A report on

**Cefn Primary School
Greenfield Avenue
Glyncoch
Pontypridd
RCT
CF37 3BD**

Date of inspection: November 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Publication date: 23/01/2015

Context

Cefn Primary School serves the residential area of Glyncoch, which is north of Pontypridd in the Rhondda Cynon Taf local authority. The school, together with Craig yr Hesg Primary School, was federated in September 2012, and an overall executive headteacher was appointed in January 2014. The day to day running of the school is undertaken by a head of school, who took up her post in January 2014. Nearly all pupils are white British. A very few pupils speak Welsh at home. Currently there are 128 pupils on roll, including 21 pupils in the nursery class.

Just over 44% of pupils are eligible for free school meals. The school has identified around 40% of pupils as having additional learning needs, including a very few with a statement of special educational needs. These percentages are considerably above the Wales averages.

There are two local authority resourced classes on site, a nurture class in the Foundation Phase and an educational behavioural resource in key stage 2.
The school was last inspected in October 2008.

The individual school budget per pupil for Cefn Primary School in 2014-2015 means that the budget is £5,123. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Cefn Primary School is fourth out of the 110 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:

- most pupils make good progress from their starting points;
- nearly all pupils have high standards of speaking and listening;
- the school's inclusive and caring environment has a positive effect on pupils' wellbeing and engagement in learning;
- pupils respond well to a wide range of interesting learning experiences;
- nearly all pupils behave well and have a positive attitude to learning;
- most teaching is effective; and
- nearly all pupils with additional learning needs make good progress towards their targets.

Prospects for improvement

The school's prospects for improvement are good because:

- managers and leaders have a very good understanding of the needs of the school and the community it serves;
- the executive headteacher, together with the head of school, has a clear vision for the future development of the federation;
- the school has a good range of effective monitoring procedures;
- priorities identified through self-evaluation link closely to targets in school improvement planning;
- the school has a wide range of partnerships that make a strong contribution to improving standards and the wellbeing of pupils, including those who face challenging circumstances; and
- the school manages its staff and resources well.

Recommendations

R1 Improve standards in Welsh

R2 Improve attendance

R3 Plan to support specific aspects of reading where pupils are experiencing difficulties

R4 Improve the consistency and effectiveness of teachers' marking throughout the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes? | **Good**

Standards: Good

Many pupils enter the school with language skills that are below those normally expected for pupils of their age. However, most pupils make good progress against their individual learning targets and achieve well in line with their ability by the time they leave school at the end of Year 6.

In the Foundation Phase, most pupils listen attentively, talk confidently about their work and use vocabulary that is appropriate for their age and ability. By the end of the phase, many discuss their ideas clearly and enthusiastically. Pupils' reading skills develop suitably as they move through the school. They read with increasing accuracy and understanding of the text. By the end of key stage 2, many pupils read at a standard that is at least appropriate for their age and ability. Only a minority of pupils foster an interest in books and develop into keen readers.

Most pupils in the Foundation Phase make good progress in terms of their early writing skills. By Year 2, many of them write successfully for a range of purposes, in full sentences with appropriate punctuation. In key stage 2, most pupils write well and use a variety of sentence structures together with interesting vocabulary. Most pupils apply their writing skills well in order to produce extended pieces of writing. They write confidently and accurately in a variety of forms and their writing is often thoughtful and imaginative.

In the Foundation Phase, most pupils develop their numeracy skills well as they move through the school. By the end of the Foundation Phase, many pupils count confidently to 100 and add and subtract correctly using tens and units. They have a good knowledge of shapes and their properties. They interpret information on a block graphs accurately. By the end of key stage 2, most pupils have good mathematical skills. They use a suitable range of methods to tackle multiplication and division tasks. Overall, they apply their mathematical skills well across the curriculum, for example when collating and presenting results using tables and graphs in science and history.

Throughout the school, many pupils have a positive attitude towards learning Welsh. They regularly demonstrate this in pupil oral feedback sessions. In the Foundation Phase most pupils' speaking and listening skills are improving and their pronunciation is good. However, by the end of key stage 2, very few pupils speak, read or write confidently and at length in Welsh.

Small cohort sizes and the numbers of pupils who attend specialist classes for additional learning needs have a significant impact on whole school performance data when compared with that of similar schools. Nevertheless, pupils make significant progress from their individual starting points.

At the end of the Foundation Phase, pupils' performance at the expected outcome (outcome 5) in 2014 is good. In relation to similar schools, pupil performance places the school in the top 25% for literacy and mathematical development. Over the past three years, the school has ranged between the bottom 25% and the top 25% when compared with similar schools.

In key stage 2, the performance at the expected level (level 4) is not as strong. Performance in mathematics and science in 2014 places the school in the higher 50% of similar schools. Performance in English, however, places the school in the lower 50% of similar schools. Over the past five years the school's performance has fluctuated, moving it between the top and bottom 25% of similar schools in all three subjects.

Performance at the higher levels (outcome 6 in the Foundation Phase and level 5 in key stage 2) is variable in the Foundation Phase but good in key stage 2. In 2014, pupils' performance at outcome 6 in literacy and mathematical development places the school in the bottom 25% of similar schools. However, performance at level 5 in key stage 2 places the school in the top 25% of similar schools for all three subjects.

There is no specific pattern to the performance of pupils who receive free school meals and those who do not. This performance varies from year to year both in the Foundation Phase and in key stage 2.

Wellbeing: Adequate

Most pupils enjoy school and display good attitudes to learning. Nearly all pupils feel safe in school and are confident that staff will deal promptly with any worries or incidents that occur. Nearly all pupils have a good understanding of the need to eat and drink healthily and to take regular exercise. They demonstrate this in their work in physical education lessons and in topic work about healthy diets. Older pupils have a good understanding of how to stay safe when using the internet.

Most pupils co-operate effectively with one another in their lessons and activities. Many work well independently and under the direction of adults. They gain a suitable understanding of their strengths and weaknesses through increasing involvement in the assessment of their own work.

Nearly all pupils get on well together and standards of behaviour are high. Pupils play together happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults, for example in their role as playground leaders.

When compared with similar schools, pupils' attendance has placed the school in the lower 50% or bottom 25% for the past three years. Most pupils arrive at school punctually.

The school council and eco club make valuable contributions to school life. Members are actively involved in identifying areas for improvement in the day-to-day life of the school. For example, council members support younger pupils in developing their reading skills at playtimes and carry out recycling duties around the school.

Many pupils contribute well to activities in the community. For example, they collect food and donate it to a local food bank. This has a positive effect on their understanding of how a community can work together to help each other.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of engaging learning experiences that meet the requirements of the Foundation Phase and National Curriculum. Schemes of work take good account of prior learning and teachers' plans build systematically on pupils' skills, knowledge and understanding. Arrangements to group pupils by ability, for example in mathematics and when delivering intervention strategies, are effective. They ensure that most pupils, including vulnerable learners, make good progress.

Pupils visit a comprehensive range of places of local interest that support their learning well. These include visits to Pontypridd museum to develop their historical research skills and residential visits to a centre for outdoor and adventurous activities. The curriculum, in both the nurture and specialist additional learning needs classes, is broad and provides stimulating learning opportunities. There is an appropriate range of enrichment activities beyond the school day.

Overall, the school's arrangements for delivering the Literacy and Numeracy Framework are effective. There are many opportunities for pupils to write for a range of purposes across the curriculum and to develop and apply their numeracy skills. Pupils generally make full use of these opportunities to produce work of a good standard in most areas of learning. However, teachers do not always plan to improve pupils' reading skills precisely enough or to foster reading for pleasure. Consequently, not all pupils make the progress they are capable of.

Visits to local castles, work with Welsh writers and a study of Welsh artists enrich pupils' understanding of their Welsh heritage and culture well. Staff use Welsh regularly in the classroom. As a result, pupils are familiar with basic instructions and questions and can respond appropriately. The school has a suitable scheme of work for teaching Welsh as a second language. However, teachers do not always implement this scheme of work effectively enough. This limits the progress pupils make in developing their Welsh language skills.

Provision for pupils' education for sustainable development and global citizenship is good and permeates many areas of the curriculum. Pupils develop positive attitudes to helping others, for example through their charitable work with a school in Uganda. There are worthwhile opportunities for pupils to learn about sustainability issues, for example through recycling activities and involvement in the regeneration of the local community centre.

Teaching: Good

The standard of teaching in many lessons is good. Teachers have good up-to-date knowledge of the curriculum and use a wide range of suitable strategies for developing pupils' skills. They plan learning experiences that develop pupils'

knowledge and understanding well. Lessons generally build well on pupils' prior learning experiences. All adults are very good language role models. They have positive working relationships with pupils. Teachers ask probing questions to develop pupils' thinking skills well. They also have high expectations of pupils. Teachers manage behaviour well, which creates a culture for effective learning. In a few lessons where teaching is less effective, lesson introductions are often too long and learning tasks are not always appropriate to meet the needs of all pupils.

Teachers make regular and suitable use of assessment for learning strategies. They use effective questioning techniques well to develop pupils' thinking skills. Pupils have regular and beneficial opportunities to reflect on their learning and to evaluate their progress. All teachers mark pupils' written work regularly and conscientiously. Teachers' marking often relates well to the intended learning intentions in lessons. However, marking is not consistently effective in helping pupils to improve their work or in preventing them from repeating basic errors.

Teachers track pupil progress effectively and many use this information to good effect, for example to ensure that pupils with additional learning needs receive the right level of support. There are appropriate arrangements for the moderation and standardisation of pupils' work. As a result, the assessment of pupils' work is generally accurate.

The school's reports to parents are clear and informative. These reports provide accurate information about pupils' progress. Both parents and pupils have the opportunity to respond.

Care, support and guidance: Good

The high level of care and good working relationships between staff and pupils contributes strongly to pupils' wellbeing. Arrangements for developing pupils' personal and social skills are co-ordinated well and effective. The school has appropriate arrangements to promote healthy eating and drinking and to provide suitable opportunities for regular exercise. Staff provide valuable experiences, including daily acts of collective worship, that promote pupils' spiritual, moral, social and cultural development well.

The school makes good use of a wide range of external agencies and support services to provide useful guidance and support for staff, pupils and parents. Well-targeted support for individual pupils has resulted in significant improvements in behaviour, achievement and confidence.

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

Staff have a good understanding of pupils' needs. They use this knowledge well to identify pupils with additional learning needs and to provide them with good quality, targeted intervention strategies. Teaching assistants provide valuable support in delivering intervention programmes that enable pupils to make good progress in developing their skills and reaching their individual learning targets. The support and care provided for pupils in specialist classes are consistently good. There are frequent, purposeful opportunities for these pupils to integrate into mainstream classes.

Learning environment: Good

The school has an inclusive ethos where every child is valued. All pupils have equal access to all aspects of the school's life and work. Teachers provide frequent opportunities for pupils to show care and consideration for others in the school and the wider community, for example through involvement with the local food bank. The school promotes positive behaviour and relationships effectively. For example, the use of playground leaders during break times has improved co-operation between pupils on the playground. This has a positive impact on creating a purposeful and caring learning environment where all pupils feel safe.

The school building is welcoming and secure. All classrooms are clean and well maintained. Classrooms are of an appropriate size and there are very useful shared learning areas outside each classroom, of which pupils make good use. There is a suitable supply of books and resources, including information and communication technology (ICT) resources to support teachers in delivering the curriculum effectively. Displays in classrooms and around the school celebrate pupils' achievements well.

The outdoor areas in both the Foundation Phase and key stage 2 are spacious and support learning experiences appropriately. However, the range of outdoor play equipment is limited.

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

Leadership: Good

Managers and leaders have a very good understanding of the needs of the school and the community it serves.

The executive headteacher, together with the heads of school, has a very clear vision for the future development of the school and a strong commitment to continuous improvement. In a relatively short period of time, senior leaders have established a strong team ethos. They have been successful in developing a positive attitude towards change and established an effective culture of collaboration and high expectations amongst all staff.

The roles of subject leaders are developing well and are beginning to have a positive impact on standards, particularly in literacy. Leaders make good use of assessment information to identify how to improve teaching and learning. They work effectively both as individuals or in teams.

The recently formed governing body is beginning to support the school as a critical friend. Governors hold leaders to account for the quality of provision and the standards pupils achieve appropriately. They have a good understanding of the school's strengths and areas for development and support the school well. Governors understand their statutory responsibilities and undertake them effectively. They receive information of good quality about the school's performance from the headteacher, which they verify through first-hand visits.

Well-structured performance management arrangements link effectively with school, local and national priorities.

Improving quality: Good

The new leadership team has established a robust self-evaluation system and effective monitoring procedures. These are based on the analysis of a wide range of first hand evidence. This includes lesson observations and the scrutiny of teachers' planning and pupils' books. Leaders analyse a comprehensive range of data on the performance and wellbeing of pupils effectively. The school takes good account of the views of parents, carers and pupils by means of questionnaires. This ensures that leaders have a very good knowledge of the strengths of the school and the areas where it needs to improve. Arrangements for self-evaluation and improvement planning cover all aspects of the school's work.

Priorities identified through the self-evaluation process link closely to the school improvement plan and set out sound strategies for improvement. These areas for improvement focus on raising pupils' standards and improving quality. The implementation of the plan is having a positive impact on provision and standards. A good example of this is the steady improvement in developing an effective whole school approach to the planning and delivery of mathematics. The school makes regular reviews of the impact of the improvement plan and adjusts it accordingly to ensure that it stays on track to meet the targets set.

Partnership working: Good

The school has a wide range of partnerships that make a strong contribution to improving pupils' standards and wellbeing and reducing the impact of poverty on educational attainment. Parents are generally very supportive of the school and appreciate the efforts that it makes to keep them informed. The parent teacher association raises funds that have helped to provide additional resources, such as equipment for the ICT suite and climbing frames. Good links with the community have provided opportunities for pupils to work with local authors and this has allowed valuable opportunities for pupils too improve their literacy skills. Leaders have developed strong links with the other federated school. This has resulted in developing joint working practices and, as a result, improved standards in both schools.

There are good links and effective transfer arrangements between the school and the local secondary school with a range of purposeful transition activities. There is constructive co-operation with other primary and secondary schools in the locality. Teachers from these schools meet frequently to develop and share good practice. Good use is made of resources, such as when sharing the costs of training events. Joint training activities, such as monitoring and evaluating teaching, have helped to improve the quality and consistency of provision. The school works effectively with other local schools to standardise and moderate pupils' work to ensure consistency and accuracy in teachers' assessments.

The school works well in partnership with the local authority and specialist agencies to support pupils' learning and wellbeing.

Resource management: Good

The school has effective arrangements for the management and deployment of staff. Staff have the knowledge and expertise to cover all aspects of the school's curriculum. Training opportunities for the continuous professional development of all staff are of good quality and support improvements to teaching and learning well. There is a clear performance management system in place for teachers, through which the school identifies and responds to whole school and individual professional needs effectively.

Leaders ensure that teachers receive appropriate planning, preparation and assessment time. The school fulfils all the requirements of the national workload agreement.

Well-established networks of professional practice within the school, federation and cluster enable staff to develop and share their professional knowledge well. This work has a positive influence on developing pupils' mathematical skills across the school.

The school's spending decisions relate well to priorities for improvement. The recent purchase of ICT hardware has had a significant impact on pupil performance in ICT across the curriculum. Leaders make suitable decisions on expenditure linked to the school's priorities and monitor these carefully.

The school uses the pupil deprivation grant appropriately to benefit the most vulnerable pupils for example in the financing of specific intervention programmes.

Due to the successful outcomes achieved by pupils and the quality of provision overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6742247 - Cefn Primary School

Number of pupils on roll	128
Pupils eligible for free school meals (FSM) - 3 year average	51.6
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	17	10	9
Achieving the Foundation Phase indicator (FPI) (%)	70.6	70.0	88.9
Benchmark quartile	3	3	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	17	10	9
Achieving outcome 5+ (%)	70.6	70.0	88.9
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	5.9	0.0	11.1
Benchmark quartile	4	4	4
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	17	10	9
Achieving outcome 5+ (%)	76.5	70.0	100.0
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	17.6	10.0	11.1
Benchmark quartile	2	3	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	17	10	9
Achieving outcome 5+ (%)	94.1	80.0	100.0
Benchmark quartile	1	4	1
Achieving outcome 6+ (%)	47.1	60.0	55.6
Benchmark quartile	1	1	1

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.

6742247 - Cefn Primary School

Number of pupils on roll	128
Pupils eligible for free school meals (FSM) - 3 year average	51.6
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	14	17	20	15
Achieving the core subject indicator (CSI) (%)	64.3	82.4	60.0	80.0
Benchmark quartile	3	1	4	2
English				
Number of pupils in cohort	14	17	20	15
Achieving level 4+ (%)	71.4	82.4	60.0	80.0
Benchmark quartile	3	2	4	3
Achieving level 5+ (%)	0.0	23.5	25.0	40.0
Benchmark quartile	4	2	2	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	14	17	20	15
Achieving level 4+ (%)	71.4	88.2	65.0	86.7
Benchmark quartile	3	1	4	2
Achieving level 5+ (%)	0.0	23.5	5.0	46.7
Benchmark quartile	4	2	4	1
Science				
Number of pupils in cohort	14	17	20	15
Achieving level 4+ (%)	71.4	88.2	60.0	86.7
Benchmark quartile	4	1	4	2
Achieving level 5+ (%)	0.0	11.8	0.0	40.0
Benchmark quartile	4	4	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.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)
denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno		
I feel safe in my school.	48		47	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
			98%	2%		
The school deals well with any bullying.	48		48	0		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			100%	0%		
			92%	8%		
I know who to talk to if I am worried or upset.	48		48	0		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			100%	0%		
			97%	3%		
The school teaches me how to keep healthy	48		48	0		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			100%	0%		
			97%	3%		
There are lots of chances at school for me to get regular exercise.	48		48	0		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			100%	0%		
			96%	4%		
I am doing well at school	48		46	2		Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%		
			96%	4%		
The teachers and other adults in the school help me to learn and make progress.	48		48	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.	48		48	0		Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			100%	0%		
			98%	2%		
My homework helps me to understand and improve my work in school.	48		46	2		Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			96%	4%		
			91%	9%		
I have enough books, equipment, and computers to do my work.	48		48	0		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			100%	0%		
			95%	5%		
Other children behave well and I can get my work done.	48		47	1		Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			98%	2%		
			77%	23%		
Nearly all children behave well at playtime and lunch time	48		44	4		Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			92%	8%		
			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.	25	16 64%	9 36%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	25	18 72%	7 28%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	25	21 84%	4 16%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	25	18 72%	7 28%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	25	12 48%	13 52%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	25	16 64%	9 36%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	25	19 76%	6 24%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	25	15 60%	10 40%	0 0%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	25	15 60%	10 40%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	25	14 56%	10 40%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	25	17 68%	8 32%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	25	15 60%	9 36%	1 4%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	25	18 72%	7 28%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	25	15 60%	10 40%	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.	25	16 64%	9 36%	0 0%	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.	25	13 52%	12 48%	0 0%	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.	25	12 48%	9 36%	0 0%	1 4%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	25	13 52%	12 48%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	25	16 64%	9 36%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Peter Anthony Roach	Reporting Inspector
Lowri Haf Evans	Team Inspector
Sarah Botterill	Lay Inspector
Richard Lloyd	Peer Inspector
Nola Lawton	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science

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

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

All-Wales Core Data sets

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

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

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