



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ffaldau Primary School
Albany Road
Pontycymmer
Bridgend
CF32 8HW**

Date of inspection: September 2014

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

Ffaldau Primary School is in the village of Pontycymmer at the head of the Garw Valley. The local authority is Bridgend. The school amalgamated with the former Pontycymmer Nursery School in September 2014 and now caters for boys and girls between three and eleven years of age. There are 164 pupils on roll, including 15 in the nursery class. There are seven classes, the majority of which contain pupils from more than one age group.

Nearly all pupils come from the local area. Approximately 26% of pupils are eligible for free school meals, which is similar to the local authority average but higher than the average for Wales. Nearly all pupils are white British and have English as their first language. No pupils speak Welsh at home. The school identifies about 30% of pupils as having some degree of additional educational need, which is above the local and national averages. A very few pupils are looked after by the local authority. There were seven fixed term exclusions involving a small number of pupils during the 12 months prior to the inspection.

The school's last inspection was in 2009. The headteacher took up her post in September 2009.

The individual school budget per pupil for Ffaldau Primary School in 2014-2015 means that the budget is £3,622. The maximum per pupil in the primary schools in Bridgend is £4,735 and the minimum is £2,926. Ffaldau Primary School is 13th out of the 49 primary schools in Bridgend in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- pupils' behaviour is very good;
- the school improves pupils' levels of wellbeing effectively;
- nearly all pupils with additional learning needs make good progress towards their targets;
- pupils benefit from a good range of partnerships; and
- the school makes good use of its facilities to provide an effective learning environment.

However:

- over the past four years, pupils' overall progress has generally been lower than that of pupils in similar schools;
- many pupils who are more able do not achieve their potential; and
- the curriculum gives insufficient attention to the culture and heritage of Wales.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher is strongly committed to improving pupils' wellbeing and raising standards;
- the restructured senior leadership team contributes effectively to school improvement;
- the school has responded well to tackling social disadvantage and promoting literacy; and
- the school has been successful in improving pupils' attendance rates.

However:

- the school's self-evaluation does not systematically evaluate the impact of aspects of its provision on outcomes for pupils; and
- a majority of targets within the school improvement plan are insufficiently precise to enable the school to evaluate its progress accurately.

Recommendations

- R1 Improve standards in mathematical development in the Foundation Phase and in all subjects in key stage 2 so that the school's performance compares more favourably with that of similar schools
- R2 Improve the handwriting, presentation, spelling and punctuation skills of pupils in key stage 2
- R3 Revise the curriculum in order to raise the profile of Welsh heritage and culture
- R4 Ensure that all teachers provide sufficient challenge for pupils who are more able
- R5 Ensure that self-evaluation considers the impact of provision on outcomes for pupils
- R6 Include clear targets and criteria for success against which to measure progress in school improvement planning

What happens next?

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.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils enter the school with skill levels that are below those expected of pupils of a similar age. Over the past four years, pupils' attainment has fluctuated, reflecting the proportion of pupils with additional learning needs in each cohort. However, most pupils make the expected progress towards their individual targets by the end of key stage 2.

In the Foundation Phase and in key stage 2, most pupils have good listening skills. In all classes, they engage well with their lessons and pay close attention to what their teachers are saying. Although most pupils enter the school with a restricted vocabulary, their speaking develops well, so that by Year 6 most speak clearly and confidently in a manner that is appropriate to the situation. Nearly all pupils are polite and amiable in conversation with adults. Pupils in the new nursery class have been in school for a very short time, yet most chat cheerfully to visitors.

In the Foundation Phase, most pupils make steady progress in learning the relationship between letters and sounds. They use phonic strategies well when reading and know the initial sounds of words, but only a minority use picture cues or blend sounds confidently. Many pupils in key stage 2 continue to improve their reading fluency. Pupils who are more able read with good expression and use a range of contexts and other clues to help them understand what they are reading. However, most pupils of average and lower ability do not have appropriate strategies to help them derive meaning from text. Many more able pupils in Year 6 develop well the ability to scan a text to locate specific items of information.

Many pupils in the Foundation Phase write carefully, forming letters in the standard school style and spacing words neatly. The majority of older pupils in the Foundation Phase write well for a variety of purposes, such as recounting their experiences or writing a list of instructions. As they move from class to class, many pupils in key stage 2 continue to develop their writing skills. They match the tone and style of their writing to their purpose and intended audience. Many regularly produce pieces of extended writing. They use persuasive techniques well when writing, for example about the Tudors. However, too few pupils in key stage 2 write neatly with good presentation. Incorrect spelling and inaccurate punctuation too often mar their work. In the Foundation Phase, and in key stage 2, many pupils apply their literacy skills well, for example when writing a newspaper report about the blitz in Swansea.

In the Foundation Phase and in key stage 2, many pupils make appropriate progress in mathematics. They count in ones, fives and tens and perform basic calculations correctly. Most know the names of two-dimensional shapes and can recognise symmetry. They use tally charts correctly when producing bar graphs in their topic work. In key stage 2, many pupils work accurately across a range of topics. Most pupils in key stage 2 apply their numeracy skills appropriately in science and topic work. However, their graphs are too often drawn inaccurately.

Many pupils in the Foundation Phase respond appropriately to requests in Welsh. By the end of key stage 2, most pupils occasionally use incidental Welsh. They are keen to use familiar phrases with staff and visitors. Few pupils in key stage 2 read simple Welsh books fluently and with good pronunciation. The majority write sentences and short paragraphs correctly when following a model, but few write freely and independently.

Compared to similar schools in 2014, pupils' attainment in the Foundation Phase at the expected outcome 5 placed the school in the higher 50% for literacy and in the lower 50% for mathematical development and the Foundation Phase outcome indicator. This is comparable to attainment in 2012 and a significant improvement from 2013, when outcomes in literacy and mathematical development placed the school in the lowest 25%.

For the past three years, attainment at the higher-than expected outcome 6 has varied. In literacy in 2014, attainment placed the school in the higher 50%. However, in 2012 and 2013, attainment in literacy and mathematical skills placed the school in the lower 50% or, more often, the bottom 25% of similar schools.

In key stage 2, when compared to similar schools, attainment at the expected level 4 has placed the school in the lower 50% in all subjects for the past two years. In 2013, attainment in mathematics and science placed the school in the bottom 25%. In 2014, attainment improved, although the school remained in the lower 50% of similar schools. In the past four years, attainment has placed the school in the higher 50% in English and mathematics only once.

At the higher-than-expected level 5, over the same period, attainment in English, mathematics and science has placed the school consistently in the bottom 25% when compared to similar schools.

Over the past three years in the Foundation Phase, there is no clear pattern to the relative attainment of pupils who are eligible for free school meals and that of other pupils. However, in 2014, their attainment was at least as good or better in all areas of learning. In key stage 2, pupils who are eligible for free school meals generally perform less well than their peers at level 4, and particularly at the higher-than-expected level, where very few pupils who are eligible for free school meals attained level 5 in any subject in 2014.

Throughout the school in recent years, girls regularly perform better than boys at both the expected and the higher-than-expected levels in all subjects. However, in 2014, boys' performance in literacy skills and mathematical development in the Foundation Phase and in mathematics in key stage 2 was higher than that of girls. Nearly all pupils with additional educational needs make good progress.

Wellbeing: Good

Pupils get on well together and play happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults. Standards of behaviour are very good throughout the school, and nearly all pupils engage well with their work. Nearly all pupils co-operate well with staff and each other and enjoy

taking on responsibilities and helping others. For example, 'playground peacemakers' help to maintain good behaviour at break times. All pupils feel safe in school. They have a clear understanding of what it takes to develop a healthy lifestyle and of the importance of eating a balanced diet and getting sufficient regular exercise.

Attendance is showing an improving trend, and unverified data for the previous academic year places the school in the upper 50% when compared with similar schools. Nearly all pupils arrive punctually at the beginning of the day.

Through their engagement with the community, in the 'spy club' and the enterprise project, pupils benefit greatly in acquiring social skills for life outside school. The school council and eco committee play a developing role in the life of the school, although they rely too heavily on adult support. They have influenced the way lunchtime activities are structured and have taken responsibility for creating and maintaining the small school garden.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides pupils with many engaging learning experiences. The curriculum is broad and balanced and covers statutory requirements. Pupils benefit from a good range of extra-curricular activities and visits.

Teachers plan using a selection of commercially produced schemes of work, enabling them to provide activities that build progressively on pupils' previous knowledge and understanding. However, pupils do not have enough opportunities to apply their skills across the curriculum, especially in numeracy. In key stage 2, pupils use too many worksheets in topic work. This restricts opportunities for them to develop their own ideas independently and to write extended pieces in work across the curriculum.

Welsh is prominent throughout the school on notices and displays. However, staff do not use Welsh consistently around the school. The curriculum features aspects of local heritage and culture. However, there is insufficient reference to Welsh geography, history and arts and music.

Pupils are enthusiastic about their garden in the playground, which helps them to learn about the production of healthy food. Provision for education for sustainable development is good and gives pupils an awareness of how to care for their environment. However, pupils do not have enough opportunities to learn about global citizenship.

Teaching: Adequate

Most teachers prepare and deliver a good range of interesting lessons that have effective pace and engage pupils. In most lessons where teaching is good, teachers set clear objectives so that pupils understand what they need to achieve. The majority of teachers also set criteria for success to enable pupils to evaluate their

own progress. They use questioning techniques well to extend pupils' understanding. All teachers give good support to pupils whose progress is slower than expected. However, in many classes, teachers do not always provide the more able pupils with sufficient challenge. Learning support officers work closely with teachers to support individuals and groups of pupils. There are very productive working relationships between all adults and pupils, which support learning well.

Teachers use a good range of assessments to check that pupils are progressing appropriately. There are effective systems to measure, record and track the progress of all pupils. Most teachers provide good verbal feedback to pupils during lessons. However, they do not always allow sufficient time for pupils to evaluate their work during or at the end of lessons.

All teachers mark pupils' work regularly. Their comments are encouraging, and suggest ways in which pupils might improve their work. Reports to parents are informative and provide details of achievement and targets for improvement.

Care, support and guidance: Good

The quality of care and the nurturing environment provided is a strength of the school. There is a strong emphasis on inclusion and ensuring pupils' wellbeing. Staff know pupils' needs and backgrounds well. They celebrate individual and shared achievements and this helps to build pupils' self-esteem and confidence. The school makes appropriate arrangements for promoting healthy eating and drinking.

Learning experiences promote pupils' spiritual, moral, social and cultural development successfully. These include curricular activities, acts of collective worship and opportunities to participate in local sporting and cultural events.

The school collaborates efficiently with key external agencies such as health and social services, to support vulnerable pupils and those from disadvantaged backgrounds. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

There are detailed and effective systems in place for supporting and monitoring pupils with additional learning needs. Teachers regularly update pupils' individual education plans in consultation with parents. Pupils with additional learning needs and their families benefit from a high level of guidance and support from the school, including from support staff who play a key role. As a result, nearly all pupils make good progress towards the targets set for them.

Learning environment: Good

The school has an inclusive and welcoming ethos. Staff encourage all pupils to show respect, care and concern towards others, and they have a good relationship with their peers and all adults. Facilities for pupils with disabilities are good. The school ensures that all pupils have equal access to the curriculum, trips and visits. Teachers use a published scheme successfully to challenge gender and racial stereotyping effectively. The school takes good account of many cultural and religious festivals.

The school makes good use of its restricted site. It has developed the outdoor environment successfully to provide a number of stimulating areas in which pupils can learn. The learning environment in the nursery site is of very high quality. Most classes are spacious and generally well maintained. There are enough resources to support pupils' needs, and teachers make good use of them.

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

The headteacher's vision for developing the school is well supported by the senior leadership team. Staff and governors understand clearly the priorities for improvement. Improvements in pupils' outcomes in the Foundation Phase are recent and are a result of higher levels of attendance and pupil wellbeing.

Staff have clear job descriptions and understand their responsibilities. They contribute constructively to school planning. Staff meetings focus on priorities and pupil progress and they give appropriate attention to raising standards. Rigorous performance management procedures are in place. These enable staff to receive continuous professional development through training that is linked to the school's improvement plan. This has had positive effect on improving the reading of those pupils who receive additional support.

Governors understand their role well. They are aware of priorities for improvement and have a good understanding of the school's performance. They consider attainment data and take a range of other sources of evidence into account. They challenge on relevant issues, evaluate the effectiveness of resources and contribute to strategic planning processes.

The school has responded well to local and national priorities and focuses well on tackling social disadvantage and promoting literacy and numeracy. This is evident in the improved rate of attendance and the improvement in literacy and numeracy for disadvantaged pupils.

Improving quality: Adequate

The school's bases its procedures for self-evaluation securely on attainment data and first-hand information from parents, staff and governors. The school's senior leadership team and staff focus well on evaluating the quality of provision and pupils' work. They take good account of data analysis, lesson observations and the scrutiny of books.

The detailed school self-evaluation report describes the school's provision accurately. However, it does not always evaluate the impact of actions on pupils' standards and wellbeing.

Recent improvement plans focus well on a manageable number of priorities. This means recent improvements in pupils' levels of wellbeing, engaging parents in learning, increased attendance and better outcomes for pupils who received extra support in mathematics and reading.

Current school improvement priorities arise from the self-evaluation report and focus appropriately on outcomes for pupils. However, a majority of actions associated with the targets do not have clear criteria for success against which to measure improvement.

The school has addressed most of the recommendations from the last inspection. This is most evident in the raising of attendance levels. The outdoor learning areas have also improved, although pupils' awareness and understanding of their Welsh heritage are still limited.

Partnership working: Good

The school has a range of successful partnerships that benefit all pupils. There are strong home-school links and parents support the school well. The school also offers support for parents who wish to help their children to make good progress, for example by offering family learning sessions in conjunction with a local university.

Pupils also benefit from links with local churches and choirs. The support for vulnerable pupils that the school provides in conjunction with a local prison is a notable feature. The local pre-school playgroup meets in the school and transition arrangements are good. Transition for pupils leaving for secondary education is also good. The school collaborates effectively with neighbouring primary schools. For example, cluster schools jointly standardise teacher assessments at the end of the key stages to ensure their accuracy. Pooling of resources has enabled the school to achieve economies when arranging training events. An effective partnership with the local authority ensures effective support for pupils with additional needs.

Resource management: Adequate

The school has enough qualified teachers and learning support officers. They contribute well towards improving outcomes for pupils. Support officers' involvement in the delivery of intervention programmes and in supporting disadvantaged pupils is effective.

The school manages the budget carefully. It has established appropriate systems to plan and monitor its finances closely. The governing body ensures that expenditure meets school priorities, and the level of reserves is within recommended limits. There are appropriate arrangements for giving teachers time for planning, preparation and assessment.

The school ensures the appropriate allocation of funds in order to address the priorities of the development plan. It makes good use of specific grants to develop the provision and expertise of staff to meet the needs of disadvantaged pupils. This is having a positive effect on these pupils' wellbeing and outcomes.

The school has developed a supportive learning community and has established useful networks of professional practice. There is a wide range of opportunities for staff to improve their professional skills and knowledge and this is having a positive impact on pupils' wellbeing.

Considering the overall standards pupils achieve, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6722122 - FFALDAU

Number of pupils on roll	157
Pupils eligible for free school meals (FSM) - 3 year average	27.9
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	20	21	24
Achieving the Foundation Phase indicator (FPI) (%)	85.0	76.2	83.3
Benchmark quartile	2	3	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	20	21	24
Achieving outcome 5+ (%)	85.0	76.2	87.5
Benchmark quartile	3	4	2
Achieving outcome 6+ (%)	15.0	23.8	29.2
Benchmark quartile	4	3	2
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	20	21	24
Achieving outcome 5+ (%)	90.0	81.0	87.5
Benchmark quartile	2	4	3
Achieving outcome 6+ (%)	5.0	14.3	25.0
Benchmark quartile	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	20	21	24
Achieving outcome 5+ (%)	100.0	85.7	95.8
Benchmark quartile	1	4	2
Achieving outcome 6+ (%)	25.0	23.8	37.5
Benchmark quartile	3	4	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.

6722122 - FFALDAU

Number of pupils on roll 157
 Pupils eligible for free school meals (FSM) - 3 year average 27.9
 FSM band 4 (24%<FSM<=32%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	21	24	32	19
Achieving the core subject indicator (CSI) (%)	66.7	79.2	68.8	68.4
Benchmark quartile	4	3	4	4
English				
Number of pupils in cohort	21	24	32	19
Achieving level 4+ (%)	66.7	87.5	81.3	84.2
Benchmark quartile	4	2	3	3
Achieving level 5+ (%)	9.5	12.5	25.0	15.8
Benchmark quartile	4	4	3	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	21	24	32	19
Achieving level 4+ (%)	76.2	91.7	71.9	78.9
Benchmark quartile	4	2	4	4
Achieving level 5+ (%)	4.8	16.7	12.5	15.8
Benchmark quartile	4	4	4	4
Science				
Number of pupils in cohort	21	24	32	19
Achieving level 4+ (%)	76.2	83.3	75.0	84.2
Benchmark quartile	4	4	4	3
Achieving level 5+ (%)	0.0	12.5	18.8	15.8
Benchmark quartile	4	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.

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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

Primary Questionnaire (Overall)

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.	72		72 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	72		71 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	72		70 97%	2 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%	
The school teaches me how to keep healthy	72		66 92%	6 8%	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.	72		71 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	72		69 96%	3 4%	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.	72		71 99%	1 1%	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.	72		69 96%	3 4%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	72		56 78%	16 22%	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.	72		67 93%	5 7%	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.	72		69 96%	3 4%	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	72		64 89%	8 11%	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.	37	23 62%	13 35%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	37	29 78%	7 19%	1 3%	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.	37	30 81%	6 16%	0 0%	0 0%	1	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.	37	27 73%	9 24%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	37	15 41%	21 57%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	37	25 68%	12 32%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	37	26 70%	11 30%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	37	21 57%	15 41%	1 3%	0 0%	0	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.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	37	26 70%	10 27%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	37	23 62%	14 38%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	37	32 86%	5 14%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	37	23 62%	12 32%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	37	16 43%	18 49%	2 5%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	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.	37	27 73%	8 22%	2 5%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	37	19 51%	17 46%	1 3%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	37	21 57%	16 43%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	17 49%	12 34%	0 0%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	37	21 57%	14 38%	1 3%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	37	20 54%	15 41%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Christopher Dolby	Reporting Inspector
Glyn Griffiths	Team Inspector
Matthew Evans	Lay Inspector
Kathryn Thomas	Peer Inspector
Patricia Schofield	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.