



**A report on**

**Park Primary School Bargoed  
Park Crescent  
Bargoed  
CF81 8PN**

**Date of inspection: April 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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**Publication date: 25/06/2015**

## Context

Park Primary School is in the town of Bargoed in Caerphilly local authority. Nearly all pupils live locally. The school currently has 131 pupils from the ages of three to 11. After several years of steady decline, the number on roll has risen recently. There are five mixed-age classes, including a nursery/reception class containing 13 full-time and 10 part-time nursery pupils.

Approximately 52% of pupils are eligible for free school meals, which is well above the national average of 21%. Around 29% have additional learning needs, which is also above the national average. No pupils currently have a statement of special educational needs, speak Welsh as a first language or are looked after by the local authority. A very few pupils come from an ethnic minority background and receive support in English as an additional language.

The last inspection was in April 2010. The headteacher took up her post in September 2002. Between 2013 and 2014, she was absent for eight months. While she was away, the deputy headteacher was acting headteacher for two terms and a relief headteacher replaced her for one term.

The individual school budget per pupil for Park Primary School in 2014-2015 means that the budget is £3349 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5106 and the minimum is £2645. Park Primary School is 22<sup>nd</sup> out of the 75 primary schools in Caerphilly 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 school is adequate because:

- Pupils make steady progress in their speaking, listening and numeracy skills
- Pupil performance in the Foundation Phase shows an improving trend
- Pupils eligible for free school meals generally perform as well as their peers across the school
- Attendance has risen steadily in recent years
- Most pupils behave well and enjoy school
- The school provides appropriate learning experiences for pupils
- The school is a welcoming and nurturing community

However:

- The development of pupils' reading and writing skills is not consistently good
- Pupils' performance overall in key stage 2 declined notably in 2014
- In key stage 2, more able boys consistently achieve less well than girls, particularly in reading and writing
- The number of persistent absentees and unauthorised absences is relatively high and a very few pupils arrive late at school regularly
- Pupils do not play an active role in any decision-making about their life in school
- There are shortcomings in curriculum planning, teaching and assessment

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The headteacher leads the school sensitively and conscientiously and fosters good relationships between staff, parents and governors
- The deputy headteacher takes a leading role and is very supportive.
- Staff feel valued and work together well
- Most governors are supportive and relatively well informed
- The school is introducing appropriate arrangements for self-evaluation
- The school has developed a good range of effective partnerships and manages its budget well

However:

- Over the last two years, staff changes and absences, including that of the headteacher, have seriously affected many aspects of the school's provision and outcomes
- The senior management team's role in strategy development and the monitoring of standards and provision is at a very early stage
- Governors' involvement in the school's strategic direction, self-evaluation and school improvement is relatively underdeveloped
- The recently revised self-evaluation process has not had sufficient time to raise standards and to affect the quality of provision
- The school has not met all the recommendations of the previous inspection completely
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## **Recommendations**

R1. Raise pupils' standards in reading and writing and in Welsh second language, particularly in key stage 2

R2 Develop more consistency in curriculum planning, teaching and assessment and make sure that these aspects take particular account of pupils' different needs and abilities

### **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

Throughout the school, nearly all pupils apply their literacy and numeracy skills effectively across the curriculum. They make steady progress in their speaking, listening and numeracy skills, but their development of reading and writing skills is not consistently good.

Throughout the Foundation Phase, pupils listen well and respond appropriately to questions. They communicate effectively with others, for example when discussing their activities and when composing a story. In key stage 2, most pupils enjoy talking about how they can improve their work. A few use a well-developed vocabulary.

Many pupils in the Foundation Phase recognise familiar words when reading simple texts. They use their knowledge of letters and sounds to read words and to establish meaning. In Year 2, many read simple texts accurately and show a good understanding of what they have read. They express opinions about stories and identify authors and illustrators. In key stage 2, the majority of pupils respond to a range of fiction and non-fiction texts appropriately. They show a suitable understanding of significant ideas, themes, events and characters. However, many lack fluency and expression when reading aloud and their skills, for example when skimming and scanning and reading between the lines, are limited.

Across the school, many pupils write well for a range of purposes and audiences. In the Foundation Phase, for example, they write successful instructions or stories based on retelling tales. They begin to spell simple words accurately and to use punctuation appropriately. Progress in writing slows in lower key stage 2, where the quantity and quality of written work and the standard of handwriting and presentation are variable. However, by the end of the key stage, many pupils produce thoughtful extended pieces of work. Most write legibly in a joined-up style, spell and punctuate accurately and edit and draft their work appropriately.

By the end of the Foundation Phase, most pupils use two and three digit numbers up to 100 confidently. They add and subtract to 20 and double and round numbers accurately. They begin to understand place value and count in twos, fives and tens competently. Nearly all pupils name basic two and three-dimensional shapes correctly and learn to tell the time to half and a quarter of an hour. They use coins and various units of measurement properly. They gather, sort and present data effectively by means of tally charts and block graphs.

By the end of key stage 2, most pupils add, subtract, multiply and divide confidently. They understand about fractions, decimals and percentages and the more able convert between them competently. Nearly all pupils answer random times table questions quickly and correctly and use alternative methods of calculation to reach correct answers promptly. They measure length, weight, capacity and temperature accurately in metric units and have a good understanding of ratios and co-ordinates.

They tell the time well in digital and analogue forms. However, many pupils' understanding of basic geometry and their problem-solving skills, especially in relation to real-life situations, are less well developed.

In the Foundation Phase, many pupils make good progress in developing their Welsh oral skills. Most use an increasing vocabulary and respond positively to instructions. They display a good understanding of the Welsh used by teachers around the school and in class. Most pupils in key stage 2 do not make enough progress in developing their oracy skills and many show a limited understanding of simple questions. Their reading skills in Welsh are at an early stage of development. By the end of the key stage, a few more able pupils produce an appropriate range of writing for different purposes, for example descriptions of historical characters.

Over the last three years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development at both the expected outcome 5 and the higher outcome 6 shows an improving trend and places the school in the top 25% or higher 50% of similar schools in 2014.

At the end of key stage 2, over the five years prior to 2014, pupils' performance in all three core subjects at the expected level 4 and the higher level 5 places the school consistently in the higher 50% or top 25% of similar schools. However, performance overall declined notably in 2014.

In key stage 2, more able boys consistently achieve less well than girls, particularly in reading and writing. Pupils eligible for free school meals generally perform as well as their peers across the school.

### **Wellbeing: Adequate**

Most pupils understand what it means to be healthy and recognise the importance of a healthy lifestyle. Nearly all enjoy school and feel safe. They know they can talk to staff about concerns or worries they may have. Many participate enthusiastically in a range of physical activities, including sports clubs and teams.

Most pupils behave well both in lessons and on the playground. They are consistently polite and talk proudly to visitors about their school. They demonstrate respect for one another and display positive attitudes to their learning and school life.

Attendance has risen steadily in recent years. Rates for 2013-2014 place the school in the higher 50% when compared with similar schools. However, the number of persistent absentees and unauthorised absences is relatively high. Pupils eligible for free school meals generally attend less well than their peers. A very few pupils arrive late at school regularly.

The school council has only recently started to meet again. It does not have any elected officers and is mainly teacher-led. There are very few other formal lines of communication for pupils to express their views. As a result, they do not play an active role in decision-making about the life of the school.

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

The school provides appropriate learning experiences, which meet the requirements of the statutory curriculum and fulfil pupils' needs and interests.

Curriculum planning is inconsistent across the school, particularly in key stage 2. Most plans show the tasks pupils will complete and indicate how expectations and outcomes match pupils' varying abilities. However, they do not normally specify different tasks for separate ability groups. Teachers are beginning to respond to the requirements of the Literacy and Numeracy Framework. However, they do not plan purposefully and consistently enough across the curriculum, in order to ensure that pupils build up their skills systematically. In addition, senior managers do not monitor the implementation of plans rigorously and regularly enough.

Intervention groups in literacy and numeracy provide appropriate help for those who require extra support or challenge in these areas. The school provides a good range of clubs and extra-curricular activities that develop pupils' wellbeing and personal and social skills effectively. Trips and visits to the community also enrich pupils' learning experiences successfully.

Provision for Welsh and the Welsh dimension is appropriate. All classes have specific Welsh lessons each week, although the time allocated to these and the use of incidental Welsh varies. Pupils learn about the culture of both their local area and Wales as an integral part of their studies. Visits from members of the community and a resident artist, for example, help to foster their awareness of Welsh history and art.

Although most pupils understand the importance of looking after the environment, education for sustainable development and global citizenship is underdeveloped. Pupils engage in charity work, although they play no part in choosing which organisations to support.

**Teaching: Adequate**

All teachers prepare and organise lessons appropriately. They manage time and pupils' behaviour well and motivate pupils successfully, for example through the use of praise and rewards. Most teachers conduct lessons at an appropriate pace. They intervene at suitable times and provide effective support to various groups of pupils. However, especially in key stage 2, they do not always challenge pupils sufficiently according to their abilities or enable them to work independently enough.

All teachers establish good working relationships with pupils and are good role models. They make effective use of support staff, who, in particular, use relevant questioning techniques well to help pupils learn.

The school undertakes a range of relevant assessments to monitor and record pupils' progress. It has developed its own tracking system to identify pupils' needs and to set realistic targets.



Procedures for individual target setting in literacy are in place in the Foundation Phase, but lack consistency in key stage 2. Most teachers are developing appropriate assessment for learning strategies in lessons and when feeding back to pupils on their achievements. They encourage pupils to assess their own work and that of others, but these processes are in the early stages of development, particularly in key stage 2.

Teachers mark pupils' work regularly and their comments, in most cases, help pupils to understand what they do well and where they need to improve. However, pupils do not always act on the feedback they receive. Annual reports to parents are personal and informative with helpful targets for improvement.

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

The school is a welcoming and nurturing community that is committed to raising pupils' aspirations. All pupils have good opportunities to share their concerns, fears and worries.

The school makes appropriate arrangements for promoting healthy eating and drinking. It provides good opportunities for pupils to develop an understanding of healthy lifestyles and to learn about the importance of participating in exercise. There are successful arrangements to foster pupils' physical and emotional wellbeing, for example through the breakfast club, daily teeth cleaning and circle time.

There is appropriate provision for pupils' spiritual, moral, social and cultural development through such activities as daily collective worship, team games and visits to places of interest. The school has relevant policies and procedures to manage pupils' behaviour. It is developing more robust management strategies in its attempts to improve attendance and punctuality. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has developed good relationships with specialist services and health care professionals, as well as with the local authority inclusion service to ensure that pupils receive suitable help and advice. The school makes good provision for pupils with additional learning needs. Staff identify any pupils requiring support at an early stage appropriately. Individual education and behaviour plans ensure that there is relevant targeted intervention.

## **Learning environment: Adequate**

The school has an inclusive ethos and promotes equal opportunities and diversity well, based on mutual trust and respect. All pupils feel valued and have equal access to all areas of learning. Appropriate policies and procedures are in place to ensure pupils are free from harassment and prejudice whatever their background, gender or ability.

The accommodation provides a stimulating and well-maintained learning environment to support teaching and learning and is sufficient for the number of pupils on roll. Staff make good use of the internal space and celebrate pupils' achievements, for example through good quality displays. Externally, the school is continuing to develop its outdoor learning facilities and play areas, particularly for the Foundation Phase, within the limitations of the site. The inspection team drew to the governors' attention an issue regarding the premises that affects pupils' wellbeing unfavourably.

There is a suitable range of good quality equipment and resources to support pupils' learning, including good provision for information and communication technology.

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

The headteacher leads the school sensitively and conscientiously and fosters good relationships between staff, parents and governors. However, her prolonged absence, along with other senior staff, has caused considerable disruption to the management of the school and has adversely affected its stability and progress. Since returning, she is restoring appropriate plans and procedures and is ensuring that all statutory requirements are in place.

The headteacher has reintroduced performance management procedures, as required. All teachers have relevant targets, which relate to pupil achievement, and they share a common target linked to the school development plan. Support staff also benefit from an annual review.

The deputy headteacher takes a leading role and provides good support. Together with the headteacher and Foundation Phase leader, she forms the recently reconstituted senior management team. However, the team's involvement in strategy planning and the monitoring of standards and provision is at a very early stage of development.

Staff feel valued and work together well. However, due to the many changes in staffing over the last two years, their roles have fluctuated and various responsibilities have lapsed. As a result, curriculum leadership is currently underdeveloped.

Most governors are supportive and relatively well informed, but their involvement in the school's strategic direction and self-evaluation procedures is relatively underdeveloped. They have subject interests and the majority visit for various

purposes, for example to undertake learning walks. Most attend voluntary and mandatory training events relevant to their roles and interests. The school addresses local and national priorities appropriately.

### **Improving quality: Adequate**

The school is introducing revised arrangements for self-evaluation, following a period of relative inactivity. Based on external advice, the senior management team is beginning to undertake a range of well-focused monitoring activities. These include analysing data carefully and collecting evidence from various sources, such as the views of pupils, parents and external agencies. Leaders are also starting to contribute appropriately to the process by observing lessons, listening to learners and scrutinising books. However, since nearly all of these arrangements are at an early stage of development, they have not had sufficient time to raise standards or to affect the quality of provision.

The self-evaluation report, although descriptive and contradictory in places with some omissions, overall provides a succinct and relevant picture of the school's strengths and weaknesses. There is a link between the outcomes of self-evaluation and the school development plan, which identifies a number of appropriate targets, with reference to staff responsibilities, costs, timescales and success criteria. However, priorities are not always specific or quantitative enough. This limits senior leaders' ability to evaluate progress in detail.

The school has not met all the recommendations of the previous inspection completely. This is because pupil attendance and curriculum planning remain as issues.

### **Partnership working: Good**

The school has developed a good range of effective partnerships, which meet pupils' needs well. It has good relationships with parents and keeps them well informed. Along with members of the community and relatives, most parents visit the school for a variety of reasons and work together for the benefit of pupils. For example, the parent network has written and published its own children's book and there is an active parent-teacher association, which raises funds to support school visits and to provide additional resources and outdoor equipment. A few parents attend family learning sessions, which help to develop their parenting skills, as well as their children's ability to learn through play. Other parents work with a local environmental trust to improve the outdoor learning facilities for pupils.

Effective partnerships with local pre-school groups ensure that pupils settle into school quickly. Transition planning with the receiving secondary school similarly ensures that most pupils are ready for the next stage in their education. The school has effective procedures in place to standardise and moderate pupils' work within the local cluster of schools.

Links with post-16 providers and initial teacher training institutions, as well as with the community, the police and other local services, enable pupils to learn about the world of work and to extend their understanding of their future life opportunities.

### **Resource management: Adequate**

Over the last two years, staff absences and changes in personnel have seriously affected many aspects of the school's provision and outcomes, particularly the quality of teaching and pupils' standards of achievement. The school has employed many temporary staff, mainly on a short-term basis, and is currently reviewing its provision for newly qualified teachers. Various staffing issues remain.

All staff access relevant programmes of continuing professional development, linked to their identified needs and school priorities.

The school manages its accommodation and resources well and the building is clean and tidy. There are appropriate arrangements to manage teachers' planning, preparation and assessment time.

The school currently has around 5% of surplus funds in its budget. Good financial controls are in place and spending decisions reflect school priorities. The school is spending the Pupil Deprivation Grant appropriately on support in literacy and numeracy for those pupils eligible for free school meals who require extra help in these areas. Results in 2014 indicate that this group of pupils improved their performance in both the Foundation Phase and key stage 2.

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

## Appendix 1: Commentary on performance data

### 6762381 - Park Primary

Number of pupils on roll	147
Pupils eligible for free school meals (FSM) - 3 year average	52.0
FSM band	5 (32%<FSM)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	16	16	19
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	62.5	75.0	89.5
Benchmark quartile	4	3	1
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	16	16	19
Achieving outcome 5+ (%)	68.8	75.0	89.5
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	12.5	25.0	31.6
Benchmark quartile	3	2	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	16	16	19
Achieving outcome 5+ (%)	68.8	75.0	89.5
Benchmark quartile	4	3	1
Achieving outcome 6+ (%)	12.5	18.8	21.1
Benchmark quartile	3	3	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	16	16	19
Achieving outcome 5+ (%)	81.3	100.0	89.5
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	12.5	25.0	31.6
Benchmark quartile	4	3	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

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

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

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

**6762381 - Park Primary**

Number of pupils on roll 147  
Pupils eligible for free school meals (FSM) - 3 year average 52.0  
FSM band 5 (32%<FSM)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	23	16	15	19
<b>Achieving the core subject indicator (CSI) (%)</b>	82.6	87.5	86.7	73.7
Benchmark quartile	1	1	1	3
<b>English</b>				
Number of pupils in cohort	23	16	15	19
Achieving level 4+ (%)	82.6	87.5	86.7	73.7
Benchmark quartile	1	1	2	4
Achieving level 5+ (%)	34.8	43.8	33.3	21.1
Benchmark quartile	1	1	1	3
<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	23	16	15	19
Achieving level 4+ (%)	87.0	87.5	86.7	84.2
Benchmark quartile	1	1	2	2
Achieving level 5+ (%)	34.8	56.3	40.0	21.1
Benchmark quartile	1	1	1	3
<b>Science</b>				
Number of pupils in cohort	23	16	15	19
Achieving level 4+ (%)	82.6	87.5	86.7	78.9
Benchmark quartile	2	2	2	3
Achieving level 5+ (%)	39.1	50.0	40.0	31.6
Benchmark quartile	1	1	1	2

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

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

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

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### 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.	58	56 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	56	46 82%	10 18%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	55	51 93%	4 7%	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	56	55 98%	1 2%	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.	55	51 93%	4 7%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	47	39 83%	8 17%	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.	57	55 96%	2 4%	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.	57	54 95%	3 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.	52	46 88%	6 12%	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.	57	54 95%	3 5%	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.	51	30 59%	21 41%	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	56	40 71%	16 29%	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.	12	6 50% 63%	6 50% 33%	0 0% 3%	0 0% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	12	10 83% 73%	2 17% 25%	0 0% 1%	0 0% 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	12	10 83% 72%	2 17% 26%	0 0% 1%	0 0% 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	12	8 67% 61%	4 33% 34%	0 0% 3%	0 0% 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	12	2 17% 46%	7 58% 45%	3 25% 4%	0 0% 1%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	12	8 67% 60%	4 33% 35%	0 0% 2%	0 0% 0%	0	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	12	10 83% 63%	2 17% 33%	0 0% 1%	0 0% 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	12	8 67% 47%	3 25% 40%	1 8% 6%	0 0% 1%	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.
Staff treat all children fairly and with respect.	12	4 33% 58%	5 42% 33%	3 25% 4%	0 0% 1%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	12	3 25% 59%	9 75% 36%	0 0% 2%	0 0% 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	12	6 50% 66%	5 42% 31%	1 8% 1%	0 0% 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	12	6 50% 50%	6 50% 34%	0 0% 4%	0 0% 1%	0	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	12	9 75% 49%	2 17% 40%	1 8% 8%	0 0% 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.



	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.	12	8 67%	4 33%	0 0%	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.	12	7 58%	4 33%	1 8%	0 0%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	12	5 42%	6 50%	1 8%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	11	4 36%	6 55%	1 9%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	12	6 50%	2 17%	4 33%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	12	7 58%	5 42%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

## Appendix 3

### The inspection team

Dr Peter David Ellis	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Mrs Gwen Lloyd Aubrey	Lay Inspector
Mrs Bethan Peterson	Peer Inspector
Mrs Mair Evans (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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
- 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.