



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

A report on

**Hafod Primary School
Wayne Street
Trehafod
Pontypridd
RCT
CF37 2NL**

Date of inspection: March 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

Hafod Primary School is in the village of Trehafod on the outskirts of Pontypridd in the Rhondda Cynon Taff local authority.

There are 117 full-time pupils between the ages of three and eleven on roll. This includes six pupils who attend the nursery class part-time. There are four classes, all of which are mixed age. The school has a communication disorder resource base for pupils with additional communication needs. Eight pupils, from across the authority, attend this class.

Around 26% of pupils are eligible for free school meals. This figure has remained largely similar over the last four years. However, it has been consistently higher than the average for Wales. The school identifies that 30% of pupils have additional learning needs, which is higher than the Welsh average. Very few pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language.

The headteacher took up the post in November 2015 and the school was last inspected in March 2013.

The individual school budget per pupil for Hafod Primary School in 2015-2016 means that the budget is £4,234 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Hafod Primary School is 12th out of the 105 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:

- During their time at the school, most pupils make good progress, particularly in the development of their reading, oracy and numeracy skills
- Most pupils develop good Welsh language skills and apply these well
- Most pupils with additional learning needs make strong progress in relation to their starting points
- Nearly all pupils enjoy attending school and they feel safe, valued and well cared for
- Nearly all pupils behave well
- The school provides a wide range of imaginative learning experiences for its pupils
- Working relationships between teachers, teaching assistants and pupils are strong

Prospects for improvement

The school's prospects for improvement are good because:

- There is a shared vision within the school aimed at ensuring improvements in wellbeing and standards for all pupils
- Performance management systems contribute well to effective school improvement
- Governors understand their responsibilities and the priorities and challenges that the school faces
- The school has a thorough understanding of its strengths and areas for development
- The school has a record of improving standards and provision
- There is a strong partnership with parents and the school keeps them very well informed

Recommendations

- R1 Improve pupils' extended writing across the curriculum
- R2 Ensure that Foundation Phase practice is embedded fully
- R3 Provide more opportunities for pupils to develop their information and communication technology (ICT) skills
- R4 Provide opportunities for pupils to respond to suggestions made in teachers' written comments

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

Many pupils in mainstream classes enter the school with levels of skills, knowledge and understanding that are below those expected for their age. Overall, most pupils make good progress as they move through the school. Pupils in the Communication Disorder Class also make good progress from their individual starting points.

The quality of most pupils' speaking and listening skills is good. Most pupils are confident when talking to their peers in small groups and to the whole class. Many pupils are happy to engage adults in conversation, including those with whom they are unfamiliar. By the end of the Foundation Phase, many pupils take part in group discussions to solve problems, listen carefully to instructions from their teacher and use a wide vocabulary. In key stage 2, many pupils use their speaking and listening skills effectively, for example to talk to a partner and a small group about what makes them feel like they belong to Hafod Primary School.

Most pupils make good progress in the development of their reading skills as they move through the school. By the end of the Foundation Phase, most pupils read at a level that is appropriate to their age and ability. A few pupils that are more able read with independence, expression and fluency. Most pupils self-correct when they make a mistake and use their knowledge of letter sounds well to read unfamiliar words. By the end of key stage 2, many pupils express preferences in terms of favourite authors and types of books. They talk confidently about the content of their books and make reasonable predictions about the outcomes of the storyline, and a majority use inference and deduction to aid their understanding. Pupils in both the Foundation Phase and key stage 2 have a limited understanding of the features of non-fiction texts.

By the end of the Foundation Phase, many pupils develop their basic writing skills well. They form letters accurately, use their phonic knowledge to spell words effectively and use full stops and capital letters correctly to indicate sentences. A majority of pupils use imaginative vocabulary and creative ideas in their writing, for example when writing an account of the hatching of chicks or retelling the story of Jack and the Beanstalk. In key stage 2, most pupils continue to make good progress in developing their writing skills. They write effective descriptions of characters for a story and imaginative play scripts, and use metaphors and similes to enhance their writing well. Most pupils' handwriting and presentation are of appropriate quality. They apply their phonic knowledge well to spell simple and more complex words accurately. Most pupils use basic forms of punctuation correctly and a very few use more complex forms, such as colons and semi-colons. When given the opportunity, pupils across the school apply their writing skills at the same level across the curriculum as they do in their dedicated English lessons, for example when writing instructions about how to make a paper windmill or planning an investigation into osmosis in plants.

Nearly all pupils develop their numeracy skills well as they move through the school. In the Foundation Phase, most pupils have a good understanding of number. Many pupils use their knowledge of place value effectively to double two digit numbers, or add amounts of ten. A few more able pupils double multiples of five up to one hundred. Most pupils apply their numeracy skills well when solving problems, for example, when calculating possible combinations of coloured beans. Many pupils develop a simple understanding of fractions of shapes and know, for example, that one quarter represents an amount shared into four equal parts. In key stage 2, pupils build well upon these skills. Many pupils in Year 3 and Year 4 use formal methods to add and subtract numbers up to ten thousand. Most pupils have a good recall of their two, five and ten times tables. Many use their knowledge of simple decimals well to calculate amounts of money. By the end of Year 6, many pupils demonstrate a good understanding of number and a few pupils have a very good understanding. Most pupils convert decimals to fractions and percentages effectively and demonstrate a good range of data handling skills, for example describing range, mode and median of a set of data. Most pupils apply their numeracy skills well when solving problems, for example when comparing various fuel prices. Pupils in both the Foundation Phase and key stage 2 apply their numeracy skills well across the curriculum.

In the Foundation Phase, most pupils make good progress in the development of their Welsh skills. They understand and respond to a wide range of instructions and commands and enjoy joining in with Welsh songs. In key stage 2, most pupils have a good vocabulary, but a minority are not fully confident in using their knowledge to hold a conversation. Most read familiar books correctly and many answer simple questions about what they have read. Many pupils write short informative paragraphs and create interesting dialogues using a range of familiar vocabulary competently.

At the end of the Foundation Phase, pupils' performance in literacy and mathematics at the expected outcome has varied, moving the school between the top 25% and bottom 25% when compared with similar schools over the last four years and there is no identifiable trend. Pupils' performance at the higher level has placed the school largely in the higher 50% over the last four years.

The published data for the end of key stage 2 teacher assessments includes pupils with additional learning needs within the Communication Disorder Class. This affects the overall performance of pupils when compared with that of pupils in other schools with similar proportions free school meals.

At the end of key stage 2, pupils' performance at both the expected and higher levels in English, mathematics and science has placed the school largely in the lower 50% when compared with similar schools over the last four years.

At the end of the Foundation Phase and key stage 2, the performance of boys and girls is broadly similar. Pupils eligible for free school meals perform as well as other pupils. Most pupils with additional learning needs make good progress in relation to their starting points.

Wellbeing: Good

Nearly all pupils enjoy attending school. They feel safe, valued and well cared for. They know whom to turn to for support and guidance when they need it. Standards of behaviour are good. Nearly all pupils show good care and concern for each other and high levels of respect for adults. Most pupils work well in pairs or small groups to solve problems and in joint writing exercises.

Nearly all pupils know what makes a well-balanced diet and the importance of this to help them stay healthy. They understand the need for regular exercise and take part in a range of physical activities, for example the school's football and basketball clubs.

Many pupils are aware of what they need to do to improve their work. For example, pupils in Years 5 and 6 describe how they will improve their algebra skills during their next lesson. Many pupils are aware of their targets for literacy and numeracy, although only a few are clear about how to achieve these.

Many pupils take on areas of responsibility in the life of the school. They take these seriously and fulfil their roles well. The school council has had a significant impact on the work of the school in many areas. For example, it was successful in applying for a grant to create a new school garden and was part of the process that appointed the current headteacher. As a result, pupils feel strongly that their opinions matter and that the school takes them seriously when they make suggestions for improvements.

Rates of attendance have placed the school largely in the lower 50% or bottom 25% when compared to similar schools for the past four years. However, recent initiatives to improve attendance have had a significant impact and there is positive trend of improvement.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a wide range of good quality learning experiences for its pupils. It effectively meets the requirements of the National Curriculum, Foundation Phase and religious education syllabus. All teachers plan imaginative and engaging activities that interest pupils and provide a good stimulus for their learning. For example, pupils in Years 5 and 6 enjoy participating in an 'adopt an actor' scheme when working with a national theatre group. This is effective in developing many pupils' oracy and numeracy skills. Pupils in the nursery and reception class develop their fine motor skills well when creating their own 'dinosaur dinner'. However, Foundation Phase practice is not evident consistently throughout the school day.

The school has carefully mapped the development of pupils' literacy and numeracy skills as they move through the school and teachers plan well for their development. The development of pupils' numeracy skills is a particular strength. For example, pupils in Years 5 and 6 record the relative temperatures in Trehafod and Rome on a line graph successfully. However, in a majority of cases teachers do not provide pupils with sufficient opportunities to write at an extended length across all areas of the curriculum or to develop their ICT skills effectively.

Teachers organise a suitable range of educational visits to enhance the curriculum successfully. For example, pupils visit a museum in Swansea to develop their understanding of Wales during the Blitz. The school offers a worthwhile variety of clubs, such as football, basketball and art, which enrich pupils' learning experiences well.

The school provides a good range of opportunities for pupils to develop their knowledge of Wales. For example, visits to Rhondda Heritage Park and a residential centre in Llangrannog are useful in developing pupils' understanding of Welsh heritage and culture. The school makes effective use of a framework for teaching Welsh vocabulary. This is effective in developing language patterns progressively across the school.

The school promotes education for sustainable development and global citizenship appropriately. Pupils take an active part in recycling and the school serves as the local recycling distribution centre for the immediate community. Projects with links to foreign countries, such as Uganda, inform pupils' understanding of life in other countries well. The curriculum celebrates and develops pupils' understanding of other cultures effectively.

Teaching: Good

Working relationships between teachers, teaching assistants and pupils are a strength of the school and help to ensure that pupils make good progress during lessons. In nearly all cases, teachers provide pupils with activities that motivate and engage them successfully. For example, teachers challenge pupils in Years 1 and 2 to list the contents for their rucksack before they begin their journey up the beanstalk to meet the giant. In most classes, teachers plan activities that provide a suitable level of challenge for pupils of all abilities to achieve the next step in their learning. Most lessons move at a good pace.

In most classes, teachers share learning objectives with pupils and provide them with clear guidance about how to achieve these. They question pupils effectively to challenge their understanding and intervene appropriately to address misconceptions. In a minority of cases, teachers provide pupils with valuable opportunities to assess their progress and that of their peers.

All teachers mark pupils' work positively and regularly. They indicate strengths and areas for improvement, and suggest useful ways forward. However, in many cases, teachers do not provide pupils with sufficient opportunities to act on their suggestions. As a result, marking does not always have enough impact on improving pupils' skills.

The school monitors pupils' progress well. As part of termly meetings, teachers analyse assessment data, scrutinise pupils' books and discuss the progress of every pupil. They use the outcomes from this process to review and modify intervention programmes and in class support. As a result, many pupils make good progress in the development of their skills.

Teachers work together effectively to ensure that the levels they assign to pupils are an accurate reflection of their ability. This includes effective collaboration with other local schools and the local high school. Annual reports to parents are comprehensive and provide them with a clear picture of their child's strengths, areas for improvement and ways forward.

Care, support and guidance: Good

The school provides high quality care, support and guidance for its pupils. As a result, pupils feel safe, secure and well cared for. There are effective arrangements to support pupils' health and wellbeing. For example, playground games and play equipment encourage pupils to be physically active during break times. The school has appropriate arrangements for promoting healthy eating and drinking, such as a healthy tuck shop and a wide range of healthy lunch choices.

Staff develop pupils' spiritual, moral, social and cultural awareness purposefully through daily collective worship and a comprehensive personal and social education programme. The school makes beneficial use of a range of visitors, such as community police officers, to enhance pupils' understanding of moral issues and their respect for truth and justice.

Provision for pupils with additional learning needs is strong and enables these pupils to make good progress towards achieving their individual targets. Staff identify pupils' additional learning needs at an early stage and provide them with effective support through a wide variety of strategies. For example, reading intervention programmes make sure that pupils make good progress in the development of these skills.

The school makes good use of a wide variety of external agencies to support pupils' specific needs. For example, it engages well with the speech and language and educational psychology teams to provide effective support for pupils with specific needs.

Pupils' individual education plans are of good quality. Teachers consult pupils and parents appropriately to set and review pupils' targets. Teaching assistants provide valuable support for individuals and groups of pupils in class and during intervention sessions. The school uses additional support well to meet pupils' emotional needs throughout the school and this has a positive impact on pupils' wellbeing and behaviour.

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

Learning environment: Good

The school has a calm, caring and collaborative ethos in which all pupils feel safe and valued. Through effective policies and procedures, it successfully ensures that all pupils have equal opportunities to access the curriculum and the wider life of the school. It promotes common values of respect and tolerance well. Most pupils have a good understanding of their rights and the rights of others.

The school building is a stimulating, safe and well-maintained learning environment. Wall displays are a beneficial mixture of pupils' work, well-painted murals and resources that support pupils' learning well. The accommodation is of appropriate size for the number of pupils on roll. The large school yard is used to good effect to support pupils' physical activity and creative play.

Overall, resources are appropriate to meet nearly all pupils' needs. The school has recently purchased 15 new laptops, although they are not yet being utilised fully to support teaching and learning. The school library is well resourced and used regularly by the pupils.

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

In the short time since her appointment, the headteacher has been successful in sharing her vision of ensuring improvements in wellbeing and standards for all pupils. She leads an effective and committed team who share this vision. They work together purposefully to provide a calm, happy and welcoming learning environment.

Senior leaders deploy teachers and support staff successfully to meet the school's aims. All staff have job descriptions, which clearly outline roles and responsibilities. Performance management systems for teachers are effective and targets link to the school's strategic aims and focus well on raising attainment. For example, an emphasis on improving the teaching of mathematical reasoning skills has had a positive impact on raising standards in numeracy.

Regular staff meetings focus suitably on monitoring pupils' progress and implementing the aims of the school improvement plan. As part of these meetings, teachers use assessment data well to monitor the progress of cohorts of pupils, particularly those who are vulnerable or more able.

The school is successful in meeting many local and national priorities, such as closing the gap between the attainment of pupils eligible for free school meals and those who are not. The school has also been effective in developing pupils' skills in the Welsh language.

Governors are supportive of the school's work. They meet regularly and have a good understanding of their responsibilities and the priorities and challenges that the school faces. A few governors visit the school frequently and have a clear picture of school life. The headteacher provides governors with detailed information about school data. This ensures that governors have a sound knowledge of how performance compares with that of similar schools. They are beginning to use this information well to challenge the school.

Improving quality: Good

The school has effective procedures for self-evaluation. It has a thorough understanding of its strengths and areas for development and focuses clearly on improving outcomes for pupils. Senior leaders analyse teachers' assessment and

test data in detail, observe lessons, monitor pupils' work and listen to groups of learners to understand their opinions and gauge their progress. These monitoring processes are rigorous and robust, and they involve all relevant groups within the school community.

There are clear links between the self-evaluation report and the school development plan. Leaders use the outcome from self-evaluation processes well to inform school improvement priorities.

The school development plan has a manageable number of targets, which focus efficiently on raising standards, wellbeing and enhancing provision. The plan identifies suitable success criteria, actions for improvement, relevant timescales and costs, and it allocates responsibility for actions. All staff are aware of the school's improvement targets and have a good understanding of their role in achieving them. Senior leaders provide parents with a summary of the school development plan and present pupils with a simplified version. As a result, all groups feel part of the school improvement process.

The school has a good track record of school improvement, and previous school development plans have led to improvements in attendance and raised standards in numeracy.

Partnership working: Good

The school has a range of highly successful partnerships that contribute effectively to raising standards and improving wellbeing. It has a strong partnership with parents and keeps them very well informed. For example, regular newsletters and the school's social media page ensure that parents are up-to-date with day-to-day activities in the school. A few parents have participated in family learning activities. These make a valuable contribution towards parents providing useful support in literacy and numeracy for their children at home.

The school works closely with outside organisations such as a national arts body, which resulted in pupils visiting a Cardiff theatre to learn about the different aspects of theatre work. This enabled pupils to apply their literacy and numeracy skills effectively in a range of situations and raised pupils' aspirations about the range of work opportunities available to them.

Partnerships to promote healthy living are particularly beneficial. For example, the school's work with the dental service has been effective in improving many pupils' dental hygiene.

Nearly all pupils have a smooth start to school life as a result of effective arrangements for the induction of pupils into the nursery class. Transition activities for pupils in Year 6 prepare them well for their move to the local high school. For example, a useful history based transition project involves pupils working with current high school students and culminates in a joint visit to Cardiff Bay.

Teachers meet regularly as part of staff meetings and with staff from cluster schools to ensure the accuracy of their assessment of pupils' work. Staff work effectively with external advisers and act constructively on their advice to raise standards and improve provision.

Resource management: Good

The school has sufficient experienced and appropriately qualified teachers and support staff to meet the needs of pupils. All staff participate in regular professional development activities linked to their individual needs and the school's improvement priorities. Staff work effectively in partnership with the local cluster of schools and take part in networks of professional practice that are beneficial in raising standards. Joint working on improving pupils' numeracy skills has been particularly effective.

There are suitable arrangements for teachers' planning, preparation and assessment time.

The school manages its budget well. The headteacher, school administrator and governors monitor expenditure carefully. They ensure that planned expenditure links closely to the school's priorities for improvement. The school makes good use of the Pupil Deprivation Grant to improve outcomes for disadvantaged pupils through providing high quality training for staff and the provision of targeted intervention programmes. This has been effective in raising standards of reading and wellbeing for pupils eligible for free school meals.

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

Appendix 1: Commentary on performance data

6742127 - Hafod Primary School

Number of pupils on roll	106
Pupils eligible for free school meals (FSM) - 3 year average	27.2
FSM band	4 (24%<FSM<=32%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	12	10	13	10
Achieving the Foundation Phase indicator (FPI) (%)	83.3	90.0	69.2	80.0
Benchmark quartile	2	1	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	12	10	13	10
Achieving outcome 5+ (%)	91.7	90.0	69.2	80.0
Benchmark quartile	1	1	4	4
Achieving outcome 6+ (%)	25.0	40.0	15.4	40.0
Benchmark quartile	2	1	4	1
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	12	10	13	10
Achieving outcome 5+ (%)	91.7	90.0	69.2	80.0
Benchmark quartile	1	1	4	4
Achieving outcome 6+ (%)	25.0	60.0	23.1	40.0
Benchmark quartile	2	1	3	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	10	13	10
Achieving outcome 5+ (%)	91.7	100.0	92.3	90.0
Benchmark quartile	2	1	3	4
Achieving outcome 6+ (%)	25.0	80.0	53.8	70.0
Benchmark quartile	3	1	2	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.

6742127 - Hafod Primary School

Number of pupils on roll	106
Pupils eligible for free school meals (FSM) - 3 year average	27.2
FSM band	4 (24%<FSM<=32%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	16	10	16	16
Achieving the core subject indicator (CSI) (%)	81.3	60.0	81.3	81.3
Benchmark quartile	2	4	3	4
English				
Number of pupils in cohort	16	10	16	16
Achieving level 4+ (%)	81.3	70.0	81.3	87.5
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	*	*	*	31.3
Benchmark quartile	*	*	*	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	16	10	16	16
Achieving level 4+ (%)	81.3	60.0	81.3	81.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	*	*	*	31.3
Benchmark quartile	*	*	*	3
Science				
Number of pupils in cohort	16	10	16	16
Achieving level 4+ (%)	81.3	70.0	81.3	81.3
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	*	*	*	31.3
Benchmark quartile	*	*	*	3

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.	51		51 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	51		51 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	51		50 98%	1 2%	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	51		50 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	51		51 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	51		50 98%	1 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.	51		51 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	51		50 98%	1 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.	49		47 96%	2 4%	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.	51		46 90%	5 10%	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.	50		47 94%	3 6%	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	51		50 98%	1 2%	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.	29	21 72%	6 21%	2 7%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	29	23 79%	6 21%	0 0%	0 0%	0	Mae fy mhentyn 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.	29	24 83%	5 17%	0 0%	0 0%	0	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.	29	19 66%	10 34%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	29	15 52%	13 45%	1 3%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	29	20 69%	9 31%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	28	18 64%	10 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	28	16 57%	10 36%	2 7%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	29	21 72%	5 17%	2 7%	1 3%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	28	16 57%	10 36%	2 7%	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.	29	23 79%	6 21%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	24	19 79%	4 17%	1 4%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	29	17 59%	10 34%	2 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	29	23 79%	5 17%	0 0%	1 3%	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.	28	16 57%	9 32%	1 4%	2 7%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	29	17 59%	12 41%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	23	9 39%	13 57%	0 0%	1 4%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	29	18 62%	9 31%	1 3%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	29	22 76%	5 17%	2 7%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Mr Jonathan Wright	Reporting Inspector
Mr Jonathan Wright	Reporting Inspector
Mrs Buddug Mai Bates	Team Inspector
Ms Helen Brigid Potts	Lay Inspector
Mr Stephen Davies	Peer Inspector
Miss Elizabeth Bradley (Headteacher)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics
- science

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

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

All-Wales Core Data sets

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

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

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