



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

A report on

**Cwmlai Primary School
Penygarreg Road
Tonyrefail
Porth
RCT
CF39 8AS**

Date of inspection: November 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Cwmlai Primary School is in the village of Tonyrefail in the Rhondda Cynon Taf local authority. There are 427 pupils aged three to eleven at the school, including 52 in the part-time nursery provision. There are 14 classes, including two mixed-year classes.

Currently around 12% of pupils are eligible for free school meals. This is lower than the national average (19%). There are a very few pupils of mixed ethnic backgrounds and who have English as an additional language. Most pupils are of white British ethnicity.

The school has identified around 13% of pupils as having additional learning needs. This is significantly lower than the average for Wales (25%). A very few pupils have a statement of special educational needs or are in the care of the local authority. The last inspection was in September 2009. The current headteacher took up her post in April 2014.

The individual school budget per pupil for Cwmlai Primary in 2016-2017 means that the budget is £2,438 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,385 and the minimum is £2,438. Cwmlai Primary is 104th 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 make at least good progress, with a minority making above expected progress relative to their starting points
- Many pupils in both key stages apply their literacy and numeracy skills effectively in worthwhile contexts across the curriculum
- Standards in information and communication technology (ICT) are good across the school
- Nearly all pupils feel safe in school and know where they can get advice and support
- There is an effective range of stimulating learning experiences that motivate and engage all pupils
- Regular collaborative planning and sharing of strategies ensure that all teachers promote the development of literacy, numeracy, and thinking skills in a suitable variety of contexts
- Effective teamwork between teachers and support staff ensures that most pupils have a very positive attitude towards learning, make good progress and attain well
- Senior leaders and class teachers make effective use of a wide range of information to track pupils' progress carefully
- The staff create a nurturing atmosphere that leads to high levels of pupil wellbeing in a welcoming and safe learning environment
- Staff and pupils show tolerance, fairness and respect for others

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has a clear vision for the school and a strong commitment to raising standards
- Leaders have a clear focus on improving attendance, raising standards of literacy and numeracy, and reducing the impact of poverty on pupils' outcomes
- Staff share leadership responsibilities well at all levels
- Governors have a clear understanding of their roles and responsibilities and have an accurate understanding about pupils' performance
- The procedures for self-evaluation are robust and well established and identify strengths and areas for improvement clearly
- There is a successful range of partnerships that have a positive effect on pupils' outcomes and wellbeing

Recommendations

- R1 Raise standards in Welsh in key stage 2
- R2 Improve the quality of pupils' handwriting and the presentation of their work
- R3 Ensure that all teachers provide feedback of good quality to pupils that helps them to improve their work

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

Around half of the pupils enter school in the nursery with literacy and numeracy skills that are in line with those expected for their age. During their time in school, nearly all pupils make at least good progress with a minority making above expected progress relative to their starting points. Most pupils recall previous learning well and apply their knowledge competently to a range of tasks.

Nearly all pupils listen very attentively and respectfully to the opinions of others. Most younger pupils speak clearly and confidently to adults, visitors and each other. Older pupils talk articulately and offer considered opinions on a wide range of subjects, for example when discussing emotions depicted through art work.

Standards of reading are good throughout the school. Most younger pupils read well for their age and ability using their knowledge of phonics to tackle unfamiliar words. They take careful note of punctuation, which helps them to read with understanding and fluency. Many older pupils read maturely and expressively. In key stage 2, most pupils read a variety of fiction and non-fiction books well and they apply their skimming and scanning skills effectively to texts in order to find relevant information. They talk confidently about books or authors they enjoy and give extended reasons for their answers. Most pupils across the school develop age appropriate research skills, which they apply confidently when gathering information.

From an early age, many pupils are enthusiastic writers. They develop a good awareness of the purposes of writing, for example by using leaves to form words. By the end of the Foundation Phase, many pupils write well for a range of purposes. For example, they write a letter to the park keeper and postcards from different places in Wales confidently. Most pupils explain their ideas clearly and generally use basic punctuation, such as full stops, accurately. A few more able pupils use speech and exclamation marks competently in extended pieces of writing.

In key stage 2, many pupils select interesting words, and use similes and alliteration to add interest to their writing. Most pupils use different styles successfully when writing, often redrafting their work confidently to improve specific features. For example, Year 5 pupils use imaginative adjectives to enliven their descriptions of characters from 'War Horse'. Many more able pupils produce thoughtful pieces of writing to describe experiences in World War Two. They use their creative skills well and apply them at the same level in other subjects, particularly in history. There are too many inconsistencies in the quality of handwriting and presentation in classes across the school.

In the Foundation Phase, many pupils make good progress in developing their numeracy skills in practical contexts. They use standard and non-standard units to measure the length of classroom objects competently and they collect data confidently, using tally charts to record their favourite flowers. Most pupils compare

and order two-digit numbers correctly and use addition and subtraction to find amounts up to at least 100. Many pupils solve money problems in real-life contexts and record their work appropriately. In key stage 2, many pupils make good progress in using a variety of calculation methods. They show efficient mental recall of key number facts appropriate for their age. Many pupils use effective multiplication and division strategies to solve problems. Older pupils use trial and improvement appropriately, adapting their strategy in the light of their findings. Many pupils in both key stages apply their numeracy skills effectively in worthwhile contexts across the curriculum.

Across the school, pupils demonstrate positive attitudes to learning Welsh. Many pupils make good progress in developing their Welsh language skills in the Foundation Phase. They understand and use basic greetings and responses confidently. They join in enthusiastically with familiar songs, for instance when singing about different parts of the body. In key stage 2, many pupils understand and respond well to a limited range of simple questions, but the standards in oral Welsh of most pupils in key stage 2 are underdeveloped overall. A very few pupils respond to questions, extending their answers with reasons, and write in a variety of forms. Most pupils' reading skills are effective.

Standards in information and communication technology (ICT) are good across the school. Most pupils in the Foundation Phase develop their skills confidently. They are beginning to draw pictures and use a variety of applications on a tablet computer to support their learning. Many pupils create simple animations confidently. In key stage 2, most pupils use the internet competently to research information as part of their topic work and present their findings in an interesting way. For example, they produce a multi-media presentation on life in Tudor times. Most older pupils apply their communication skills successfully, for example when designing a room for injured World War One soldiers. They create graphs and interpret databases successfully. Most pupils' understanding of e-safety is secure.

Pupils who are eligible for free school meals tend to perform as well as other pupils in their class. Generally, there is no significant difference between the performance of boys in comparison with girls.

Pupils' performance at the expected outcome at the end of the Foundation Phase tends to place the school in the lower 50% for literacy and mathematical development over the last four years when compared with similar schools. At the higher outcome, pupils' performance has varied greatly from year to year when compared with that of similar schools.

Over the last four years, performance at the end of key stage 2 in English, mathematics and science at the expected level has placed the school in the higher 50% or top 25% when compared with similar schools. During the same period, performance in English and mathematics has varied greatly. Pupils' performance in science has tended to place the school in the top 25% when compared with similar schools.

Wellbeing: Good

Nearly all pupils feel safe in school and know where they can get advice and support. Nearly all pupils have a good understanding of how to keep healthy and fit. They are aware of how to keep themselves safe when using the internet.

Nearly all pupils' behaviour in class and around the school is very good. They show high levels of care and respect for each other and towards all adults. During lessons, nearly all pupils are attentive, highly motivated and show sustained concentration. Many older pupils contribute effectively to planning topics and are beginning to improve their own work successfully.

All pupil groups take a lead in representing the views of pupils competently and help make purposeful decisions about aspects of school life. For example, the active school council has introduced incentives to encourage regular attendance. As a result of discussions with the governing body, the school council has purchased a 'buddy bench' which helps to improve pupils' wellbeing during lunch and break times. The digital leaders support pupils and adults in the school to improve their ICT skills effectively.

Nearly all pupils play an active role in whole-school events. They develop their entrepreneurial skills well through organising projects to support annual national charity events. Many pupils take part in worthwhile local events, such as singing in the local church at Christmas, and pupils attend the horticultural club, which raises their awareness of improving the environment.

The school's attendance rates have improved over the last three years and now place the school in the higher 50% when compared with similar schools. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a broad and balanced curriculum that fully meets the requirements of the National Curriculum, the Foundation Phase and the teaching of religious education. The school provides an effective range of stimulating learning experiences that motivate and engage all pupils. For example, the very young pupils in the Foundation Phase develop their creative skills well through designing and making mud hedgehogs in the outdoor kitchen. The school offers a wide range of extra-curricular activities and visits which develops most pupils' social skills well and supports the curriculum effectively. The experiences offered in the Foundation Phase and key stage 2 develop pupils as independent learners successfully.

The planning for the Literacy and Numeracy Framework is comprehensive. Teachers ensure that there are numerous opportunities for pupils to develop their literacy, numeracy and thinking skills from year to year as they move through the school. The provision for developing pupils' ICT skills is effective. The school provides a good range of intervention and support programmes to meet the needs of individual pupils.

Teachers successfully develop pupils' knowledge and appreciation of Welsh culture and heritage. They study notable aspects of local history, such as the disaster in Aberfan. Opportunities for pupils to develop their Welsh oracy and writing skills are less effective and their use of the language outside of formal Welsh lessons is limited overall.

Provision for education for sustainable development and global citizenship is effective. A suitable range of curricular activities enables all pupils to develop a worthwhile understanding of recycling and living sustainably. As a result, pupils have a good understanding of how their actions affect the environment. The pupils' eco council has reduced the amount of waste the school produces. Most pupils have a sound knowledge of their place in the wider world through links with a school in Mbale in Uganda and through numerous annual charity fundraising events.

Teaching: Good

Effective teamwork between teachers and support staff ensures that most pupils have a very positive attitude towards learning, make good progress and attain well. Working relationships between all staff and pupils are very successful. Teachers use exciting stimuli well at the start of many lessons to engage pupils from the outset. They provide effective support to pupils and intervene at appropriate times to aid their learning, using skilful questioning to promote pupils' understanding. In a few classes, teachers provide outstanding levels of challenge for all pupils. Teachers encourage pupils to take decisions about how they approach their learning and, as a result, they develop successfully as independent learners. In a very few classes where teaching is less effective, tasks do not always challenge pupils of all abilities enough and the pace of learning is too slow.

All staff provide pupils with clear verbal feedback, which helps them to understand how to improve their work. Teachers mark pupils' written work appropriately. A few members of staff use constructive comments which indicate clearly ways in which pupils can improve. However, this varies too much across the school. Many older pupils are able to reflect on and correct their own work and that of their peers purposefully.

Senior leaders and class teachers make effective use of a wide range of information on pupil performance to track pupils' progress carefully. They analyse assessment information well to set challenging targets for all pupils.

The school keeps parents well informed about their children's progress. Annual reports to parents are detailed and informative and set pupils clear targets for improvement.

Care, support and guidance: Good

The school is a friendly and safe community that promotes pupils' health and wellbeing successfully. There are clear, effective procedures to ensure positive behaviour and to improve attendance. Nearly all pupils respond well to these. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school provides a wide range of activities for pupils to develop their social, spiritual and cultural development. For example, visitors from the community develop pupils' cultural awareness effectively and these events promote pupils' respect and sensitivity towards others. The school's focus on moral development contributes well towards the pupils' mature and responsible attitudes.

The school collaborates very well with specialist agencies, including the educational psychology team and counselling services, to support pupils and their families. There are successful partnerships with other agencies in the community, including the local authority, health, social services and welfare groups. These have a positive impact on vulnerable pupils, their wellbeing and their progress in learning.

The school has effective arrangements for identifying pupils' additional needs at an early stage and enables these pupils to make good progress. This is strength of the school. Leaders set clear targets for improvement and provide a wide range of intervention and nurturing programmes of good quality. The support staff deliver these sessions very effectively and they have a positive impact on improving individual pupils' attainment and wellbeing. Staff and parents monitor and review pupils' individual learning plans thoroughly.

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

Learning environment: Good

The school has a very caring and welcoming ethos. The staff create a nurturing atmosphere that leads to high levels of pupil wellbeing. The curriculum is fully inclusive, engages all pupils and celebrates the diversity and a range of cultures within the school well.

All teachers use space throughout the school well to support pupils' learning effectively. The ICT areas provide pupils with beneficial opportunities to work independently. A range of interesting and vibrant displays of good quality in all classrooms and corridors celebrates pupils' work well and enriches the learning environment. A wide variety of purposeful resources meets pupils' needs successfully. The school maintains the building to a high standard. Staff use the spacious outdoor areas and well-maintained grounds to provide pupils with a creative and stimulating curriculum. For example, pupils use the wildlife area regularly to support their learning.

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

Leadership: Good

The headteacher has a clear vision for the school and a strong commitment to raising standards. Governors and staff share this common objective for continual improvement in standards of attainment and wellbeing of all pupils. The school's strategic plans and policies support these aims well.

The roles of senior leaders are clear and effective in supporting the school's aims. Each leader is responsible for an area of improvement and focuses rigorously on achieving high standards and effective provision. Regular staff meetings and termly review meetings consider important issues appropriately, such as the analysis and discussion of pupil performance. As a result, leaders track the progress of all pupils rigorously and work well with staff to ensure that pupils make good progress. Robust performance management arrangements for all staff support school improvement priorities well.

The school addresses national priorities successfully. For example, leaders have a clear focus on improving attendance, raising standards of literacy and numeracy, and reducing the impact of poverty on pupils' outcomes.

Governors have a clear understanding of their roles and responsibilities and have an accurate understanding about pupils' performance. They visit the school regularly to take part in monitoring activities and to meet with curriculum co-ordinators and team leaders. As a result, governors know the school well and understand its strengths and areas for improvement. This enables them to ask challenging questions about provision, targets and standards and to support or challenge senior leaders' decisions effectively.

Improving quality: Good

The school's procedures for self-evaluation are robust and well established. Senior leaders, governors and staff have an accurate picture of the school's strengths and areas for improvement. They undertake a wide range of rigorous timetabled monitoring activities that inform the school's self-evaluation processes thoroughly. There is careful analysis of pupil performance data, scrutiny of teachers' planning and pupils' work, lesson observations and learning walks. Staff make sound use of this information to plan further steps for improvements and to identify the needs of individuals and specific groups of pupils. This has supported improvement, for example in literacy numeracy and wellbeing across the school. Nearly all groups of pupils achieve their potential, particularly the most vulnerable. The school takes good account of the views of all stakeholders in evaluating its provision.

The full involvement of teachers in monitoring enables them to develop a thorough understanding of the quality of provision, teaching and standards in their subjects and classes. Subject leaders produce useful reports on standards and quality in their areas of responsibility and these inform the school's self-evaluation process very well. Evidence from monitoring is evaluative and identifies strengths and areas for improvement clearly.

The self-evaluation report gives an honest picture of the school. It provides clear judgements on standards and areas for school improvement, which feed directly into the school development plan. The plan identifies a manageable number of realistic and measurable targets. It outlines strategies for monitoring progress and timescales, against which individuals responsible for targets can measure improvements. The plan contains measurable success criteria based on quantitative targets, where relevant. It takes into account the professional development needs of staff and budgetary requirements. The school has a good track record of improving quality over time, for example in raising standards of reading.

Partnership working: Good

Staff nurture strong relationships with parents, who are very supportive of the school. The school provides curriculum workshops for parents, for example to develop numerical reasoning, which helps parents support their children more effectively. The nursery sessions where pupils, parents and staff work together strengthen home school links beneficially. The active parent-teacher association makes a valuable contribution to help the school to improve the resources available to pupils and to broaden their experiences. For example, the purchasing of trim trails has developed pupils' social and physical skills well.

The school has worthwhile links with the on-site local playgroup, which helps the very young pupils to settle into school very quickly. There are close links with the local secondary school, which prepare pupils well for the next stage of their education. The school also works effectively with other primary schools in the area on a range of activities, including the moderation and assessment of pupils' work. This has improved teachers' understanding of the standards expected at the end of the Foundation Phase and key stage 2.

The school plays an active role within the local community. For example, pupils are members of the local gardening club, which develops their awareness of how to improve their environment. Close links with the local church help to promote pupils' spiritual and moral development well.

The school has developed effective partnerships with the wider community. For example, the development of a partnership with a local confectionary company supports the school's procedures to improve attendance levels. A local business has contributed financially towards establishing the school crossing patrol. This has improved pupils' safety significantly as they arrive and leave school at the end of the day.

Resource management: Good

The school deploys a well-qualified team of committed staff effectively. Leaders place a high priority on professional development and on sharing good practice within the school and with other providers. For example, the school has delivered highly effective mathematics lessons within the school, the cluster and beyond. Staff training links closely to school targets and to performance management objectives. The school's arrangements for teachers' planning, preparation and assessment time are appropriate and enable teachers in parallel and mixed classes to work together.

The school manages its finances effectively, and spending decisions match the school's priorities well. The governing body's finance sub-committee meets regularly and prepares appropriate financial reports to enable governors to review the effectiveness of spending decisions. The school makes good use of the Pupil Deprivation Grant to support vulnerable pupils. The funding has enabled the school to provide targeted pupils with specific interventions to develop their literacy and numeracy skills as well as their emotional wellbeing.

In view of the standards that pupils achieve and the overall quality of provision, the school provides good value for money.

Appendix 1: Commentary on performance data

6742079 - Cwmlai Primary

Number of pupils on roll	433
Pupils eligible for free school meals (FSM) - 3 year average	12.2
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	58	60	52	57
Achieving the Foundation Phase indicator (FPI) (%)	82.8	86.7	90.4	93.0
Benchmark quartile	3	3	3	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	58	60	52	57
Achieving outcome 5+ (%)	86.2	91.7	92.3	94.7
Benchmark quartile	3	3	3	2
Achieving outcome 6+ (%)	34.5	46.7	34.6	36.8
Benchmark quartile	2	1	3	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	58	60	52	57
Achieving outcome 5+ (%)	86.2	91.7	90.4	94.7
Benchmark quartile	3	3	3	2
Achieving outcome 6+ (%)	25.9	43.3	32.7	31.6
Benchmark quartile	3	1	3	4
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	58	60	52	57
Achieving outcome 5+ (%)	94.8	98.3	100.0	100.0
Benchmark quartile	3	3	1	1
Achieving outcome 6+ (%)	48.3	60.0	55.8	59.6
Benchmark quartile	3	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.

6742079 - Cwmlai Primary

Number of pupils on roll	433
Pupils eligible for free school meals (FSM) - 3 year average	12.2
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	42	51	55	51
Achieving the core subject indicator (CSI) (%)	92.9	98.0	94.5	96.1
Benchmark quartile	2	1	2	2
English				
Number of pupils in cohort	42	51	55	51
Achieving level 4+ (%)	92.9	98.0	96.4	96.1
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	45.2	60.8	30.9	54.9
Benchmark quartile	2	1	4	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	42	51	55	51
Achieving level 4+ (%)	95.2	100.0	96.4	100.0
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	45.2	68.6	43.6	54.9
Benchmark quartile	2	1	3	1
Science				
Number of pupils in cohort	42	51	55	51
Achieving level 4+ (%)	100.0	100.0	98.2	100.0
Benchmark quartile	1	1	2	1
Achieving level 5+ (%)	54.8	64.7	29.1	54.9
Benchmark quartile	1	1	4	1

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.	210	208 99%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	210	201 96%	9 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	210	204 97%	6 3%	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	209	206 99%	3 1%	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.	207	206 100%	1 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	209	204 98%	5 2%	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.	210	209 100%	1 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	210	205 98%	5 2%	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.	206	188 91%	18 9%	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.	206	204 99%	2 1%	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.	199	166 83%	33 17%	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	202	178 88%	24 12%	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.	158	108 68%	48 30%	2 1%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	159	127 80%	32 20%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	158	130 82%	26 16%	1 1%	1 1%	1	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.	158	112 71%	44 28%	2 1%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	150	73 49%	75 50%	2 1%	0 0%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	159	99 62%	58 36%	2 1%	0 0%	0	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	157	111 71%	43 27%	3 2%	0 0%	2	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.	154	76 49%	69 45%	8 5%	1 1%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	152	99 65%	47 31%	6 4%	0 0%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	158	102 65%	51 32%	5 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	156	108 69%	47 30%	1 1%	0 0%	2	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'.	147	80 54%	58 39%	8 5%	1 1%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	157	80 51%	70 45%	7 4%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	159	118 74%	38 24%	3 2%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	147	69 47%	65 44%	9 6%	4 3%	11	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.	151	95 63%	56 37%	0 0%	0 0%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	125	69 55%	50 40%	6 5%	0 0%	31	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.	154	91 59%	57 37%	5 3%	1 1%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	154	104 68%	45 29%	5 3%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

Appendix 3

The inspection team

Eleri Anwen Hurley	Reporting Inspector
Buddug Mai Bates	Team Inspector
David Stephen Lloyd	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Margaret Erica Lonsdale	Peer Inspector
Joanne Rees	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.