



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

A report on

**Llwyncrwn Primary School
Llwyn-Crwn Road
Beddau
Pontypridd
RCT
CF38 2BE**

Date of inspection: June 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:

| 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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Publication date: 30/08/2017

Context

Llwynocrwn Primary School is in the village of Beddau, between Llantrisant and Pontypridd in Rhondda Cynon Taff.

There are 341 pupils on roll, including 28 full-time and 20 part-time nursery pupils. The pupils are taught in six single-age and four mixed-age classes. The school also has three local authority learning resource classes, two for pupils with speech and language difficulties and one for pupils with hearing impairment. These resource classes currently cater for 20 pupils who come from a wide area within the local authority.

Around 24% of pupils are eligible for free school meals, which is just above the national average of 19%. The school states that 27% are on the additional needs register, which is around the national average. A very few pupils have a statement of special educational needs. Nearly all pupils are white British. A very few pupils speak Welsh at home and none have English as an additional language.

The headteacher took up his post in September 2007. The school was last inspection by Estyn in May 2009.

The individual school budget per pupil for Llwynocrwn Primary School in 2016-2017 means that the budget is £4,008 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Llwynocrwn Primary School is 14th out of the 104 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- Nearly all pupils have positive attitudes to learning and take part enthusiastically in class activities
- Most pupils make at least good progress and achieve well in relation to their starting points
- Most pupils listen attentively and speak confidently to their friends and to adults, adjusting their tone and style to suit different situations
- Teaching is generally strong and focuses well on developing pupils' skills knowledge and understanding at an appropriate level
- Provision for pupils with additional learning needs in mainstream classes and in the learning resource classes meets pupils' needs well
- The school is an inclusive community, where pupils in the mainstream and the learning resource classes benefit considerably from living and learning together
- The school building and grounds are of a particularly high quality and are maintained very well so that they provide a clean, safe and exciting place for all pupils to learn

Prospects for improvement

The school's prospects for improvements are good because:

- The headteacher, staff and governors have a clear vision for the school that ensures that all pupils are valued and respected
- Senior leaders have clear roles and responsibilities and understand the part they play in driving school improvement
- Well-established self-evaluation processes ensure that school leaders have a mainly accurate picture of the school's strengths and areas for improvement
- The school has a good track record of continuous improvement over recent years
- Leaders have established strong partnerships with parents, other local education providers and local businesses and organisations, which means that the school is at the heart of the community

Recommendations

- R1 Provide regular opportunities for pupils in all classes to produce pieces of extended writing of a high standard across the curriculum
- R2 Increase opportunities for pupils to make choices, follow their interests and develop their independent learning skills
- R3 Extend the use of the outdoors for all pupils, particularly for independent, pupil-led learning in the Foundation Phase
- R4 Provide practical, tailored support and professional learning to tackle staff underperformance effectively

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils enter the reception class with skills that are around the expected level for their age, although many of these have improved their skills notably from their starting points in the school's nursery class. During their time in the school, nearly all pupils make at least expected progress and achieve good standards. Most pupils with additional learning needs in mainstream classes and in the learning resource classes make good or very good progress towards their personal targets and in relation to their starting points.

Most pupils across the school develop strong skills in speaking and listening. They listen attentively to one another and speak confidently, adjusting their style to suit the listener and the situation. Most express themselves clearly and talk enthusiastically about their work and activities.

In the Foundation Phase, nearly all pupils develop a love of books and stories and enjoy reading. Most build up a good sight vocabulary and use their knowledge of letter sounds and blends well to build unfamiliar words. Many use pictures and context clues skilfully to help them to understand the text. By the end of Year 2, many use intonation and expression effectively to add interest as they read. In lower key stage 2, most pupils read well for their age. They recap events and predict what might happen next in a novel and explain the meaning of complex words, such as carnivore and herbivore, in non-fiction books about their topic. Older pupils read fluently and with good understanding. They discuss books and authors confidently, and more able pupils have a sophisticated understanding of the way a writer constructs a plot and develops characters.

The writing skills of most pupils develop well and are suitable to their age and ability. Most Foundation Phase pupils are enthusiastic writers across a wide range of genres. By the end of Year 2, many write extensively and produce pieces of a high quality in all areas of learning. For example, they write detailed instructions in the correct sequence for making fairy cakes and use descriptive vocabulary effectively when creating characters in a story. Most key stage 2 pupils build successfully on the skills they develop in the Foundation Phase and write well across many areas of the curriculum. They express themselves clearly and use the features of specific types of writing, such as letters and instructions, competently. Many use subject-specific vocabulary correctly in their topic work. However, pupils in a very few classes do not apply their writing skills often enough in pieces of extended writing.

Nearly all pupils develop a good range of numeracy skills as they move through the school. In the Foundation Phase, they develop a sound understanding of number, measure and data handling in line with their age and ability and use these skills in meaningful contexts as they play and learn across the curriculum. By the end of Year 2, many pupils estimate sensibly and add multiples of 10 correctly. They tell the

time to the hour and half hour accurately and many construct simple bar charts and use them to answer questions. More able pupils order numbers to 1,000 and generalise from patterns, for example, recognising that adding two odd or two even numbers results in an even number. In key stage 2, most pupils use their numeracy skills confidently in a wide range of contexts that develop their mathematical reasoning well. They calculate perimeters and areas accurately, applying this knowledge to 'real life' situations, such as finding the size of a postcard to check it will fit through a letterbox. By the end of the key stage, most pupils find common multiples and divide accurately. They identify prime numbers, round to 10000 and convert improper fractions to mixed numbers successfully. They use their numeracy skills well in other subjects, particularly in science, where they gather relevant data and construct appropriate graphs to present their finding.

Nearly all pupils have strong skills in information and communication technology (ICT) and apply these skills effectively in all areas of the curriculum. Pupils in the Foundation Phase handle familiar equipment confidently. They use suitable programs and applications to carry out specific tasks. For example, they create pictograms to present the proportions of particular coloured cars in the school car park. By the end of the Foundation Phase, many pupils use their ICT skills effectively to edit and redraft written work. Key stage 2 pupils build on this sound start and develop useful skills across all strands of the ICT curriculum that they use well to support their topic work in other subjects. For example, they construct and interpret spreadsheets competently to work out the costs of a party, use a desk-top publishing package to create tickets and posters for the Christmas concert and code programmable toys to enhance their work on shape in mathematics.

Most pupils make very good progress in developing their Welsh language skills and many have a very positive attitude towards the language. Pupils in Year 2 speak, read and write competently for their age. They give personal information correctly and maintain a short conversation confidently. Nearly all read simple texts competently and write basic sentences about familiar topics. Most key stage 2 pupils are proud of their ability to speak, read and write Welsh and develop accurate pronunciation. In lessons, most contribute well to oral sessions, read skilfully and use a good range of vocabulary when creating a piece of personal or factual writing.

At the end of the Foundation Phase, teacher assessments for literacy and mathematical development at the expected outcome show a downward trend over the past four years, when compared with those in similar schools. At the higher outcome, assessments for literacy and mathematical development place the school mainly in the upper 50% or top 25% of similar school over the same period. At key stage 2, in English, mathematics and science at the expected level, teacher assessments place the school mainly in the lower 50%. Pupils' performance at the higher level is usually above average, when compared with that in similar schools.

In the Foundation Phase, girls generally perform considerably better than boys at the expected outcome in literacy. In key stage 2, although the gap in performance between boys and girls has narrowed overall, girls' performance in English at the higher level is consistently and notably higher. Overall, pupils eligible for free school meals do not achieve as well as other pupils and these differences are sometimes considerable, compared with those in similar schools.

Wellbeing: Good

Nearly all pupils have a sound understanding of how to be fit and healthy. Many choose healthy options for lunch and at break time and are proud that they contribute the profits from their fruit tuck shop to support children in developing countries. Most pupils feel safe in school and know whom to speak to if they are concerned about an issue. They understand how to keep personal information secure when they are online.

Nearly all pupils behave well and are polite and courteous. They show respect to visitors and relate well to staff and to each other. Most work together purposefully and concentrate and persevere well with their tasks. Many pupils identify what they have achieved and understand what they need to do in order to improve.

Many pupils take on responsibilities enthusiastically and pupil voice groups, including the school council, represent the views of pupils effectively. Pupils develop a good understanding of how to be part of an effective community. For example, peer mediators help pupils to resolve low-level disagreements, while learning sheriffs seek the views of pupils on subjects such as reading and homework. The findings of this group have influenced the school's teaching and learning policy and practice and pupils say that they now work in pairs and groups more frequently. Pupils in a very few classes make choices about how they learn and play a key role in deciding the activities they undertake each week. However, in many cases, pupils do not use the skills they acquire in lessons well enough to make choices about how and what they learn or follow their own interests in independent activities.

Pupils' attendance for the past four years has mostly placed the school in the top 50% when compared with similar schools. Most pupils arrive punctually for the start of the school day.

| | |
|---|-------------|
| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Adequate

The school plans a broad and balanced curriculum that meets the requirements of the Foundation Phase and key stage 2 curriculum and motivates and engages most pupils. Most staff collaborate well to plan themes and design stimulating and exciting cross-curricular activities. Despite this, in most classes, opportunities for pupils to make their own choices, follow their own interests and develop their independent learning skills are limited. In the Foundation Phase, indoor provision across all areas of learning is imaginative. Planning for adult-led focused tasks in the outdoor environment is varied and interesting. However, there are few opportunities for pupils to use the outdoors for child-led activities throughout the day.

There is effective long and medium-term planning for the development of literacy, numeracy, ICT and thinking skills in nearly all classes. Teachers plan activities that link well to the Literacy and Numeracy Framework. This ensures that most pupils develop literacy and numeracy skills well in specific lessons and practise them effectively at an appropriate level across the curriculum. However, opportunities for extended writing in English and in other subjects are limited at the end of key stage 2. Provision in the learning resource classes develops pupils' literacy, numeracy, ICT and personal and social skills well.

The school offers a suitable range of extra-curricular activities and experiences, including visits and visitors that are beneficial for all pupils. For example, digital leaders promote the use of ICT enthusiastically during lunchtime clubs and provide good opportunities for pupils to consolidate their skills. This is particularly popular and valuable for pupils with no access to ICT at home.

Most teachers plan effectively to develop pupils' awareness of the Welsh language and the culture and traditions of Wales. Many teachers use Welsh enthusiastically during Welsh lessons, but they do not promote its use well enough around the school. Distinctive displays of pupils' Welsh writing around the school give Welsh a high priority and promote positive attitudes towards the language and culture.

The school promotes sustainable development and global citizenship effectively through a good range of cross-curricular activities and assemblies. For example, the school celebrates 'International Week' every year and this gives pupils valuable opportunities to learn about the food, customs and traditions of other countries. Pupils donate profits from the school's fruit shop to a charity that supports people to set up small businesses in developing countries. The school's eco-rangers visit a local recycling centre, where they learn how to promote the principles of reduce, re-use and recycle with other pupils in school.

Teaching: Good

Most teaching engages pupils well and enables them to enjoy their learning and make good progress. Good working relationships exist between staff and pupils and this creates a positive atmosphere in which pupils thrive and progress well.

In nearly all classes, where teaching is consistently good, teachers plan stimulating activities that focus well on developing pupils' skills, knowledge and understanding at an appropriate level. These teachers often provide pupils with rich tasks to complete, set in meaningful contexts so that pupils understand what they are learning and why it is beneficial to them. For example, more able Year 2 pupils use a sophisticated knowledge of reflective symmetry and multiplication tables to create t-shirt designs. Staff in the learning resource classes match learning activities carefully to meet the needs of individuals.

The effective pace of lessons, purposeful choice of teaching strategies and imaginative range of learning activities at various levels maintain pupils' interest successfully and challenge pupils of all abilities. However, a very few teachers do not always plan well enough to develop pupils' skills, knowledge and understanding progressively. This means that pupils do not complete enough written work of a high quality.

Teachers and support staff praise pupils' efforts and support them well to do their best. Most use verbal feedback and questioning effectively to encourage pupils to think about how they can refine and extend their work as they carry out tasks. Written comments, where appropriate, are often positive, identify strengths and suggest how pupils can improve their work. However, in a very few classes, where pupils might benefit most from written feedback, teachers make limited use of it. As a result, these pupils do not always have enough guidance to improve their written work to reach the highest standards possible.

Senior leaders and teachers gather a wide range of data about pupil achievement from standardised tests, regular screening and teacher assessment. They use this information appropriately to track pupils' progress and identify those who are under-achieving. This helps the school to target intervention strategies and allocate relevant support for specific pupils and groups.

Reports to parents generally provide useful information about their children's progress.

Care, support and guidance: Good

The school has suitable policies to promote healthy eating and drinking and there are useful arrangements for pupils to participate in regular physical activities. There are appropriate arrangements for daily collective worship, which enhance the spiritual, moral, social and cultural development of pupils well. The school works effectively with the local authority to maintain good levels of attendance and to reduce issues of persistent absenteeism.

The school works very effectively with specialist agencies, including the speech and language therapist, the occupational health team and education psychology team. These partnerships help to provide targeted support for identified pupils and have a positive effect on their progress and wellbeing.

A notable feature of the school's work is the sharing of expertise between staff who work in the learning resource classes and those in mainstream classes. In the learning resource classes, for example, all pupils have specialist intervention plans and personal learning plans with specific, achievable targets. Pupils contribute to these plans appropriately and this helps them to understand what they can do to reach their targets. Staff use the plans effectively to teach, support, monitor and evaluate pupil progress and identify the next steps in learning. As a result of sharing this effective practice, colleagues in mainstream classes now develop similar plans for their pupils with additional learning needs. This has improved the rate of progress of these pupils.

Provision for pupils with special educational needs is a strength. Teachers and support staff understand that they are all responsible for the progress of pupils with special educational needs. The school identifies pupils who need support effectively and has comprehensive arrangements to support their academic, social and emotional development. The school communicates well with parents to review the progress of pupils with individual education plans.

A few pupils from the learning resource classes receive effective support in mainstream classes and make good progress from starting points. All pupils in the learning resource classes take part in school events and activities such as assemblies, visits and sports events and this has a beneficial impact on their wellbeing as well as their social and communication skills.

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

Learning environment: Good

The school is an inclusive community and all pupils have equal access to all areas of the school's provision. There are appropriate policies and procedures to recognise and celebrate diversity. For example, an assembly in the Foundation Phase challenged stereotypes and encouraged pupils to develop positive attitudes to diversity. Pupils from the mainstream and the learning resource classes benefit considerably from living and learning together and this is a strength of the school.

The school has a good range of appropriate learning resources that match pupils' learning needs well. Occasionally, however, the limited availability of ICT equipment in classes restricts the choices pupils have when carrying out activities independently. Displays in classrooms and around the school are of a consistently high standard and contribute well to creating a stimulating learning environment. They often help pupils to improve their work, for example when using a punctuation pyramid to improve their writing.

The accommodation is of a very high standard, secure and superbly maintained. The school has extensive grounds with a good range of well-developed areas for learning and play, including an allotment, a forest school area, and a pond. These facilities provide a wealth of opportunities for pupils to extend their experiences beyond the classroom.

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

Leadership: Good

The headteacher, staff and governors have a clear vision for the school that ensures that all pupils are valued and respected. This results in a highly inclusive ethos, where pupils from the learning resource classes integrate very well into school life and make a valuable contribution to the school community.

The headteacher distributes leadership responsibilities well. Senior leaders have clear roles and responsibilities and staff generally collaborate successfully to drive school improvement. For example, leaders introduced a new approach to managing conflict between pupils that makes a strong contribution to ensuring that pupils' behaviour is consistently good.

Performance management processes contribute well to school improvement, particularly where staff have shared goals for pupil performance. For example, pupils' reading improved because of an objective in the school development plan that all staff worked towards. However, although performance management has contributed to good teaching in most classes, it does not always ensure that staff receive specific, practical support to address underperformance.

The school meets national and local priorities well. In particular, it develops pupils' ability to use Welsh successfully and promotes pupils' thinking skills effectively. The school has developed a robust plan in preparation for the implementation of the Digital Competence Framework.

The governing body is well informed and supportive and fulfils its statutory requirements. Governors challenge the school effectively about a few important areas of its work, including budget priorities and spending. A few governors use their link roles well to challenge leaders about provision and standards, and the link governor system is developing appropriately to enable other governors to do this more effectively.

Improving quality: Good

The school's self-evaluation report is comprehensive and identifies the strengths and weaknesses of the school accurately. For example, a writing audit revealed that extended writing, drafting and editing needed to be a focus for improvement. The literacy curriculum has been re-organised to address this need and, as a result, the quality of writing in most classes is good.

The school uses first-hand evidence of teaching and learning well to inform its judgements, including observing lessons and scrutinising pupils' work. It also uses data well to identify areas for development. For example, an analysis of pupils' test results in numeracy revealed that their mathematical reasoning required improvement. This was included in the subsequent school development plan and the increased focus on developing pupils' skills in this area of mathematics has raised attainment considerably. However, the school does not routinely take good enough note of the views of pupils, parents and governors in the self-evaluation process. This sometimes limits the breadth of understanding it has of the issues that need to be addressed.

School leaders use the information they gather from self-evaluation insightfully to set appropriate priorities and challenging targets for improvement. The school focuses well on the needs of pupils from disadvantaged backgrounds and these pupils make good progress.

The school development plan has suitable priorities that from the outcomes of self-evaluation. It identifies purposeful actions and the staff responsible for carrying them out. The school reviews and updates its plans regularly to ensure that agreed actions take place. Consequently, the implementation of the development plan results in measurable improvements in standards. For example, there has been an improvement in pupils' reading skills.

Partnership working: Good

The school has established a wide range of partnerships that have a beneficial impact on pupils' wellbeing and attainment. Relationships and lines of communication with parents are very good. Parents are supportive of the school and staff and governors value their contributions to all aspects of school life.

The school is at the heart of its community and makes good use of the locality to enrich pupils' curriculum experiences, for example through visits to local places of worship and places of work, such as the library, post office, and florist. The very strong links with local pre-school settings ensure that younger pupils settle quickly and confidently when they start at the school. Regular opportunities for the pre-school children to visit and explore the outside facilities before starting school are particularly valuable.

There are effective transition programmes with the local secondary school to ensure that pupils are well prepared to move on to the next phase in their education. For example, pupils have benefited from regular teaching input from staff from the secondary school designed to improve their mathematical reasoning skills. Another key strength of the school is the close partnership with the learning resource classes. These classes are fully integrated into the day-to-day life of the school and both staff and pupils are highly valued.

Resource management: Good

The school has enough well-qualified and experienced staff to teach all areas of the curriculum effectively. It uses the pupil development grant well to support vulnerable pupils, for example, by employing skilled staff to develop these pupils' social and emotional wellbeing successfully.

The school has developed a strong learning culture. Teachers and support staff acquire new skills and knowledge through regular, well-organised staff meetings. For example, all staff have been trained in strategies to deliver an effective numeracy programme that enables pupils to perform well in mental mathematics.

Teaching assistants support teachers very effectively and make a strong contribution to pupils' outcomes throughout the school. Senior leaders make appropriate arrangements for teachers' planning, preparation and assessment time.

Governors and senior leaders manage the school's finances carefully and ensure that the school's priorities in the school development plan receive appropriate funding. They deploy the very effective site manager well to ensure that the new building and extensive grounds are very well maintained.

In view of the strong leadership, effective provision and the outcomes pupils achieve, the school offers good value for money.

Appendix 1: Commentary on performance data

6742228 - Llwyncrwn Primary School

| | |
|--|------------------|
| Number of pupils on roll | 309 |
| Pupils eligible for free school meals (FSM) - 3 year average | 30.0 |
| FSM band | 4 (24%<FSM<=32%) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|------|------|------|------|
| Number of pupils in Year 2 cohort | 41 | 49 | 38 | 40 |
| Achieving the Foundation Phase indicator (FPI) (%) | 87.8 | 91.8 | 78.9 | 75.0 |
| Benchmark quartile | 1 | 1 | 3 | 4 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | 41 | 49 | 38 | 40 |
| Achieving outcome 5+ (%) | 87.8 | 91.8 | 84.2 | 77.5 |
| Benchmark quartile | 1 | 1 | 2 | 4 |
| Achieving outcome 6+ (%) | 26.8 | 34.7 | 42.1 | 27.5 |
| Benchmark quartile | 2 | 1 | 1 | 3 |
| 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 | 41 | 49 | 38 | 40 |
| Achieving outcome 5+ (%) | 95.1 | 91.8 | 78.9 | 77.5 |
| Benchmark quartile | 1 | 1 | 3 | 4 |
| Achieving outcome 6+ (%) | 26.8 | 40.8 | 39.5 | 27.5 |
| Benchmark quartile | 2 | 1 | 1 | 3 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 41 | 49 | 38 | 40 |
| Achieving outcome 5+ (%) | 95.1 | 91.8 | 86.8 | 92.5 |
| Benchmark quartile | 2 | 2 | 4 | 3 |
| Achieving outcome 6+ (%) | 46.3 | 30.6 | 47.4 | 50.0 |
| Benchmark quartile | 2 | 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.

6742228 - Llwynocrwn Primary School

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|--|------------------|
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Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|------|------|------|------|
| Number of pupils in Year 6 cohort | 40 | 41 | 36 | 29 |
| Achieving the core subject indicator (CSI) (%) | 72.5 | 75.6 | 77.8 | 93.1 |
| Benchmark quartile | 3 | 3 | 3 | 1 |
| English | | | | |
| Number of pupils in cohort | 40 | 41 | 36 | 29 |
| Achieving level 4+ (%) | 80.0 | 80.5 | 83.3 | 93.1 |
| Benchmark quartile | 3 | 3 | 3 | 2 |
| Achieving level 5+ (%) | 27.5 | 36.6 | 38.9 | 31.0 |
| Benchmark quartile | 2 | 1 | 1 | 3 |
| Welsh first language | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving level 4+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving level 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Mathematics | | | | |
| Number of pupils in cohort | 40 | 41 | 36 | 29 |
| Achieving level 4+ (%) | 82.5 | 82.9 | 86.1 | 93.1 |
| Benchmark quartile | 3 | 3 | 2 | 2 |
| Achieving level 5+ (%) | 27.5 | 34.1 | 33.3 | 31.0 |
| Benchmark quartile | 2 | 2 | 2 | 3 |
| Science | | | | |
| Number of pupils in cohort | 40 | 41 | 36 | 29 |
| Achieving level 4+ (%) | 80.0 | 78.0 | 83.3 | 93.1 |
| Benchmark quartile | 3 | 4 | 3 | 2 |
| Achieving level 5+ (%) | 27.5 | 29.3 | 38.9 | 31.0 |
| Benchmark quartile | 2 | 2 | 1 | 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. | 110 | 107 97% | 3 3% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | 98% | 2% | |
| The school deals well with any bullying. | 112 | 98 88% | 14 12% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 112 | 106 95% | 6 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 | 111 | 104 94% | 7 6% | 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. | 112 | 107 96% | 5 4% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | 96% | 4% | |
| I am doing well at school | 110 | 99 90% | 11 10% | Rwy'n gwneud yn dda yn yr ysgol. |
| | | 96% | 4% | |
| The teachers and other adults in the school help me to learn and make progress. | 111 | 110 99% | 1 1% | 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. | 112 | 103 92% | 9 8% | 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. | 109 | 90 83% | 19 17% | 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. | 111 | 100 90% | 11 10% | 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. | 112 | 53 47% | 59 53% | 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 | 111 | 60 54% | 51 46% | 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. | 63 | 42 67% | 21 33% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 62% | 34% | 3% | 1% | | |
| My child likes this school. | 63 | 50 79% | 12 19% | 0 0% | 0 0% | 1 | 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. | 63 | 47 75% | 15 24% | 1 2% | 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. | 63 | 47 75% | 15 24% | 0 0% | 0 0% | 1 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 35% | 3% | 1% | | |
| Pupils behave well in school. | 62 | 23 37% | 35 56% | 3 5% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 63 | 43 68% | 19 30% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 61% | 37% | 2% | 1% | | |
| Staff expect my child to work hard and do his or her best. | 63 | 42 67% | 21 33% | 0 0% | 0 0% | 0 | Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau. |
| | | 64% | 34% | 1% | 0% | | |
| The homework that is given builds well on what my child learns in school. | 63 | 33 52% | 27 43% | 1 2% | 0 0% | 2 | Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol. |
| | | 48% | 43% | 7% | 2% | | |
| Staff treat all children fairly and with respect. | 63 | 36 57% | 22 35% | 1 2% | 0 0% | 4 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 59% | 35% | 4% | 1% | | |
| My child is encouraged to be healthy and to take regular exercise. | 63 | 28 44% | 30 48% | 1 2% | 0 0% | 4 | Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 59% | 38% | 3% | 0% | | |
| My child is safe at school. | 63 | 44 70% | 19 30% | 0 0% | 0 0% | 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'. | 63 | 33 52% | 20 32% | 0 0% | 1 2% | 9 | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 55% | 39% | 5% | 2% | | |
| I am kept well informed about my child's progress. | 63 | 36 57% | 25 40% | 2 3% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn. |
| | | 48% | 41% | 9% | 2% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 63 | 45 71% | 16 25% | 0 0% | 2 3% | 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. | 63 | 23 37% | 28 44% | 3 5% | 2 3% | 7 | 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. | 63 | 34 54% | 28 44% | 0 0% | 0 0% | 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. | 63 | 25 40% | 30 48% | 0 0% | 1 2% | 7 | 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. | 63 | 34 54% | 23 37% | 3 5% | 2 3% | 1 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 39% | 6% | 1% | | |
| The school is well run. | 62 | 36 58% | 24 39% | 0 0% | 2 3% | 0 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 34% | 4% | 2% | | |

Appendix 3

The inspection team

| | |
|---------------------------|---------------------|
| Mrs Sarah Morgan | Reporting Inspector |
| Mr Michael Daley | Team Inspector |
| Mr Geoff Cresswell | Team Inspector |
| Mr William Glyn Griffiths | Team Inspector |
| Mrs Deris Davies Williams | Lay Inspector |
| Mr John Ceri Morris | Peer Inspector |

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

| | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|------|-------|
| Year | N | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The Foundation Phase and key stages cover the following year groups:

| | |
|------------------|---------------------------------------|
| Foundation Phase | Nursery, Reception, Year 1 and Year 2 |
| Key stage 2 | Year 3 to Year 6 |
| Key stage 3 | Year 7 to Year 9 |
| Key stage 4 | Year 10 and Year 11 |

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.