A report on

Trerobart Primary School
Crawshay Street
Ynysybwl
Pontypridd
RCT
CF37 3EF

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.

Context

Trerobart Primary School is in the village of Ynysybwl near Pontypridd in Rhondda Cynon Taf. It merged with the former Glanffrwd Infant School in 2013. There are currently 233 pupils on roll from the ages of three to eleven. There are seven single-year classes plus a full-time nursery.

Over the last three years, the average number of pupils eligible for free school meals is around 30%, which is well above the national average of 19%. The school states that about 19% of pupils currently have additional learning needs, which is below the national average of 25%. No pupils have a statement of special educational needs. Very few pupils are from an ethnic minority background and no pupils receive support in English as an additional language. A very few pupils speak Welsh at home. A very few are in the care of the local authority.

The last inspection was in March 2011. The deputy headteacher has been the acting headteacher since January 2017, due to the absence of the substantive headteacher.

The individual school budget per pupil for Trerobart Primary School in 2016-2017 means that the budget is £3,112 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Trerobart Primary School is 70th 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 current performance of the school is good because:

- Most pupils make good progress in developing their literacy, numeracy and information and communication technology (ICT) skills
- Across the school, many pupils develop good thinking and problem-solving skills
- Nearly all pupils behave extremely well and display very positive attitudes towards their work and school life
- The school provides a broad and balanced range of learning experiences
- The quality of teaching is good overall
- Nearly all teachers use effective strategies consistently well to help pupils improve their own work and that of others
- A caring and supportive ethos throughout the school promotes pupils' wellbeing effectively

Prospects for improvement

The school's prospects for improvement are good because:

- Leaders and governors have a clear vision for the school's future direction
- The acting headteacher provides strong and purposeful leadership
- The senior leadership team is becoming more involved in school management issues and supports the acting headteacher well
- All teachers have appropriate roles and responsibilities and work well with each other
- Governors support and challenge the school's leadership effectively
- The school has established a series of robust procedures for evaluating its own performance
- The school works well with a wide range of partners

Recommendations

R1 Improve standards in Welsh second language

R2 Ensure that pupils in all Foundation Phase classes access the Foundation Phase framework fully

R3 Ensure there is regular planning for numeracy and ICT across the curriculum throughout the school

R4 Raise levels of attendance

R5 Ensure that learning tasks match pupils' level of ability and promote the development of independent learning skills

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

Most pupils make good progress in developing their literacy, numeracy and ICT skills as they move through the school.

In the Foundation Phase, most pupils communicate effectively with adults and each other. By Year 2, they respond confidently to questions and instructions. Most talk eagerly about their work and discuss their activities enthusiastically. In key stage 2, most pupils have well-developed speaking skills. They are attentive to their teachers and listen carefully to one another when working in pairs and small groups, for example when discussing the best adjectives to use to describe scenes from a film. By Year 6, most pupils speak confidently with their friends and adults in formal and informal situations.

By the end of the Foundation Phase, many pupils read competently in line with their age and ability. They use pictures well to understand text and they take good notice of punctuation. More able readers check the accuracy of their reading when confronted with unfamiliar words and they correct themselves as they read. In key stage 2, most pupils read accurately and with understanding. They have a range of effective strategies to use when reading unknown words. By the time they reach Year 6, many draw inferences from texts and deduce meanings, for example when selecting relevant information to review a musical show. Most pupils use their literacy skills well to research topics on the internet, for example by making summary notes.

In the Foundation Phase, most pupils write for a range of purposes. For example, they write a sensible sequence of instructions on how to make jam sandwiches. Many plan and structure their writing appropriately. Most punctuate accurately using commas, full stops and capital letters. They generally spell regular words correctly and make acceptable attempts at unfamiliar words. Many pupils make good progress in developing a legible handwriting style. In key stage 2, most pupils write neatly in a wide range of genres, adapting their style according to different purposes and audiences, for example when creating a comic book illustrating how to keep safe on-line. Most pupils pay careful attention to spelling and punctuation and show a good awareness of formal writing, for example when composing a letter of concern to the council. They use their literacy and communication skills effectively in other areas of the curriculum. Nearly all pupils gather information competently from a range of sources and compile interesting fact files. For example, in science lessons, most pupils write a set of instructions for a specific purpose, such as how to plant sunflower seeds. They use sub-headings and bullet points appropriately and begin each instruction with a verb.

In the Foundation Phase, most pupils, especially the more able, develop appropriate mathematical concepts and skills commensurate with their age and ability. They undertake a range of practical numeracy tasks, add and subtract numbers to 100 and

start to count in twos, fives and tens. They recognise basic two and three-dimensional shapes and start to measure in standard units. However, a majority, especially the less able, produce only a limited amount of recorded work, which impedes their skill development. Standards in mathematics improve in key stage 2. Most pupils in this phase produce a consistently good quality and quantity of mathematical work. They use an appropriate range of relevant mental strategies to reach correct answers quickly, for example by rounding up or down to the nearest 10 or 100. Older pupils know their multiplication tables well and understand a range of higher level mathematical concepts and processes, for example when creating a theme park within a set budget. Across the school, many pupils develop notable thinking and problem-solving skills when carrying out activities based on real-life situations.

In the Foundation Phase, most pupils develop good ICT skills and experience a suitable range of electronic equipment. Younger pupils in the Foundation Phase open a computer program, create an image or picture and save their work confidently. Many older pupils import photographs and images into an art package successfully and use a variety of tools to cut, crop and alter these images. In key stage 2, younger pupils use a publishing program well to create leaflets, posters and fact files, which include images and text, and they use hand-held devices appropriately to gather information and to take photographs. Older pupils use portable electronic devices confidently for research purposes. More able pupils make effective use of an electronic spreadsheet program to input and interrogate data and they create a suitable variety of charts, graphs and tables.

Most pupils in the Foundation Phase respond appropriately to instructions in Welsh and they display a reasonable understanding of the Welsh they learn in class. By the end of key stage 2, many pupils reply suitably to a range of questions about themselves, their school and their interests using appropriate phrases and pronunciation. However, most do not use Welsh often enough around the school. Overall, pupils make satisfactory progress in speaking and writing Welsh, but their reading skills do not develop systematically and consistently enough

Pupils' performance at the end of the Foundation Phase over the last four years at the expected outcome in literacy and mathematical development has placed the school consistently in the lower 50% or bottom 25%, when compared with similar schools. However, performance at the higher outcome has been better overall, especially in mathematical development. In key stage 2 over the same period, pupils' performance at the expected and higher levels has placed the school mainly in the lower 50% or higher 50% in all three core subjects, but occasionally in the top 25% in mathematics and science. In both key stages, pupils eligible for free school meals do not generally achieve as well as other pupils.

Wellbeing: Adequate

Nearly all pupils know the importance of healthy eating and drinking and physical exercise. They feel safe in school and are confident to approach staff if they experience any issues. They demonstrate a clear understanding of safety issues, including the appropriate use of the internet.

Nearly all pupils display very positive attitudes towards their work and school life. They behave extremely well in lessons and at other times of the school day. They show respect for adults and each other and work together very well. Attendance in 2015-2016 at 94.0% declined after rising steadily since 2010. Over the last four years, the attendance rate has placed the school consistently in the lower 50% or bottom 25% when compared with similar schools. Pupils eligible for free school meals tend to attend less regularly than their peers. Nearly all pupils arrive on time for the start of the school day.

Many pupils take on positions of responsibility willingly, such as Helpwr Heddiw. They express their views openly and confidently and the school council makes a limited, but effective contribution to the decision-making process, for example by overseeing the purchase of new sports equipment. Many pupils participate in various national and community initiatives, such as charity fund-raising events and collecting for the local food bank. They are also involved in resolving neighbourhood traffic management issues with the local council and contribute to decisions made by the Friends Association about how to help the school.

Key Question 2: How good is provision?	Good

Learning experiences: Adequate

The school provides a broad and balanced range of learning experiences. In the majority of classes, pupils have occasional opportunities to contribute effectively to how and what they learn. For example, in the Foundation Phase, they decide on aspects of their weekly topics and what resources they might use, such as ICT. However, in many Foundation Phase classes, except the nursery, aspects of the Foundation Phase framework are relatively underdeveloped. For example, too few activities are pupil-initiated and there is insufficient use of the outdoors.

Teachers implement the National Literacy and Numeracy Framework appropriately. They provide many purposeful opportunities for pupils to develop their literacy skills in different subjects and topics. This ensures that most pupils develop and use these skills effectively. However, the planning for ICT and numeracy across the curriculum is less well developed overall.

A varied range of educational visits and visitors support pupils' learning well. For example, visits from local authors and artists contribute effectively towards enhancing pupils' literacy and creative skills. The school provides a limited range of after-school activities, such as sports and drama. These improve pupils' levels of fitness and help to develop their expressive skills.

Provision for the development of the Welsh language is beginning to impact positively on standards. The school promotes the development of pupils' cultural and historical knowledge and understanding of Wales well through such topics as the impact of coal mining on the local environment.

The school encourages pupils to develop a positive awareness of sustainable living. For example, the active eco council leads various initiatives, such as growing flowers and vegetables in the playground planters. Pupils also participate occasionally in a

'walk to school day' to highlight the need to reduce carbon emissions. The school helps pupils to recognise their global responsibility for making the world a better place through the study of different countries, cultures and faiths.

Teaching: Good

All teachers prepare and organise lessons well. They have suitably high expectations of pupils' achievement and relevant subject knowledge. A positive feature of teaching in all classes is the consistent approach to the management of classroom routines and pupils' behaviour.

Most teachers conduct lessons at a good pace and praise and reward pupils appropriately to motivate them to succeed. All teachers know their pupils well and establish good working relationships with them. They work effectively with support staff, who make a beneficial contribution to pupils' learning. However, many teachers do not always provide enough opportunities for pupils to develop their independent learning skills and many do not always match learning tasks closely enough to pupils' abilities.

The school's arrangements for assessment, recording and reporting are well established and meet statutory requirements. Appropriate standardised tests and teacher assessment procedures measure pupils' achievements accurately. The school's tracking system generates appropriate long-term targets and enables teachers to analyse pupils' progress and to identify any underperformance effectively. In addition, pupils in the Foundation Phase and Year 3 have relevant personal targets to support their progress in literacy.

Nearly all teachers use effective strategies consistently well to help pupils improve their own work and that of others in lessons and in the feedback they provide for pupils on their work. Particularly in key stage 2, they offer comments to reinforce what pupils have done well and to indicate where they need to improve. Comprehensive annual reports and regular consultation evenings inform parents well about their children's progress.

Care, support and guidance: Good

A caring and supportive ethos throughout the school promotes pupils' wellbeing effectively. The school makes good provision for pupils' moral, social and cultural development, particularly through a comprehensive programme of personal and social education that meets pupils' emotional needs well. However, the provision for spirituality is relatively underdeveloped and the quality of collective worship is too variable. There are appropriate arrangements for promoting healthy eating and drinking.

Effective strategies, including a successful anti-bullying policy, are in place to encourage good behaviour. All staff manage pupils' behaviour well with the result that school and classroom routines operate smoothly and effectively. The school promotes the importance of punctuality and regular attendance vigorously through various initiatives, such as 'late on the gate', and it follows up unreported absences promptly and efficiently. However, the procedures for recording lateness are

inconsistent and the strategies for raising attendance have had little impact to date. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school has very effective arrangements in place for identifying, monitoring and tracking pupils with additional learning needs. Individual education plans are detailed, have clear targets and appropriately address pupils' needs. Pupils who need additional support in literacy and numeracy receive well-planned intervention programmes and these are effective in improving their skills over time. The school works effectively with external agencies and support services to offer guidance and information to pupils and parents. Staff ensure that the external help received has a positive impact on pupils' achievement, for example in speech and language development.

Learning environment: Good

The school has an inclusive and nurturing ethos. All staff and pupils treat each other with respect, regardless of their gender, social background, race or faith. As a result, there is a clear emphasis on recognising, respecting and celebrating equality and diversity. The three school buildings are accessible for any adults or pupils with a physical disability.

The internal accommodation overall is in good condition and generally well maintained. The spacious classrooms provide pupils with an attractive and stimulating environment for learning. Displays around the school are informative and celebrate pupils' achievements well.

The school has developed its limited outdoor environment extensively. The playground areas provide a wide range of opportunities for creative play, including covered areas. However, in the Foundation Phase, only the nursery class has direct access to the outdoors. This situation deters the other infant classes from using the outside areas continually. The site is safe and secure.

The school has sufficient resources of good quality to deliver the curriculum, which teachers and pupils use well. There is a well-equipped computer suite, but pupils do not use other electronic devices regularly enough in lessons.

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

Leadership: Good

Leaders and governors have a good understanding of the school's current performance and a clear vision for its future direction and improvement. The acting headteacher provides strong and purposeful leadership. She has introduced a number of positive initiatives, such as whole-school monitoring, that are beginning to have an important impact on pupils' achievement and the quality of provision. The senior leadership team supports the acting headteacher well and contributes to the management of the school effectively.

All teachers have appropriate roles and responsibilities based on their experience and expertise. They meet regularly in teams and in weekly staff meetings, when they reach corporate decisions on how to move the school forward. The acting headteacher leads the performance management process effectively. All teachers and support staff have appropriate appraisal targets. As a result, aspects of the school's work are becoming more consistent, for example class management strategies and curriculum planning.

Governors are developing their roles appropriately and are sufficiently knowledgeable about the school's performance. They support and challenge the school's leadership effectively, although they are not generally involved in the early stages of self-evaluation and policy development. Most visit classes to see learning in action and have a link responsibility relevant to their expertise and interests. They participate fully in decision-making about the school's budget and staffing arrangements. The governing body fulfils nearly all statutory requirements, including mandatory governor training. It is currently reviewing and updating its policies and website.

The school addresses national and local priorities well, such as the National Literacy and Numeracy Framework.

Improving quality: Adequate

The school has established a series of robust procedures for evaluating its own performance. The acting headteacher has evaluated the progress of the school against last year's priority targets and together with all members of staff has produced a self-evaluation report that presents a clear and accurate picture of the school's strengths and areas for development.

All staff are involved in the analysis of a wide range of attainment data that provides accurate first-hand evidence for the self-evaluation process. Teachers and leaders regularly participate in evaluating carefully the quality of teaching and the standard of pupils' work. The school responds positively to the advice offered by external advisers, for example in developing the planning for literacy. However, there are no formal procedures to gather the views of pupils and parents.

The findings of self-evaluation directly influence the contents of the school improvement plan, which contains a manageable number of specific priorities. The plan focuses clearly on securing positive outcomes for pupils with clear and measurable targets, timescales and costs. However, the current restructured process for self-evaluation is only at an early stage of development since the appointment of the acting headteacher. As a result, it is too early to evaluate its impact across the school.

The school has responded well to most of the recommendations from the previous inspection.

Partnership working: Good

The school works well with a wide range of partners and this has a positive impact on pupils' wellbeing and attainment. There are good links with parents and the school shares information effectively with them, for example through weekly newsletters. There is an active parent council, which reinforces the strong relationship between home and school. Parents, in return, are supportive of the school and work diligently to raise funds to improve resources, such as outdoor equipment for the Foundation Phase.

The school engages in a suitable range of other partnerships that have a positive impact on pupils' wellbeing and standards. For example, there are effective links with local schools, businesses, churches and artists. In addition, a Shakespeare in Schools Festival project contributes well towards older pupils' literacy and communication skills in key stage 2.

The school works effectively with its cluster of local schools and school improvement group on a number of projects to improve provision, including cross-phase teaching in English and a transition project for numerical reasoning. There are well-developed arrangements for pupils transferring to secondary school, including extra visits for pupils with additional learning needs. Robust procedures for the moderation of pupils' work within the local cluster of schools at the end of both the Foundation Phase and key stage 2 ensure the accuracy of teachers' assessments.

Resource management: Good

The school has experienced a period of staffing instability recently due to budget constraints and long-term absences, but leaders and governors have managed the issues successfully. There are currently enough suitably qualified and experienced staff to deliver the curriculum appropriately.

All staff participate in regular professional development, mainly through in-house and cluster training events. The school combines its weekly staff meetings with its training programme effectively, with the result that all staff are developing their classroom practice appropriately and consistently, for example in guided reading and Welsh second language. The arrangements for teachers' planning, preparation and assessment time are suitable and flexible, enabling teachers to work and plan together constructively.

The acting headteacher and the governing body's finance committee manage the budget well and liaise closely with the local authority regarding funding arrangements. Good budgetary controls are in place and spending decisions reflect school priorities.

Current plans for allocating the pupil deprivation grant focus appropriately on support for targeted pupils, including the employment of a learning support assistant to improve pupils' outcomes in the Foundation Phase. These initiatives are having a positive impact. For example, the literacy intervention programmes have resulted in 100% of pupils eligible for free school meals making at least two levels of progress through key stage 2 with around 42% making three levels of progress.

Due to the good standards pupils achieve overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6742206 - TREROBART PRIMARY SCHOOL

Number of pupils on roll	237
Pupils eligible for free school meals (FSM) - 3 year average	31.5
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	33	18	24	23
Achieving the Foundation Phase indicator (FPI) (%)	63.6	72.2	75.0	78.3
Benchmark quartile	4	4	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	33	18	24	23
Achieving outcome 5+ (%)	72.7	72.2	83.3	87.0
Benchmark quartile	4	4	3	3
Achieving outcome 6+ (%)	21.2	27.8	33.3	26.1
Benchmark quartile	3	3	2	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	33	18	24	23
Achieving outcome 5+ (%)	69.7	77.8	83.3	82.6
Benchmark quartile	4	4	3	3
Achieving outcome 6+ (%)	18.2	33.3	37.5	34.8
Benchmark quartile	3	1	1	2
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	33	18	24	23
Achieving outcome 5+ (%)	97.0	94.4	95.8	91.3
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	9.1	50.0	37.5	39.1
Benchmark quartile	4	2	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.

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Number of pupils on roll	237	
Pupils eligible for free school meals (FSM) - 3 year average	31.5	
FSM band	4 (24%<FSM<=32%)	

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	35	31	25	28
Achieving the core subject indicator (CSI) (%)	85.7	87.1	84.0	92.9
Benchmark quartile	2	2	3	2
English				
Number of pupils in cohort	35	31	25	28
Achieving level 4+ (%)	85.7	87.1	92.0	92.9
Benchmark quartile	3	2	2	2
Achieving level 5+ (%)	34.3	32.3	28.0	35.7
Benchmark quartile	2	2	3	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	35	31	25	28
Achieving level 4+ (%)	88.6	87.1	88.0	96.4
Benchmark quartile	2	3	3	1
Achieving level 5+ (%)	40.0	29.0	44.0	32.1
Benchmark quartile	2	3	1	3
Science				
Number of pupils in cohort	35	31	25	28
Achieving level 4+ (%)	88.6	90.3	88.0	96.4
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	40.0	22.6	40.0	39.3
Benchmark quartile	1	3	2	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.

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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

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.	90		84	6		Rwy'n teimlo'n ddiogel yn fy ysgol.
			93%	7%		
			98%	2%		
The school deals well with any bullying.	86		75	11		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			87%	13%		
			92%	8%		
I know who to talk to if I am worried or upset.	91		83	8		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			91%	9%		
			97%	3%		
The school teaches me how to keep healthy	91		86	5		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			95%	5%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	91		85	6		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			93%	7%		
			96%	4%		
I am doing well at school	91		85	6		Rwy'n gwneud yn dda yn yr ysgol.
			93%	7%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	91		91	0		Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			100%	0%		
			99%	1%		
I know what to do and who to ask if I find my work hard.	91		89	2		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%		
			98%	2%		
My homework helps me to understand and improve my work in school.	90		81	9		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			90%	10%		
			90%	10%		
I have enough books, equipment, and computers to do my work.	87		62	25		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			71%	29%		
			95%	5%		
Other children behave well and I can get my work done.	86		54	32		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			63%	37%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	88		67	21		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			76%	24%		
			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.	23	6 26% 62%	11 48% 34%	4 17% 3%	2 9% 1%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
My child likes this school.	23	11 48% 72%	10 43% 26%	2 9% 1%	0 0% 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
My child was helped to settle in well when he or she started at the school.	22	13 59% 72%	7 32% 26%	2 9% 1%	0 0% 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
My child is making good progress at school.	23	9 39% 61%	10 43% 35%	2 9% 3%	1 4% 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
Pupils behave well in school.	23	2 9% 47%	14 61% 48%	5 22% 4%	1 4% 1%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
Teaching is good.	23	4 17% 61%	14 61% 37%	2 9% 2%	1 4% 1%	2	Mae'r addysgu yn dda.
Staff expect my child to work hard and do his or her best.	23	10 43% 64%	9 39% 34%	3 13% 1%	0 0% 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
The homework that is given builds well on what my child learns in school.	23	5 22% 48%	10 43% 43%	2 9% 7%	3 13% 2%	3	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.
Staff treat all children fairly and with respect.	23	7 30% 59%	10 43% 35%	3 13% 4%	1 4% 1%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
My child is encouraged to be healthy and to take regular exercise.	22	5 23% 59%	13 59% 38%	1 5% 3%	1 5% 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
My child is safe at school.	23	9 39% 66%	11 48% 32%	2 9% 2%	0 0% 1%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
My child receives appropriate additional support in relation to any particular individual needs'.	23	5 22% 55%	10 43% 39%	5 22% 5%	1 4% 2%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	23	7 30% 48%	8 35% 41%	5 22% 9%	3 13% 2%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.

	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.	23	12 52%	7 30%	3 13%	1 4%	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.	23	6 26%	6 26%	8 35%	1 4%	2	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.	23	9 39%	10 43%	3 13%	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.	23	7 30%	7 30%	2 9%	0 0%	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.	23	3 13%	11 48%	5 22%	2 9%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	23	5 22%	10 43%	6 26%	2 9%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

Appendix 3

The inspection team

Dr David Peter Ellis	Reporting Inspector
Mr William Glyn Griffiths	Team Inspector
Mr Terry Davies	Lay Inspector
Mr Darren Casker	Peer Inspector
Mrs Tracy Buckle (Headteacher)	Nominee

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.