



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

**A report on**

**Penywaun Primary School  
Coed Glas  
Penywaun  
Aberdare  
Rhondda Cynon Taf  
CF44 9DR**

**Date of inspection: March 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.

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

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

**© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 19/05/2017**

## Context

Penywaun Primary School is in the village of Penywaun at the upper end of the Cynon Valley near Aberdare. There are currently 229 pupils on roll from the ages of three to eleven. There are seven single-year classes and one mixed-year class plus a full-time nursery and two key stage 2 resource bases for pupils with additional needs. The mainstream classes contain a wide range of abilities.

Over the last three years, the average number of pupils eligible for free school meals is around 53% and about 46% currently have additional learning needs. These figures are both well above the national averages of 19% and 25% respectively. Very few pupils have a statement of special educational needs and very few are from an ethnic minority background or are in the care of the local authority. No pupils speak Welsh as a first language or receive support in English as an additional language.

The last inspection was in October 2009. The headteacher took up his post in January 2005.

The individual school budget per pupil for Penywaun Primary School in 2016-2017 means that the budget is £4,282 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Penywaun Primary School is eighth out of the 104 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>Adequate</b>

### Current performance

The current performance of the school is adequate because:

- Most pupils make good progress through the school in the development of their listening, reading and information and communication technology (ICT) skills
- More able pupils make excellent progress in the development of their mathematical skills
- Most pupils behave well during lessons and at lunch and playtimes
- The school provides a broad and balanced curriculum that offers pupils a suitable range of learning experiences
- The quality of teaching is good overall
- Nearly all teachers apply assessment for learning procedures well in lessons and they give pupils purposeful feedback on their work
- The provision for pupils' health and wellbeing is a strength of the school.

However:

- Many pupils do not make as much progress as they could in the development of their speaking and writing skills
- Pupils' skills in Welsh are limited
- Attendance rates have declined in the last year, placing the school in the bottom 25%, when compared with similar schools
- The provision for extra-curricular activities is narrow
- Opportunities for pupils to learn about sustainability and global citizenship are limited

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The school has introduced various initiatives that are having a direct positive impact on standards, for example in reading and mathematics
- Together with the governing body, senior leaders are developing a clear vision for the school's strategic direction and have a sound understanding of the school's strengths and areas for improvement
- All teachers have clear roles and responsibilities and they work well with each other and with support staff
- Most governors are taking a more active role in the daily life of the school and they are becoming more knowledgeable about its overall performance
- The recently established monitoring programme enables senior leaders to measure the progress made against the priorities in the school improvement plan

- The school works well with a wide range of partners

However:

- The headteacher's role in leading the school forward in relation to its strategic direction is limited
- There is an over-reliance on the responsibilities of the senior leadership team in relation to school improvement
- Self-evaluation does not place sufficient emphasis on judging the standards achieved by pupils
- Self-evaluation processes have not always improved outcomes for pupils well enough
- Initiatives to improve attendance rates are currently unsuccessful

## **Recommendations**

R1 Improve standards in pupils writing across the curriculum

R2 Improve standards in Welsh second language

R3 Raise levels of attendance

R4 Distribute leadership and improvement responsibilities more evenly among senior leaders

R5 Ensure that self-evaluation procedures focus specifically on standards of achievement

R6 Improve the provision for education for sustainable development and global citizenship

### **What happens next?**

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

## Main findings

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

Adequate

#### Standards: Adequate

Most pupils make good progress through the school in the development of their listening, reading and ICT skills and more able pupils make excellent progress in the development of their mathematical skills. However, many pupils do not make as much progress as they could in the development of their speaking and writing skills. Most pupils in the two resource bases achieve their potential.

In the Foundation Phase, many pupils listen appropriately and express their views, using a suitable range of vocabulary. In key stage 2, many pupils listen with interest to adults and each other. Many older pupils discuss their work effectively in pairs and small groups. However, a minority of pupils lack the confidence to share their ideas with a wider audience.

As they progress through the school, many pupils develop effective reading skills. In Year 2, many read with independence and fluency. They have a good understanding of the texts they read and recount what they have read accurately. By Year 6, many pupils are enthusiastic readers and distinguish fact from opinion well. They read confidently and with accuracy and good expression. They apply inference and deduction skills successfully to a wide range of texts. Most pupils have positive attitudes towards reading and many talk confidently about their favourite books and authors.

Many pupils develop their writing skills appropriately as they progress through the school. In the Foundation Phase, they write for an effective range of purposes, for example to create a glossary for a book about pirates. They use a variety of sentence structures, vocabulary and punctuation appropriate for their age. In key stage 2, many pupils organise their written work effectively for an appropriate variety of purposes and audiences, such as a script for a radio commercial to promote road safety. They use a purposeful range of vocabulary to engage and retain the interest of the reader. They apply their knowledge of grammar and punctuation appropriately. However, across the school, standards of handwriting and spelling vary too much and pupils do not always write sufficiently at length, especially across the curriculum.

Across the school, nearly all pupils produce a consistently good quality and quantity of mathematical work, relative to their ages and abilities. They present their work well and engage enthusiastically in a wide range of calculations and practical mathematical tasks, which they undertake successfully. Most pupils use an appropriate range of relevant mental strategies to reach correct answers quickly, for example by rounding up or down to the nearest 10 or 100. By Year 6, many pupils have developed good reasoning strategies that enable them to devise their own problems and solutions. Older more able pupils know their multiplication tables well and understand many higher level mathematical concepts and processes. For example, they can calculate the area of a circle using an algebraic formula.

Pupils apply their ICT skills in a relevant range of contexts and they demonstrate an appropriate level of skills. For example, in the Foundation Phase, they use tablets to create a short animation and to paint an imaginary character. By Year 6, pupils use appropriate programs, for example to create presentations about Mexico and the Jewish Passover. They use quick response codes and other applications well to communicate and to share information. They research and select appropriate internet sites safely to help them form their own opinions.

Many pupils have a positive attitude towards learning Welsh. In the Foundation Phase, the majority of pupils follow simple instructions well and develop an appropriate vocabulary. In key stage 2, the majority of pupils use basic vocabulary and sentence patterns to answer simple questions, for example when talking about their homes and families. However, their responses are often insecure and most pupils lack confidence in sustaining a simple conversation. The reading and writing skills of many pupils are also limited. Most pupils have a good awareness of Welsh culture and heritage.

Pupils' performance at the expected and higher outcomes in literacy and mathematics at the end of the Foundation Phase has tended to place the school in the lower 50% or bottom 25%, when compared with similar schools. However, attainment last year placed the school mostly in the top 25%. In key stage 2, pupils' performance at the expected and higher levels has also tended to place the school in the lower 50% or bottom 25%, but there were signs of improvement last year, particularly in mathematics. Overall, in both key stages, pupils eligible for free school meals achieve as well as other pupils.

### **Wellbeing: Adequate**

Most pupils understand how to follow a healthy lifestyle, for example by drinking water, eating fruit and vegetables and taking exercise regularly. Many participate enthusiastically in the daily walking sessions around the playground.

Most pupils behave well during lessons and at lunch and playtimes, although a few demonstrate challenging behaviour. Most enjoy school and consider it a safe place. Nearly all are respectful and considerate towards each other and adults and they are polite and welcoming to visitors.

Attendance rates have improved slightly in recent years, but they declined in 2015-2016, placing the school again in the bottom 25% when compared with similar schools. Persistent absence has increased recently and is above the average for Wales in two out of the last four years. Pupils eligible for free school meals tend to attend less regularly than other pupils. Nearly all pupils arrive on time for the start of the school day.

Many pupils are keen to take on positions of responsibility, such as Helpwr Heddiw, although opportunities are limited. The school council is developing into an effective forum for decision-making. Members seek the views of other pupils, for example by conducting surveys, and they have presented their ideas for school development to the governing body, for example on introducing new playground equipment

Many pupils participate readily in their community. For example, they have designed a sign for their village and have expressed their views on proposed developments in the area. This encourages them to learn about active citizenship, to show responsibility and to gain an awareness of their neighbourhood.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum that offers pupils a suitable range of learning experiences that meet statutory requirements. Teachers plan worthwhile opportunities for pupils to apply their numeracy and ICT skills across the curriculum, for example when creating a timeline of Charles Darwin's life. However, opportunities for pupils to apply their writing skills across the curriculum are less well developed.

Pupils experience a good range of visits and visitors, but the provision for extra-curricular activities is narrow. In the Foundation Phase, most pupils experience an effective balance of focused and free-choice activities, both indoors and in the outdoor learning environment.

Pupils have suitable opportunities to develop their Welsh language skills. The planned programme of work focuses well on developing language patterns as pupils move through the school. However, there are few opportunities for pupils to develop their Welsh skills in other situations during the school day. The school supports Welsh traditions and culture well and arranges worthwhile visits to local sites, such as Castell Coch and the Museum of Welsh Life.

Many pupils develop an appropriate awareness of sustainable living, for example through the regular recycling of waste and visits to the local recycling centre. However, opportunities for pupils to improve and care for their environment are limited. For example, there is no eco council or fair trade committee at present. Pupils learn about other cultures and beliefs as part of the curriculum, but they have few experiences to develop their knowledge and understanding of the wider world.

### **Teaching: Good**

All teachers prepare and organise lessons well. They manage pupils' learning and behaviour effectively. They take good account of the wide range of pupils' needs in their classes, although they do not always match tasks closely enough to individual abilities. Working relationships between staff and pupils are supportive and positive, although not all staff provide appropriate language role models.

In the best practice, which occurs in most classes, teachers provide stimulating resources and conduct lessons at a lively pace to ensure pupils remain alert and engaged. They have high expectations of pupils' achievement and use praise and rewards to encourage them to succeed. However, in a very few lessons, teachers spend too much time directing pupils' learning with the result that the pace drops and pupils' interest wanes.

The school uses an appropriate range of standardised assessments to measure how well pupils achieve. They track pupils' progress effectively using a commercial system alongside their own approach, in order to identify gaps in performance and to provide support, where necessary. Nearly all teachers apply assessment for learning procedures well in lessons and they give pupils purposeful feedback on their work. They encourage pupils to respond to their comments to help them improve, especially in key stage 2. They use self and peer-assessment to good effect.

Parents have the opportunity to consult formally with teachers about their child's progress three times a year and they can contact the school at any time if they have a concern. The annual pupil reports to parents are informative, although in key stage 2 they do not include separate comments on all the foundation subjects.

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

The provision for pupils' health and wellbeing is a strength of the school. There are appropriate arrangements for promoting healthy eating and drinking. Staff encourage a healthy lifestyle, for example through providing fruit snacks every day. The provision for pupils' social and moral development is good, but their spiritual and cultural development is less well developed. The school's arrangements for safeguarding meet requirements and give no cause for concern. There are good links with a wide range of specialist agencies.

The school has a well-established and consistent approach to developing pupils' social and emotional wellbeing through its successful nurture and wellbeing programmes. It matches these closely to pupils' individual needs and involves parents effectively. This enables most pupils to make good progress in their learning and to integrate successfully into mainstream classes. All staff deal with any incidences of challenging behaviour well and follow school policies and procedures consistently. However, there is a high level of pupil exclusions. The school promotes the importance of regular attendance through initiatives, such as 'Super Attender' assemblies and raffle ticket draws. A first-day response system is in place and the attendance welfare officer visits frequently. However, these purposeful initiatives have not led to high enough levels of attendance to date.

Early identification ensures that pupils with additional learning needs receive appropriate support and intervention. This has a positive impact on their achievement. All pupils with additional needs have pupil-friendly individual education plans, which teachers share regularly with them and their parents. The school's resource base for pupils with communication difficulties meets pupils' needs very successfully. In addition, pupils with social, emotional and behaviour difficulties integrate effectively into mainstream classes and make good progress overall in relation to their individual targets.

### **Learning environment: Good**

The school is a caring and inclusive community, where nearly all pupils display tolerance, respect and understanding towards each other. The school promotes respect for diversity and equal opportunities successfully. The modern building is accessible for any adults or pupils with a disability. All pupils have equal access to every aspect of school life.

The accommodation is clean, welcoming and well maintained. The outdoor areas in the Foundation Phase have good resources and staff use them well to develop pupils' independent learning and creativity. Displays create a colourful learning environment. They recognise pupils' achievements and support their learning successfully. The site is safe and secure with extensive grounds for physical activities.

The school has enough resources of good quality, including an attractive library area and sufficient ICT equipment. Teachers and pupils use the available resources well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
--	-----------------

### **Leadership: Adequate**

Together with the governing body, senior leaders are establishing a clear vision for the school's future development. The headteacher oversees the day-to-day management of the school appropriately. However, his role in leading the school forward in relation to its strategic direction is limited. The deputy headteacher and senior leadership team support the headteacher well. They have introduced a successful range of initiatives that are beginning to have a direct positive impact on standards, for example in reading and mathematics. However, there is an over-reliance on their responsibilities in relation to school improvement.

All teachers have clear roles and responsibilities and they work well with each other and with support staff. They uphold high professional standards and benefit from visiting other schools to share good practice. The headteacher and deputy headteacher lead the performance management process appropriately, which involves all teachers and support staff. Appraisal targets link directly to pupils' performance and the school improvement plan. As a result, standards of achievement and the quality of teaching are improving.

Most governors are taking a more active role in the daily life of the school and they are becoming more knowledgeable about its overall performance, for example by taking on subject interests and participating in learning walks. They are beginning to challenge the school's leadership appropriately. They undertake their responsibilities conscientiously, for example when making difficult decisions about staffing and pupil exclusions. They ensure that the school fulfils statutory requirements and addresses local and national priorities well, such as the implementation of the Foundation Phase.

### **Improving quality: Adequate**

Senior leaders have a sound understanding of the school's strengths and areas for improvement. They make appropriate use of a range of first-hand evidence, which includes analysing performance information, lesson observations, scrutinising books and seeking the views of pupils and parents. However, the evidence collected, particularly through classroom monitoring, does not generally place enough emphasis on judging pupils' standards of achievement. Consequently, self-evaluation has not always identified important messages about standards and teaching sufficiently well to inform the setting of appropriate strategic priorities or to improve outcomes for pupils.

The current school improvement plan is clear and purposeful. It identifies a manageable number of priorities that focus well on raising standards and developing provision for pupils. It includes clear actions for improvement, staff responsibilities and appropriate success criteria. As a result, all staff are aware of the school's priorities and their role in the plan's implementation. However, the review of progress against the previous year's improvement plan is limited.

The recently established monitoring programme enables senior leaders to measure the progress made against the priorities in the school improvement plan. This is beginning to have an impact on the quality of provision and the standards achieved by pupils. For example, the current focus on raising standards in science is improving pupils' problem-solving skills and their ability to apply their numeracy skills across the curriculum.

### **Partnership working: Good**

The school works well with a wide range of partners. For example, there are effective links with the adjoining Flying Start setting to ensure that pupils have a smooth transition into the nursery class. Similarly, regular liaison with the cluster primary and receiving comprehensive schools prepares pupils well for transition into Year 7, for example through the 'Move on' project.

The school builds effective relationships with many parents and encourages them to take an active part in school life, for example by providing family forum sessions. As a result, parents gain useful strategies related to behaviour and learning to use at home to support their children. Parents also have the opportunity to contribute ideas and suggestions, for example by working with staff on redeveloping the school's vision statement. Staff keep parents well informed about school activities through regular means of communication, such as social media pages.

Members of the senior leadership team work effectively with local and other schools to develop aspects of the curriculum, such as The Valleys Project, which focuses on collaborative learning and the use of digital technology. The school has also hosted a wide range of headteachers to observe the Thrive programme in action. Specific teachers attend internal and external meetings regularly to moderate end of key stage assessments to ensure that their judgements on standards are accurate.

The school has useful links with community groups and businesses, such as a local supermarket, a garden centre and a nearby colliery. It also participates in beneficial Communities First projects. For example, boys and their fathers, or another male relative, have worked together on a construction project. These contacts enrich and enhance pupils' learning effectively.

### **Resource management: Adequate**

The school has an appropriate number of suitably qualified and experienced staff to deliver the curriculum, although a few class sizes are large, especially in the Foundation Phase. Recent staffing issues and illnesses have caused a period of relative instability, but circumstances have now improved. There is effective deployment of teachers and support staff, all of whom make a valuable contribution to pupils' learning and wellbeing.

All staff participate in regular in-house and external training events, linked to their individual targets and school priorities. For example, over the last year, all teachers have received training in literacy and all support staff have gained a qualification in basic skills. These experiences are having a positive impact on classroom practice, for example in the development of pupils' writing skills. The arrangements for teachers' planning, preparation and assessment and for senior leaders' management time are appropriate.

The school manages its accommodation, site and resources appropriately. The headteacher and the governing body's finance committee manage the budget well and this has enabled the school to sustain full-time nursery provision. Spending decisions reflect school priorities and good financial controls are in place

Current plans for allocating the pupil deprivation grant focus appropriately on programmes in literacy and wellbeing for disadvantaged pupils, as well as the employment of additional staff, such as a family engagement officer to improve attendance and punctuality. Most of these funded initiatives are having a positive impact. For example, pupils accessing the programmes are generally making greater gains in their learning than other pupils.

Due to the standards achieved by pupils and the overall quality of provision and leadership, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6742372 - Penywaun Community School

Number of pupils on roll	233
Pupils eligible for free school meals (FSM) - 3 year average	56.7
FSM band	5 (32%<FSM)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	29	23	30	32
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	58.6	73.9	56.7	90.6
Benchmark quartile	4	3	4	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	29	23	30	32
Achieving outcome 5+ (%)	65.5	78.3	63.3	93.8
Benchmark quartile	4	3	4	1
Achieving outcome 6+ (%)	17.2	21.7	13.3	37.5
Benchmark quartile	3	3	4	1
<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	29	23	30	32
Achieving outcome 5+ (%)	72.4	78.3	60.0	93.8
Benchmark quartile	4	3	4	1
Achieving outcome 6+ (%)	13.8	8.7	6.7	28.1
Benchmark quartile	3	4	4	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	29	23	30	32
Achieving outcome 5+ (%)	69.0	91.3	83.3	96.9
Benchmark quartile	4	3	4	1
Achieving outcome 6+ (%)	24.1	26.1	46.7	46.9
Benchmark quartile	3	3	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.

**6742372 - Penywaun Community School**

Number of pupils on roll	233
Pupils eligible for free school meals (FSM) - 3 year average	56.7
FSM band	5 (32%<FSM)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	32	27	29	26
<b>Achieving the core subject indicator (CSI) (%)</b>	78.1	66.7	62.1	80.8
Benchmark quartile	2	4	4	3
<b>English</b>				
Number of pupils in cohort	32	27	29	26
Achieving level 4+ (%)	78.1	70.4	69.0	80.8
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	25.0	3.7	6.9	19.2
Benchmark quartile	2	4	4	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	32	27	29	26
Achieving level 4+ (%)	78.1	66.7	69.0	88.5
Benchmark quartile	3	4	4	2
Achieving level 5+ (%)	25.0	22.2	13.8	38.5
Benchmark quartile	2	3	4	1
<b>Science</b>				
Number of pupils in cohort	32	27	29	26
Achieving level 4+ (%)	78.1	74.1	65.5	84.6
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	21.9	11.1	0.0	11.5
Benchmark quartile	3	4	4	4

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	107	97 91%	10 9%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	107	79 74%	28 26%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	107	102 95%	5 5%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	107	97 91%	10 9%	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.	107	90 84%	17 16%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	107	97 91%	10 9%	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.	107	105 98%	2 2%	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.	107	102 95%	5 5%	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.	107	90 84%	17 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.	107	80 75%	27 25%	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.	107	53 50%	54 50%	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	106	32 30%	74 70%	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.	13	6 46%	4 31%	2 15%	1 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	13	7 54%	4 31%	1 8%	1 8%	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.	13	8 62%	5 38%	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.	12	5 42%	4 33%	2 17%	1 8%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	13	4 31%	2 15%	4 31%	3 23%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	13	4 31%	5 38%	3 23%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	6 46%	6 46%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	4 31%	4 31%	2 15%	3 23%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	13	6 46%	2 15%	2 15%	2 15%	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.	13	3 23%	9 69%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	13	6 46%	4 31%	0 0%	3 23%	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'.	12	5 42%	3 25%	2 17%	1 8%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	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 am kept well informed about my child's progress.	13	3 23%	5 38%	5 38%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	5 38%	4 31%	4 31%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	13	3 23%	4 31%	3 23%	2 15%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	12	4 33%	5 42%	1 8%	1 8%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	11	4 36%	2 18%	2 18%	1 9%	2	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.	13	2 15%	6 46%	3 23%	1 8%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	13	4 31%	2 15%	2 15%	3 23%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Peter David Ellis	Reporting Inspector
Rosemarie Wallace	Team Inspector
Deirdre Emberson	Lay Inspector
Julie Morgan	Peer Inspector
Craig Pritchard	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.