A report on

Cwmclydach Primary
Wern Street
Clydach Vale
Tonypandy
RCT
CF40 2BQ

Date of inspection: June 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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: 04/08/2015

Context

Cwmclydach Primary School is in the village of Clydach Vale near Tonypandy, in Rhondda Cynon Taf local authority. There are 234 full-time pupils on roll, aged between 3 and 11 years. Thirty-four pupils attend the nursery class all day. One of the local authority's Foundation Phase nurture classes is located at the school.

Nearly all pupils are of white British origin, and English is the first language for nearly all pupils. Around 37% of pupils are eligible for free school meals, which is much higher than the national and local averages.

The school indicates that about 26% of pupils have additional learning needs. This is higher than national averages. There are no pupils with a statement of special educational needs.

The school was last inspected in 2010. The headteacher took up his post in September 2012.

The school budget per pupil for Cwmclydach Primary School in 2014-2015 is £3,414. The maximum per pupil in primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Cwmclydach Primary School is 54th 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:

- Nearly all pupils make very positive progress in the standards they achieve and in their levels of wellbeing
- The school provides a suitable range of relevant and interesting learning experiences for pupils
- The use of information and communication technology (ICT) resources to support digital learning is very good
- Teaching and assessments are generally effective
- Provision for caring, supporting and guiding pupils is thorough and well managed
- The effective use of support staff is a strength at the school
- Staff use the indoor and outdoor learning environments creatively to stimulate pupils' learning

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior managers provide clear and effective leadership
- School initiatives have a positive effect on improving pupil outcomes
- Governors are very supportive of the school and work robustly with the headteacher to bring about improvements
- Self-evaluation is generally accurate and leads to beneficial improvements in provision and outcomes
- There are purposeful partnerships with other schools and organizations
- The school's current improvement plan targets the needs of all groups of learners effectively

Recommendations

R1   Improve pupils' attendance and punctuality

R2   Ensure that teachers plan numeracy tasks effectively

R3   Improve the quality of marking and assessment for learning strategies

R4   Refine the established self-evaluation systems so that they target the specific needs of the school

What happens next?

The school will draw up an action plan which 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 begin school with levels of skills that are notably below those expected for their age. During their time at the school, most pupils make significant progress.

In the Foundation Phase and in key stage 2, most pupils' speaking and listening skills are proficient. Throughout the Foundation Phase, many pupils listen attentively and respond confidently to their teachers and other pupils when discussing their work in pairs, groups and as a whole class. In key stage 2, most pupils speak well to adults and other pupils using a good range of vocabulary. They listen attentively to group discussions and contribute sensibly to agreed decisions.

Nearly all pupils' reading skills are developing effectively and in line with their abilities. By the end of the Foundation Phase, most are able to read with increasing fluency. They discuss and read books accurately, sensibly and with enthusiasm. They predict what different characters are likely to do in a story and express relevant opinions about the contents of stories. Nearly all of them enjoy retelling stories and acting out events, and they recall details with accuracy.

In key stage 2, most pupils read to a standard that is at least appropriate to their age and ability. A few readers in every class read very well. Most answer questions sensibly about the various types of texts that they read, such as descriptive extracts, newspaper reports, comic strips and pieces of explanatory information. They understand the purpose of factual books and share their views successfully during discussions and in their writing about historical and local matters, such as mining in the Rhondda Valley. A few pupils research, consider and discuss what they have read eloquently, with good intonation, expression and suitable emphasis.

In both the Foundation Phase and key stage 2, most pupils write effectively. Many Foundation Phase pupils write reports, take notes and create posters, which show a good understanding of sequencing events and noting specific facts. They retell stories accurately in their own written styles both electronically and on paper. They map stories out intelligently prior to writing creatively in sensible and structured formats. In key stage 2, many pupils write in a variety of forms, for example when planning journeys abroad, explaining their class manifesto and describing the work of miners in local coal mines. Across the school, many pupils extend their writing in interesting ways, creating comics electronically on Tudor times and debating the social implications of local issues. They apply their literacy skills well in all areas of the curriculum. The spelling and punctuation of most pupils across the school are generally accurate and in line with their age and level of ability. In both key stages, the quality of handwriting and presentation of work is appropriate.

Many younger pupils in the Foundation Phase can count, arrange and sort numbers up to 10 correctly. They can identify shapes accurately, such as square, rectangle, triangle and circle. By the end of the Foundation Phase, many pupils use symmetry

well to create stained glass windows. They use number bonds to 20 successfully. Many understand clearly the properties of three-dimensional shapes, such as cubes and cuboids, when designing a home for the three little pigs. Many pupils are confident when applying mathematical concepts to analyse and solve problems in all areas of learning.

Most pupils in key stage 2 use mathematical language correctly in a range of contexts, for example older pupils use percentages of quantities accurately. Most pupils have a sound understanding of how to present a range of data and interpret it to provide sensible explanations and conclusions.

Most pupils' standards in Welsh are well established. In the Foundation Phase, many pupils achieve well in lessons, listening appropriately and responding confidently to different situations. Many pupils in key stage 2 use simple Welsh phrases and sentences naturally outside of their designated Welsh lessons. Most make very effective progress in gaining skills in the Welsh language. They use connectives in suitable contexts and use the past and future tenses correctly.

In 2014, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase places the school in the upper 50% for literacy and in the top 25% for mathematical development in comparison with similar schools.

At the higher than expected outcome 6, the school is in the upper 50% for literacy in 2014 and the top 25% for mathematical development.

Over the last four years, performance at the end of key stage 2 in English at the expected level (level 4) has varied, moving the school between the top 25% and lower 50% when compared with similar schools. During the same period, performance in mathematics has placed the school in the top 25%. Performance in science has placed the school either in the top 25% or upper 50% of similar schools for the last four years.

The performance of pupils eligible for free school meals tends to be well below the performance of other pupils in both the Foundation Phase and key stage 2.

Wellbeing: Adequate

Nearly all pupils are aware of the importance of health and fitness and know how they can keep healthy by eating sensibly and by exercising. Nearly all pupils feel safe in school and are confident that the school deals well with any bullying.

Most pupils have positive attitudes to learning and work well with others. They are generally polite and respectful towards adults and each other. Most pupils behave well in classes and around the school. A very few pupils display challenging behaviour during lessons. Playground buddies assist younger pupils effectively at break times.

Members of the school council and eco committee take an active part in school life and make decisions which benefit all pupils, for example in the organisation of activities at break times. They communicate effectively with other pupils and the

community through assemblies, social media and a school blog. Pupils represent the school well at local community events, such as the memorial service for the Cambrian colliery disaster.

The overall level of attendance over recent years has placed the school consistently in the bottom 25% and lower 50% of similar schools. Pupils' attendance is improving due to strategies used by the school. Pupils' overall attendance rate is currently around 92%, but this is too low. This is an important shortcoming. Most pupils arrive punctually for lessons but a few are late persistently.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide range of learning experiences of good quality for pupils that enrich and enhance their education. Teachers plan an interesting curriculum with a positive emphasis on developing pupils' literacy skills. The planning of the curriculum is generally thorough and consistent. However, there are not enough opportunities planned to challenge pupils sufficiently in numeracy tasks when compared to literacy provision.

The school makes positive use of small groups to help pupils in need of additional support in literacy and numeracy. This has a beneficial effect on pupils' progress, especially in the use of literacy across the curriculum.

Nearly all pupils have many opportunities to use their literacy and ICT skills. The provision and use of ICT is a prominent feature of the school in all year groups. There are several very good initiatives provided, which benefit pupils' progress purposefully. These include the school's innovative day-to-day use of ICT, the digital equipment's accessibility and the effective electronic collaborations with outside agencies and several schools across the United Kingdom.

The provision for pupils' Welsh language development is good and many staff use incidental Welsh regularly and naturally. There are many well-planned opportunities for pupils to learn about their locality and the history and culture of Wales.

The school offers a beneficial range of extra-curricular activities. These opportunities, together with a range of visits to places of significant interest, both locally and nationally, enrich the pupils' learning experiences successfully. Regular and varied homework develops pupils' learning effectively.

The school promotes sustainable development and global citizenship positively across the curriculum and pupils support global charities. It has a well-established eco-committee, which has undertaken effective improvements, for example recycling, conservation tasks and saving energy.

Teaching: Good

Teachers plan lessons effectively. They share clear learning objectives with pupils and their introductions at the start of lessons are generally interesting and purposeful. Most tasks challenge pupils successfully, although those in literacy tend to provide more suitable challenge for more able pupils than those in numeracy. Sound subject knowledge, skilful questioning and a variety of teaching methods gain most pupils' interest.

Nearly all staff manage behaviour sensibly and have clear and consistent expectations of what is acceptable. They create a stimulating teaching atmosphere in the classroom and outdoors. The staff respond with interest to pupils' answers and give effective encouragement to them. Support staff enrich the experiences of groups and individuals consistently well and this is a strength of the school.

Assessment processes are effective. Teachers use assessment purposefully to identify pupils who need additional support. They track pupils' progress in detail. Teachers provide regular opportunities for pupils to assess their own work and that of other pupils. Marking is generally effective and identifies the next steps in pupils' learning. However, marking and assessment for learning strategies vary too much between classes.

Reports to parents are informative. They identify pupils' attainments against the literacy and numeracy framework and in relation to the Foundation Phase and the National Curriculum. They identify clear targets for improvement for pupils.

Care, support and guidance: Good

The school provides a safe and caring environment for pupils. As a result of effective support and guidance, nearly all pupils feel safe in school and know where to go if they are worried or upset. Most pupils support other pupils well and play a valuable role in helping them to express their feelings and opinions appropriately.

The school makes effective use of a wide range of external providers and support agencies to meet pupils' social, moral, cultural and emotional needs. The provision for pupils' spiritual needs is appropriate. These arrangements contribute well to pupils' all-round development and wellbeing and support their learning successfully. The school has appropriate arrangements to promote and encourage healthy eating, drinking and regular exercise.

The school sets out clear expectations of pupils' behaviour and staff promote these consistently in nearly all classes. The school deals effectively with any incidents of bullying. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The provision for pupils with additional learning needs is well planned and managed. The school has developed an effective system to identify pupils' learning needs and it produces well-structured education plans to support these pupils. It provides a co-ordinated programme of support for pupils' needs in both mainstream classes and the nurture class. As a result, staff know the needs of pupils well and support them effectively. All pupils mix well in both formal and informal activities and the school integrates pupils from the nurture class well with other pupils, whenever the opportunity arises.

Learning environment: Good

The school is a safe, secure and welcoming community and it respects and values all its pupils. It provides equal opportunities and is wholly inclusive. The school meets its statutory duties in relation to equality effectively.

The buildings and the grounds provide a stimulating working environment. The school uses its indoor and outdoor areas purposefully and it maintains and develops them well. A positive feature is the remodelling of the upstairs area, which includes classrooms and the ICT learning resource area. This is of high quality and exemplifies very good practice. It provides a flexible learning space, which allows pupils to make independent choices in their use of ICT.

The outdoor areas and equipment enrich pupils' learning and social skills effectively. Displays are of a consistently high quality. Teachers and pupils use the wall displays regularly in the course of lessons and they celebrate pupils' work, achievements and links with the local community well.

A wide range of resources of good quality is evident in classrooms and communal areas to support pupils' learning successfully.

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

Leadership: Good

The headteacher has a clear vision for the school and provides all members of the school community with clear purpose and direction. The deputy headteacher and senior leadership team support the headteacher well. Leaders hold regular and effective meetings that focus effectively on school improvement priorities and improving standards of attainment. Many members of staff contribute purposefully to the analysis of performance data in order to monitor the school's performance. As a result, they have good awareness of how the school's performance compares with that of similar schools. This has helped to improve standards.

Leaders communicate high expectations to all members of staff successfully. They implement an effective programme of performance management for staff. They identify strengths and areas for development accurately. They set relevant targets that are currently contributing to improvements in their performance.

Having undergone a period of instability, the governing body now comprises a strong team that calls on a broad range of expertise and experience. Governors know the school well through their links with teachers, focused learning walks and detailed reports from the headteacher. They support the school well and are now challenging the school rigorously to improve.

The school pays good attention to national and local priorities. It has embedded the philosophy of the Foundation Phase sensibly and established successful networks of professional practice within the school and further afield to promote the raising of pupils' outcomes.

Improving quality: Good

There are established and wide-ranging procedures to evaluate all aspects of the school's life and work. Many members of staff contribute first-hand evidence to the school's programme of monitoring activities. Senior leaders analyse data on pupils' performance, conduct lesson observations, scrutinise planning and review pupils' work efficiently. They also carry out a programme of listening to learners purposefully and responding to the views of pupils is very important to the school.

The self-evaluation report is an accurate summary of the school's strengths and broad areas for improvement. The school improvement plan primarily addresses national priorities relevant to the school. However, it does not always focus on the school's specific development targets in enough detail.

The school improvement plan is organised efficiently. It pays good attention to prioritising the national initiatives for improvement. It sets measurable success criteria to monitor progress well. It indicates delegated responsibilities, costs and timescales clearly. The plan is a useful tool to support school improvement. For example, the actions within the plan are having a positive effect on improving pupils' application of their literacy and ICT skills across the curriculum.

Progress towards addressing nearly all of the recommendations of the previous inspection is good. However, improving levels of attendance remains as a school priority.

Partnership working: Good

Nearly all pupils benefit from the school's relationships with a wide range of partners. There are positive links with local pre-school settings that help to ensure that pupils' admission to the school is as smooth as possible. The school uses links with a broad range of individuals and organisations in the local and wider community to extend pupils' experiences well. For example, members of the school choir take part successfully in local singing competitions and they perform in local carnivals and residential establishments. Local ex-servicemen helped pupils to commemorate the anniversary of the First Word War and this contributed to the pupils' presentation of their project at the Tower of London.

Successful partnerships with local schools ensure the accuracy of teachers' assessments of pupils' work at the end of the Foundation Phase and key stage 2. Effective arrangements with the local secondary school ensure an efficient transition of pupils to the next stage of their education.

The school works effectively with neighbouring schools to develop staff expertise. Joint initiatives have improved the quality of teaching purposefully and increased pupils' achievements. The school provides valuable expertise to other schools in using ICT to improve pupils' learning as the lead practitioner for the local authority. It shares its practices with schools across the local authority and nationally.

Resource management: Good

The school deploys its teachers and teaching assistants effectively. The school uses staff expertise sensibly to improve provision and raise standards. Efficient arrangements ensure that teachers make good use of the time allowed for planning, preparation and assessment. Rigorous performance management arrangements are well established. They enable staff to undertake valuable professional development activities to improve their own performance.

Resources of good quality match pupils' needs very well. The school's very good use of ICT resources has secured improvements in pupils' outcomes.

Leaders and the governing body manage finances efficiently. They allocate sufficient funds to support school improvement priorities and deploy specific grants to good effect in reducing the impact of social deprivation on attainment. For example, teaching assistants provide additional support to selected pupils. This has a measurable effect on improving their literacy and numeracy skills.

As a result of the strong progress made by pupils and the effective provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6742380 - Cwmclydach Community Primary School

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	36.7
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	27	34	27
Achieving the Foundation Phase indicator (FPI) (%)	77.8	70.6	85.2
Benchmark quartile	2	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	27	34	27
Achieving outcome 5+ (%)	81.5	73.5	85.2
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	37.0	20.6	29.6
Benchmark quartile	1	3	2
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	27	34	27
Achieving outcome 5+ (%)	77.8	70.6	88.9
Benchmark quartile	3	4	1
Achieving outcome 6+ (%)	33.3	26.5	29.6
Benchmark quartile	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	27	34	27
Achieving outcome 5+ (%)	88.9	94.1	92.6
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	40.7	35.3	37.0
Benchmark quartile	1	2	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.

6742380 - Cwmclydach Community Primary School

Number of pupils on roll	239
Pupils eligible for free school meals (FSM) - 3 year average	36.7
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	28	27	26	23
Achieving the core subject indicator (CSI) (%)	75.0	77.8	84.6	87.0
Benchmark quartile	2	2	1	1
English				
Number of pupils in cohort	28	27	26	23
Achieving level 4+ (%)	82.1	77.8	88.5	87.0
Benchmark quartile	1	3	1	2
Achieving level 5+ (%)	25.0	14.8	26.9	34.8
Benchmark quartile	2	3	2	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	27	26	23
Achieving level 4+ (%)	85.7	88.9	92.3	91.3
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	28.6	33.3	26.9	52.2
Benchmark quartile	2	1	2	1
Science				
Number of pupils in cohort	28	27	26	23
Achieving level 4+ (%)	85.7	88.9	88.5	91.3
Benchmark quartile	2	1	2	1
Achieving level 5+ (%)	25.0	25.9	34.6	39.1
Benchmark quartile	2	2	1	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.	110		109 99%	1 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	110		99 90%	11 10%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	110		105 95%	5 5%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%		
The school teaches me how to keep healthy	110		103 94%	7 6%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%		
There are lots of chances at school for me to get regular exercise.	110		105 95%	5 5%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	110		106 96%	4 4%		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.	110		107 97%	3 3%		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.	110		108 98%	2 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.	110		99 90%	11 10%		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.	110		108 98%	2 2%		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.	110		73 66%	37 34%		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	110		70 64%	40 36%		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.		15	8 53%	6 40%	0 0%	1 7%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			63%	33%	3%	1%		
My child likes this school.		15	11 73%	4 27%	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.		15	9 60%	4 27%	1 7%	1 7%	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.		15	7 47%	7 47%	1 7%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			61%	34%	3%	1%		
Pupils behave well in school.		15	3 20%	11 73%	0 0%	1 7%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			46%	45%	4%	1%		
Teaching is good.		15	9 60%	6 40%	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.		15	8 53%	7 47%	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.		15	5 33%	4 27%	2 13%	1 7%	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.
			47%	40%	6%	2%		
Staff treat all children fairly and with respect.		15	7 47%	8 53%	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.		15	8 53%	6 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.		15	9 60%	5 33%	1 7%	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'.		15	6 40%	8 53%	1 7%	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.		15	8 53%	4 27%	3 20%	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.	15	12 / 80%	1 / 7%	1 / 7%	1 / 7%	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.	15	3 / 20%	9 / 60%	0 / 0%	1 / 7%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	38%	7%	2%		
The school helps my child to become more mature and take on responsibility.	15	6 / 40%	7 / 47%	2 / 13%	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.	13	3 / 23%	7 / 54%	0 / 0%	0 / 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	15	5 / 33%	9 / 60%	1 / 7%	0 / 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	15	7 / 47%	7 / 47%	0 / 0%	1 / 7%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Nicholas Jones	Reporting Inspector
Christopher Ian Dolby	Team Inspector
Matthew Evans	Lay Inspector
Heather Morgan	Peer Inspector
Gareth Dacey	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
- 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.