospects for improvement:

- Senior leaders use pupil assessment data soundly to help make judgements about the performance of the school
- The school improvement plan targets the raising of standards appropriately

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

- There has been instability in leadership for a considerable period
- Not all senior staff provide strong strategic direction
- Staff roles and responsibilities are not clear enough
- The governing body does not hold the school to account strongly enough or focus well enough on how well learners achieve
- The school does not have adequate arrangements for monitoring the quality of teaching and learning
- Senior leaders fail to use a broad enough range of evidence when making

judgements about the quality of standards and provision

- The school improvement plan does not have sufficient impact on how well learners achieve

## Recommendations

- R1 Improve the standards of pupils' reading and writing
- R2 Improve the standards of pupils' Welsh
- R3 Improve pupils' attendance and punctuality
- R4 Develop procedures that ensure the full, progressive coverage of the National Curriculum and Literacy and Numeracy Frameworks
- R5 Ensure that the national requirements for minimum teaching time and annual reports to parents are met in full
- R6 Ensure that teachers challenge all pupils suitably and use classroom based assessment procedures, including formative marking, effectively
- R7 Improve the effectiveness of the leadership, including the governing body
- R8 Ensure that self-evaluation is based on a broad range of regular monitoring activities and that subsequent improvement plans have a measurable impact on pupils' standards

## What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

A majority of pupils begin school with literacy and numeracy skills that are appropriate to those expected for their age. Many pupils make suitable progress as they move through the Foundation Phase. However, a minority of pupils in key stage 2 do not make sufficient progress. Most pupils with additional learning needs make worthwhile progress towards achieving their individual goals throughout the school.

By the end of the Foundation Phase, many pupils speak clearly to other pupils and adults. They engage in conversation with others readily and express their thoughts and opinions suitably. In key stage 2, many pupils speak to adults and to each other confidently. They listen well and respond to questioning competently. For example, older pupils discuss different ways to solve numeracy problems effectively.

In the Foundation Phase, most pupils read simple texts accurately and many use their phonic skills suitably to read words with which they are not familiar. Similarly, in key stage 2, many pupils have competent reading skills. They read aloud fluently, with appropriate emphasis, and talk about their favourite books and authors confidently. A few pupils are able to infer more in-depth information from the texts they read. However, in both phases, too few pupils read texts that are challenging for their age well enough or with a full enough understanding.

A majority of pupils' writing develops suitably as they progress through the school. By the end of the Foundation Phase, many pupils write at an appropriate level for a limited variety of purposes, such as stories and recounts. For example, many pupils recount the nativity story from the perspective of Mary interestingly. In key stage 2, a majority of pupils continue to make adequate progress in developing their writing skills. They use interesting vocabulary in their work, spell accurately and use a suitable range of punctuation well. Most pupils are able to redraft their writing effectively to make appropriate improvements to their work. However, across the school too many pupils do not write well enough independently or in a wide enough range of forms in literacy and across the curriculum.

By end of the Foundation Phase, many of pupils have appropriate numeracy skills. They can add and subtract three and four-digit numbers successfully and use simple fractions, such as halves and quarters, accurately. By the end of key stage 2, many pupils have a suitable range of number skills. They can use their understanding of simple fractions and percentages well when calculating fractions of an amount. Many pupils have a good real-life understanding of money and use this well, for example when solving problems about the price of items in different supermarkets. Throughout the school, many pupils apply these skills effectively throughout the curriculum.

Many pupils at the school respond accurately to only a very limited range of simple questions and instructions in Welsh. By the end of the Foundation Phase, most

pupils communicate using a very few sentences, such as asking a name or saying what the weather is like. By the end of key stage 2, most pupils have still only made very limited progress in their understanding of the language. Most pupils read only a few basic words and sentences fluently. They do not write well independently and need considerable help and support to structure their writing.

Many pupils use their thinking skills competently in a range of lessons throughout the school. For example, older pupils identify complex sentence structures and sequence them effectively to create an interesting narrative.

At the end of the Foundation Phase, over the last four years, pupils' performance in literacy and mathematical development at the expected and higher outcomes has placed the school mostly in the top 25% and higher 50% when compared with similar schools.

At the end of key stage 2, pupils' performance at the expected level 4 in English, mathematics and science has placed the school consistently in the lower 50% and bottom 25% when compared with similar schools over the last four years. At the higher than expected level 5, pupils' performance in English and science has placed the school consistently in the lower 50% and bottom 25%. Pupil performance in mathematics varies greatly and there is no overall pattern.

There is no notable difference in performance between pupils eligible for free school meals and their peers.

### **Wellbeing: Adequate**

Nearly all pupils have a good awareness of the importance of healthy living and understand the value of eating a balanced diet. They understand well the need to take exercise and many enjoy taking part in sports and games. Nearly all pupils have a positive attitude towards school, feel happy and safe and know whom to approach if they have any worries or concerns.

Nearly all pupils behave well and are friendly, polite and courteous to each other and adults. They collaborate well and co-operate appropriately in lessons. Older pupils take their monitoring responsibilities seriously and support their peers well. For example, pupils in Year 6 act as 'playground buddies', helping to resolve conflicts between their peers and organising games for younger pupils effectively.

A minority of pupils contribute successfully to decision making in and around the school. For example, the eco-committee has taken a lead role in developing the school's garden and forest classroom. As a result, all pupils benefit from this enhanced provision. School councillors help to organise fundraising events and decide how to spend the profits, for example by purchasing playground equipment. However, they rely heavily on adults to direct their work and have yet to make decisions that impact significantly upon school life.

Across the school, pupils are beginning to be involved in assessing their own learning and setting personal goals. However, their ability to reflect on their own progress and agree suitable targets for improvement is at an early stage.

Pupils' attendance has improved slightly over the last four years and there is a downward trend in the rate of persistent absentees. However, attendance rates still place the school in the lower 50% consistently when compared with similar schools. Too many pupils do not attend punctually each morning and this disturbs the start of the school day.

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

The school's curriculum provides many interesting and engaging learning experiences for most pupils. However, its long and medium term planning structures have not been developed well enough to ensure continuity and progression in pupils' learning. This means that teachers cannot be sure that lessons build systematically on pupils' existing knowledge and understanding or meet the full requirements of the National Curriculum. Provision in the Foundation Phase is generally sound, with pupils benefiting from a suitable range of enhanced provision, which helps them to become more independent in their learning. However, throughout the school planning and class timetables have not been adapted well enough to ensure that all classes have a suitably balanced curriculum. For example, a few classes do not allow enough time to teaching Welsh or information and communication technology (ICT). The school does not meet the recommended minimum time for teaching pupils.

The school's medium term planning identifies a suitable range of opportunities within the curriculum for pupils to develop their literacy and numeracy skills in line with the National Literacy and Numeracy Frameworks. However, in a majority of classes teachers do not identify these effectively and do not implement them consistently enough.

The school has a suitable curriculum for Welsh that sets out a progressive expectation of learning from Foundation Phase to the end of key stage 2. This provides useful guidance on the vocabulary and sentence structures that pupils should learn. However, in most classes, teachers do not implement this well enough. As a result, standards of Welsh as a second language are poor. The school's wider curriculum provides a suitable range of opportunities for all pupils to learn about the culture and history of Wales. For example, older pupils study the effects of the Second World War on South Wales and make extra-curricular visits in order to help them appreciate its impact.

The school's curriculum provides a good range of opportunities for pupils to learn about sustainable development and global citizenship. For example, pupils visit the local recycling centre and have set up small conservation areas in the school grounds to provide habitats for insects and small creatures.

Many pupils attend a wide range of extra-curricular activities, such as dance club, sports clubs and singing club, that extend and enhance their learning well.



## **Teaching: Adequate**

All teachers work conscientiously to create a supportive learning environment in the school and establish good relationships with pupils. Most teachers plan interesting lessons that engage nearly all pupils well. In the Foundation Phase, most teachers plan for, and make use of, an effective range of enhanced learning opportunities to help develop pupils' independent learning skills. High quality questioning from most teachers helps to challenge pupils' understanding and develop their thinking beneficially. In most lessons, teachers ensure that they make effective use of other adults to support pupils with their learning beneficially. Throughout the school, an overuse of worksheets and workbooks means that the curriculum is not adapted well enough for all pupils. This prevents a minority of pupils making strong enough progress.

In most lessons, pupils receive good oral feedback from adults that helps them to understand what they need to do to make progress. However, in a minority of classes the marking of pupils' work is not effective in helping pupils understand how to improve their learning. The use of assessment strategies designed to help pupils in the classroom is inconsistent throughout the school.

The school has detailed systems to track and monitor pupils' progress. Teachers use this information efficiently to identify pupils who are not making sufficient progress and who may need extra support. However, in a few cases, the levels recorded by teachers do not tally well enough with the standards in pupils' books. As a result, teacher assessment of a few pupils at the end of key stage 2 is over generous.

Annual reports to parents in key stage 2 do not meet requirements. Although they provide useful information on pupils' progress, they do not provide parents with appropriate information on all curriculum areas.

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

The school is a caring, supportive community that promotes pupils' health and wellbeing successfully. It provides regular opportunities for pupils to take exercise and makes appropriate arrangements for promoting healthy eating and drinking. There are effective arrangements in place to support pupils' spiritual, moral, social and cultural development. For example, a strong partnership with a local religious group helps pupils to develop their spiritual and social skills by teaching them about important concepts such as conflict resolution. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school has positive links with a beneficial range of specialist services that provide suitable guidance and support to pupils and their parents. These have a positive effect on pupil wellbeing. For example, hearing specialists support pupils and their parents effectively by teaching them how to maintain specialist hearing equipment. School leaders have implemented suitable initiatives to improve attendance over the past four years. However, they have had limited success in improving attendance rates. The school's procedures to ensure pupils' punctuality are not strong enough. As a result, too many pupils arrive after school has begun each morning.

The additional learning needs co-ordinator displays a high level of commitment and leads a range of beneficial intervention strategies that have a positive effect on pupil progress. There are detailed procedures in place to identify pupils who may need extra help, following which the school provides worthwhile support through a range of intervention programmes. Well-trained teaching assistants deliver these strategies effectively. As a result, most pupils supported by these initiatives make good progress.

### **Learning environment: Good**

All staff work diligently to create an inclusive community in the school with a clear, supportive ethos. All pupils, including those with additional learning needs, receive equal access to all areas of the school's provision. Pupils from diverse backgrounds integrate well with their peers and nearly all pupils show tolerance and respect for each other. Staff treat all pupils equally and promote diversity well, for example by inviting different members of the local community into school to talk about their cultures. As a result, nearly all pupils feel included fully in the school and wider community.

The school's modern accommodation is of a good standard and provides an attractive learning environment for all its pupils. The school site is secure and well maintained. There is a supply of good quality resources that support teaching and pupils' needs well and a range of playground equipment that provides pupils with suitable opportunities for active play. Informative displays in the school celebrate pupils' work from the past year and create a welcoming learning environment. The school provides well-resourced outside areas for pupils in the Foundation Phase and there is good access from all classrooms to the school grounds. As a result, pupils have a worthwhile range of opportunities for outdoor learning.

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

The senior leadership team work conscientiously. They have the needs of pupils at the forefront of their thinking and attempt to achieve the best for the school. However, for a prolonged period, the school has had a temporary leadership team, and a lack of clearly defined staff roles and job descriptions. As a result, there is a lack of strategic leadership to enable the school to deliver its vision and planned priorities well enough. There are very few formal records of staff or leadership meetings. This makes it difficult to measure and to track the progress of any agreed actions. Leaders do not collaborate with all staff sufficiently well to enable them to embed and deliver planned initiatives effectively. As a result, they have not ensured the implementation of planned improvements well enough. For example, school leaders have not ensured that the school's curriculum ensures full and progressive coverage of the National Curriculum.

Procedures to manage the performance of staff are appropriate. In most cases, their targets for improvement link suitably to school and national priorities. However, leaders do not monitor the quality of teaching and learning well enough. This means that the impact of these processes on improving the outcomes for pupils is inconsistent.

Many governors are energetic and enthusiastic in their support of the school. The governing body meets suitably to agree relevant policies submitted by the acting headteacher and local authority. However, its work does not focus well enough on overseeing the quality of the school's provision and the standards that pupils achieve. Governors are not involved well enough in setting strategic priorities and evaluating the school's actions. Currently, they do not hold leaders to account or understand fully how to challenge senior leaders and support school improvement.

### **Improving quality: Unsatisfactory**

The school's self-evaluation report contains a description of the wide range of activities undertaken by the staff and pupils. Whilst the report provides a comprehensive picture of the life of the school, it fails to make evaluative judgements about the impact of the decisions of senior leaders on the quality of education that the school provides. Senior leaders use pupil assessment data soundly to help make judgements about the performance of the school. However, they do not evaluate pupils' standards and the school's provision regularly or well enough. For example, they are involved in limited observations of classroom teaching, but they do not monitor regularly the quality of pupils' learning. Leaders fail to seek the opinion of pupils and parents about the work of the school. As a result, school leaders do not have a good enough understanding of the current standards at the school and do not have enough good quality information to make effective plans that will lead to better outcomes for pupils.

The school improvement plan targets the raising of standards appropriately. It identifies suitable success criteria and appropriate actions for each of its targets. However, due to a lack of rigorous monitoring and the weak strategic oversight of its implementation by leaders, improvement plans have insufficient impact on standards and often revisit many of the same areas for development. The school has not addressed successfully a majority of the recommendations from the previous inspection report.

### **Partnership working: Adequate**

The school has an effective range of strategic partnerships that help it to improve its provision for pupils and have a positive impact on pupils' wellbeing. The school has good links with parents and these have proved beneficial for all pupils. For example, the school's 'bear project' helps to organise the school library and supports pupils with selecting suitable reading materials. The school works well with other local primary schools. For example, a cluster of schools organised a local drama project that focused on developing anti-bullying workshops for pupils. This has helped to improve pupils' understanding of strategies to combat poor behaviour. The school has a number of beneficial links with the community, for example local theatre groups and the Treorchy Male Voice Choir. These have a positive effect on pupils' cultural development and on the quality of pupils' performance skills.

Transition links with the local secondary school are effective. Year 6 pupils benefit from an effective range of structured visits before they join the secondary school. This ensures their smooth transition to the next phase of their education. The school undertakes moderation activities with its cluster of schools to quality assure teacher assessment at the end of key stage 2. However, this process does not influence

strongly enough the accuracy of teacher assessment in the school and there are few quality assurance processes within the school itself. As a result, a minority of teacher-assessments, and particularly those at the end of key stage 2, are overgenerous.

**Resource management: Adequate**

The school deploys teaching and support staff effectively to meet the needs of pupils. For example, the training and deployment of teaching assistants have a positive impact on the progress of pupils with additional needs. There are appropriate arrangements to provide teachers with planning, preparation and assessment time. School leaders provide staff with a suitable range of training opportunities that enable them to develop their professional practice and support pupil wellbeing. For example, focused training on a reading recovery programme helps pupils to improve their reading skills. These opportunities link suitably with staff targets. School leaders have established a few appropriate networks of professional practice with other professional bodies. However, a lack of strategic oversight by leaders means that these have a limited impact on standards and provision at the school.

The school has allocated the pupil deprivation grant efficiently to support the progress of those pupils eligible to receive free school meals. For example, it provides a specific literacy intervention for these pupils. However, wider systems to manage and monitor the school's finances and spending lack rigour. The school's leaders and governing body have not put into place sufficient mechanisms to ensure that they monitor financial resources appropriately or link spending to school improvement well enough.

Considering the standards achieved by pupils and the unsatisfactory nature of the curriculum and its leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6742371 - Penyreglyn Primary

Number of pupils on roll	238
Pupils eligible for free school meals (FSM) - 3 year average	37.9
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	23	18	27
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	82.6	88.9	77.8
Benchmark quartile	1	1	3
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	23	18	27
Achieving outcome 5+ (%)	87.0	88.9	81.5
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	13.0	33.3	25.9
Benchmark quartile	3	1	2
<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	23	18	27
Achieving outcome 5+ (%)	91.3	88.9	81.5
Benchmark quartile	1	1	3
Achieving outcome 6+ (%)	8.7	27.8	29.6
Benchmark quartile	3	1	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	23	18	27
Achieving outcome 5+ (%)	87.0	94.4	88.9
Benchmark quartile	3	2	3
Achieving outcome 6+ (%)	21.7	27.8	37.0
Benchmark quartile	3	3	3

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.

**6742371 - Penyreglyn Primary**

Number of pupils on roll	238
Pupils eligible for free school meals (FSM) - 3 year average	37.9
FSM band	5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	34	20	39	24
<b>Achieving the core subject indicator (CSI) (%)</b>	73.5	75.0	76.9	79.2
Benchmark quartile	2	2	2	3
<b>English</b>				
Number of pupils in cohort	34	20	39	24
Achieving level 4+ (%)	73.5	75.0	76.9	79.2
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	20.6	10.0	20.5	16.7
Benchmark quartile	2	4	3	4
<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	34	20	39	24
Achieving level 4+ (%)	79.4	75.0	79.5	83.3
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	26.5	10.0	25.6	37.5
Benchmark quartile	2	4	2	1
<b>Science</b>				
Number of pupils in cohort	34	20	39	24
Achieving level 4+ (%)	82.4	80.0	79.5	83.3
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	23.5	5.0	17.9	20.8
Benchmark quartile	2	4	3	3

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		97 95%	5 5%	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		99 97%	3 3%	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		100 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	102		96 94%	6 6%	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		102 100%	0 0%	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		100 98%	2 2%	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.	99		69 70%	30 30%	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.	41	15 37%	19 46%	5 12%	2 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	41	23 56%	14 34%	0 0%	4 10%	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.	41	20 49%	17 41%	3 7%	1 2%	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.	41	25 61%	11 27%	2 5%	3 7%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	35	11 31%	16 46%	6 17%	2 6%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	41	14 34%	23 56%	2 5%	2 5%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	41	23 56%	16 39%	1 2%	1 2%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	40	17 42%	17 42%	1 2%	5 12%	1	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.	40	16 40%	16 40%	1 2%	7 18%	1	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.	39	13 33%	25 64%	1 3%	0 0%	2	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.	41	19 46%	17 41%	2 5%	3 7%	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'.	35	12 34%	17 49%	2 6%	4 11%	4	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.	39	12 31%	18 46%	3 8%	6 15%	1	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.	40	15 38%	17 42%	2 5%	6 15%	1	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.	32	12 38%	13 41%	1 3%	6 19%	7	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.	39	13 33%	22 56%	1 3%	3 8%	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.	33	9 27%	21 64%	2 6%	1 3%	6	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.	41	10 24%	24 59%	6 15%	1 2%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	40	10 25%	22 55%	2 5%	6 15%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Andrew Thorne	Reporting Inspector
Roger Rees	Team Inspector
Catherine Mary Jenkins	Lay Inspector
Glyn Williams	Peer Inspector
Natalie Bluck	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.