



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Pengeulan Primary School
Penrhiwceiber Road
Miskin
Mountain Ash
RCT
CF45 3UW**

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.

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Context

Pengeulan Primary School is in the village of Miskin in the Cynon Valley in Rhondda Cynon Taf local authority. The school caters for pupils between three and eleven years of age. Currently, 146 pupils attend the school, including 18 in the full-time nursery. There are six classes, most of which contain pupils from more than one age group.

About half of the pupils are eligible for free school meals, which is significantly above the local and national averages. Nearly all pupils are of white British ethnicity and speak English as their first language. A very few pupils speak Welsh at home. The school identifies about 33% of pupils as having additional educational needs.

The headteacher took up his post in 2005. The school was last inspected in 2009.

The individual school budget per pupil for Pengeulan Primary School in 2014-2015 means that the budget is £3,570. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Pengeulan Primary School is 39th 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:

- many pupils make good progress in relation to their starting points;
- most pupils have a good awareness of how to stay healthy;
- learning experiences match the needs of nearly all pupils well;
- most teaching is good;
- the quality of care, support and guidance is very good; and
- most pupils with additional needs are supported well and make good progress.

However:

- pupils' attendance levels are low.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides effective leadership;
- the governing body supports and challenges the school efficiently;
- the self-evaluation report clearly identifies strengths and areas for development;
- the school has a good record of bringing about improvements, responding well to most of the recommendations of the previous inspection; and
- the school uses a good range of resources effectively to support pupils' learning.

Recommendations

- R1 Raise standards of attainment in English, mathematics and science in key stage 2
- R2 Improve pupils' attendance rates
- R3 Provide further opportunities for pupils to speak Welsh within and outside of the classroom
- R4 Further develop the use of the outdoor learning area for pupils in the Foundation Phase

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

Nearly all pupils enter the school with skill levels that are below those expected of pupils of that age. Many pupils make good progress during their time at the school and a minority of pupils make very good progress from their low starting-points.

Many pupils in the Foundation Phase and in key stage 2 make good progress in developing their listening and speaking skills. They pay close attention to their teachers. In the Foundation Phase, most pupils speak confidently to adults and explain what they are doing, for example in the role-play areas. In key stage 2, many pupils discuss their ideas with their partners, expressing their ideas clearly. Pupils who are more able use a well-developed vocabulary.

Many pupils read at an appropriate level for their age and ability. Throughout the Foundation Phase, many pupils understand the correspondence of letters and sounds and they apply this well to read unfamiliar words. They also use pictures effectively to help them understand the meaning of the text. By the end of the Foundation Phase, a majority of pupils read well.

In key stage 2, most pupils further develop their ability to read fluently and have effective strategies for reading new words and learning their meanings. Many have a good understanding of the plot and characters in their reading books. Older pupils begin to use context and higher order skills such as inference to predict what happens next in a story. They use skimming and scanning techniques competently when searching for information in non-fiction books.

In the Foundation Phase, many pupils write neatly in sentences with accurate use of capital letters and full stops. They spell most words correctly, or write phonetically plausible approximations. They use a good range of styles when writing stories and news and when recounting their visits. A majority of more able pupils show good imagination, for example when describing a troll, whose eyes were 'as big as wheels'.

In key stage 2, a majority of pupils write well in a variety of styles, for different purposes and audiences. They use a good range of punctuation correctly. Many write complex sentences well to make their writing more interesting, for instance when they write play scripts based on scenes from Macbeth and letters and poems. Many pupils acquire an expanding vocabulary that enables them to write vivid descriptions of characters and settings using similes and metaphors.

In both key stages, many pupils use their literacy skills well in other areas of the curriculum. For example, older key stage 2 pupils write newspaper-style reports about the Second World War and write presentations following their internet research into the confrontations between mods and rockers in the 1960s.

Many pupils in the Foundation Phase make good progress in mathematics. They work neatly and accurately when adding and subtracting numbers up to 100 and use their knowledge of number facts to add multiples of ten. Many pupils know the names of three-dimensional shapes and describe cones, spheres and cylinders correctly. Many use the terms 'half' and 'quarter' appropriately when dealing with fractions and when telling the time. In key stage 2, pupils read and write numbers up to a million correctly. They use their knowledge of place value to multiply and divide numbers by ten and a hundred. Many understand the relationship between fractions, decimals and percentages and perform conversions correctly. Most work accurately, setting out calculations neatly. They carry out problem solving exercises and open-ended investigations methodically, for example when exploring the number patterns that occur when dividing numbers by 99.

In the Foundation Phase, the majority of pupils use numeracy skills well in other subjects, measuring, counting and creating pictograms and block graphs. In key stage 2, many pupils use a limited range of numeracy skills appropriately in science and topic work. Many read scales accurately. They calculate the mean of a set of measurements and draw bar charts to communicate the findings of their science investigations.

In Welsh, many pupils acquire a range of sentence patterns and new vocabulary appropriately. They use greetings confidently, and ask and answer a good range of questions. They listen well and take care with pronunciation. However, they are less confident in using familiar words and phrases in different contexts. Pupils' reading and writing in Welsh reading and writing is not as well developed as their oracy. Most pupils with additional learning needs make good progress in relation to their starting points.

Over the last three years, pupils' attainment in the Foundation Phase at the expected outcome 5 in literacy and mathematical development shows wide variations. For attainment in literacy, the school ranges between the higher and lower 50% of similar schools and in mathematical development between to top and bottom 25%. At the higher-than-expected outcome 6, attainment has also fluctuated widely over the same period. For attainment in literacy, the school varies between the top and bottom 25% of similar schools and in mathematical development between the higher 50% and the bottom 25%. Overall, attainment in the Foundation Phase has improved over time.

In key stage 2, pupils' attainment at the expected level 4 in English, mathematics and science since 2011 has consistently placed the school in the lower 50% or bottom 25% of similar schools. Pupils' attainment at the higher-than-expected level 5 over the same period also varies. In English, the school ranges between the higher and lower 50% of similar schools; in mathematics between the top 25% and lower 50% and in science between the lower 50% and bottom 25%.

In the Foundation Phase in 2013, pupils who are eligible for free school meals attain at least as well as other pupils in all areas of learning, although in 2014 pupils who are eligible for free school meals do not attain as highly as their peers. In key stage 2, pupils who are eligible for free school meals generally do not attain as well as other pupils in any subject at the expected or higher-than-expected levels.

Wellbeing: Adequate

Most pupils understand the importance of eating healthily and taking regular exercise. They benefit from being physically active and around half engage in the wide range of after-school sporting activities.

Most pupils feel safe in school and are confident that members of staff will address any concerns pupils raise promptly and effectively.

Nearly all pupils behave well. They show good levels of respect and concern for others. Most older pupils demonstrate maturity and common sense. The school council and sporting ambassadors make a valuable contribution to the life of the school and take their responsibilities very seriously. They participate in decision-making to bring about improvements, for example by designing a healthy lunchbox leaflet for parents and encouraging pupils to be more active at break times. Nearly all pupils raise funds to support charities, such as the local hospital, and work well with local groups, donating items to the local food bank. These events promote community cohesion and develop pupils' understanding of good citizenship.

Pupils gain a good insight into the world of work, for example through a visit to a local power station.

Attendance levels in recent years are consistently below the average for similar schools, but unverified data for 2013 to 2014 indicates a significant improvement.

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

The school provides a varied and imaginative range of experiences to meet the needs of nearly all pupils. Lessons offer interesting activities that contribute effectively to pupils' understanding and enjoyment and enable them to build progressively on their previous knowledge and understanding. A varied programme of extra-curricular clubs such as sports, gardening and ceramics enriches and extends pupils' learning.

The school has good arrangements for developing pupils' skills in literacy and information and communication technology (ICT). Teachers give pupils frequent opportunities to write for different audiences and purposes in many areas of the curriculum. The school's focus on developing pupils' calculation skills and recall of number facts has a positive effect on outcomes in numeracy. An effective support programme contributes to raising the achievement of pupils whose basic skills in literacy and numeracy are underdeveloped.

Teachers plan for the development of Welsh oracy effectively. There is clear progression in the sentence patterns that pupils learn through the school. However, they do not give sufficient attention to using incidental Welsh consistently through the school in lessons or daily routines.

The school promotes pupils' understanding of Welsh culture and traditions effectively through studies of local areas. Teachers make good use of Welsh legends and stories, for example about Guto Nyth Bran and other famous people. The school's annual eisteddfod also helps to re-enforce pupils' sense of identity.

Pupils have good opportunities to develop their knowledge of the importance of recycling and conservation. Many pupils develop their understanding of the lives of others in different parts of the world well through the curriculum and the school's links with international charities such as Oxfam.

Teaching: Good

In all classes, teachers plan a range of interesting lessons that stimulate and motivate nearly all pupils. Lessons build effectively on pupils' previous learning. In most cases, teachers ensure that lessons proceed at a brisk pace and include a good balance of whole class and paired or group work. Most teachers use questioning carefully to encourage pupils to develop their thinking skills and understanding.

Teachers make sure that pupils understand what they expect early in the lesson, so that pupils are able to judge how well they have achieved. Teachers know their pupils well and match activities effectively to pupils' abilities on a regular basis. During lessons, they intervene sensitively and encourage pupils to evaluate and improve their work. Teachers mark pupils' work regularly. Their comments praise and motivate pupils and suggest how they could improve their work. They encourage pupils to respond to their comments to ensure that they affect the quality of pupils' future work.

The school uses a comprehensive range of assessments to measure pupils' progress and a computerised system tracks pupils' progress. This allows teachers to identify readily pupils who are achieving less well than expected, and to provide appropriate support. Parents appreciate the clear and informative annual reports that complement their regular discussions with teachers.

Care, support and guidance: Good

The quality of care, support and guidance that staff give to all pupils is a strength of the school. There are appropriate arrangements for promoting healthy eating and drinking. Comprehensive arrangements support vulnerable pupils and those from disadvantaged backgrounds. There is early identification of pupils with additional learning needs and the school's provision for those pupils is of high quality. The school accesses a wide range of specialist services to meet the needs of individuals effectively. Pupils and parents have a say in the setting and reviewing of targets in individual education plans. Well-qualified teaching assistants deliver valuable intervention programmes for pupils with literacy, numeracy and social and emotional difficulties. These programmes have a beneficial effect on raising pupils' self-esteem, confidence and basic skills.

There are effective arrangements for dealing with unacceptable behaviour. Pupils have full confidence in the system. They understand, and conform to, the school's rules and learn the importance of values such as honesty and respect. Provision for sex and relationships education and other aspects of health and safety is thorough. Topic work and acts of collective worship promote pupils' spiritual and moral development successfully. The school promotes pupils' cultural development well through a range of visits and sporting and musical events.

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

Learning environment: Good

The school has a caring ethos and is an inclusive community that recognises and celebrates diversity. Most pupils take pride in their work and are highly motivated to succeed. The promotion of equality of opportunity and a sense of fairness for all is evident in the work of the school. Teachers reinforce these principles effectively, particularly by encouraging pupils to consider and appreciate the views of others. The school takes reasonable steps to ensure that pupils with disabilities and disadvantaged pupils have equal access to the curriculum.

The school is safe place due to many improvements to its appearance both internally and externally over the last year. Classrooms are colourful, organised environments and displays have a good balance between learning walls and celebrations of pupils' work. Staff manage the limitations of an old building on a split site well. The well-maintained accommodation provides sufficient space for all classes. However, the outdoor learning area for Foundation Phase pupils is under developed.

There are ample resources of good quality to support teaching and learning. The range of technology available to learners is a particular strength.

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

The headteacher provides effective leadership. All members of staff support his clear vision and strategic direction, focusing on promoting pupils' wellbeing and ensuring that all realise their potential. Members of the senior management team have clear roles and responsibilities and they work together closely to improve all aspects of the work of the school. Members of the leadership team support the headteacher well in the analysis of a wide range of assessment data, which they use effectively to monitor performance. Senior leaders ensure that all staff are fully aware of priorities for improvement through an efficient programme of whole-staff and departmental meetings.

The governing body supports the school effectively. Members have a good knowledge of the life and work of the school from the comprehensive reports of the headteacher, and through their own links with curriculum leaders and the school council. Recently appointed governors receive appropriate training and support. The sub-committee structure ensures that governors conduct their business efficiently. Governors are developing the ability to analyse information regarding pupil outcomes well, in order to focus more effectively on raising standards.

The school addresses local and national priorities such as assessment for learning and the implementation of the statutory Literacy and Numeracy Framework successfully.

Improving quality: Good

Self-evaluation is a regular feature of school life. The headteacher leads senior managers in gathering a range of first hand evidence, which gives leaders a good knowledge of the strengths of the school and of how it can improve. The senior management team observes lessons and monitors teachers' planning and pupils' work to make sound judgements about the quality of teaching and learning and curriculum provision. The school takes good account of the views of pupils through the school council, and has improved the quality and quantity of playground equipment as a result.

The school's self-evaluation report presents a clear picture of its performance. It evaluates how the school's life and work affects pupils' progress and wellbeing, and enables accurate judgements about standards, provision and leadership. The senior management team uses most of the information from self-evaluation effectively to determine valid priorities for school improvement.

The school improvement plan is a useful document that comprises an appropriate number of relevant targets. The plan clearly sets out timescales and costs and defines targets in such a way that progress is easily measured. All staff work together to implement the plan and they review progress regularly.

Partnership working: Good

The school makes good use of a large number of partnerships that provide significant benefits to many pupils. Parents attend class assemblies and give good support to the 'Friends of Pengeulan' association, raising money for additional equipment such as tablet computers. The school works well with other local schools and those in the wider area to address common priorities such as tackling underperformance in reading by appointing a shared support worker, and standardising teachers' assessments of pupils' work at the end of each key stage. There are good transition arrangements that help pupils settle quickly into their new secondary school. The school has only limited links with the local community.

Partnerships with the police and fire and rescue services play an important role in keeping pupils safe around school and at home. The productive partnerships with a wide range of specialist agencies that provide valuable support to pupils with additional educational, emotional or behavioural needs are a strong feature.

There are mutually beneficial partnerships with local universities and teacher training institutions, which provide aspiring teachers with valuable experiences.

Resource management: Good

The headteacher manages resources appropriately. He deploys teaching staff well, making the best use of their knowledge and skills. Teachers use the time for planning, preparation and assessment purposefully. Teaching assistants make a valuable contribution by supporting pupils whose slow progress causes concern.

Efficient performance management procedures ensure that teachers have relevant targets and regular opportunities for professional development, therefore ensuring that they are well equipped to support the school's curricular innovations. Teaching assistants do not take part in regular appraisals reviews, although they have relevant training.

Teachers now work together in a network of professional practice with other schools in the consortium on teaching and learning, attendance and community involvement. However, it is at too early a stage to evaluate the effect of these initiatives.

The headteacher and governors plan and monitor expenditure carefully. The school has a valid plan for managing the surplus in the current budget, because of changes in staffing.

The headteacher plans the use of additional grants efficiently. The school uses its Pupil Deprivation Grant to ensure that pupils who are eligible for free school meals are not at a disadvantage, for example by providing support for literacy and numeracy and by meeting the cost of visits. All pupils benefit from a good level of interesting learning resources and a stimulating learning environment.

In view of pupils' progress by the end of key stage 2, the school provides good value for money.

Appendix 1: Commentary on performance data

6742192 - PENGEULAN PRIMARY

Number of pupils on roll	145
Pupils eligible for free school meals (FSM) - 3 year average	56.1
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	19	18	15
Achieving the Foundation Phase indicator (FPI) (%)	68.4	72.2	80.0
Benchmark quartile	3	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	19	18	15
Achieving outcome 5+ (%)	78.9	77.8	86.7
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	21.1	5.6	33.3
Benchmark quartile	2	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	19	18	15
Achieving outcome 5+ (%)	68.4	94.4	86.7
Benchmark quartile	4	1	2
Achieving outcome 6+ (%)	5.3	5.6	26.7
Benchmark quartile	4	4	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	19	18	15
Achieving outcome 5+ (%)	94.7	88.9	100.0
Benchmark quartile	1	3	1
Achieving outcome 6+ (%)	21.1	50.0	33.3
Benchmark quartile	3	1	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.

6742192 - PENGEULAN PRIMARY

Number of pupils on roll 145
 Pupils eligible for free school meals (FSM) - 3 year average 56.1
 FSM band 5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	23	13	13	18
Achieving the core subject indicator (CSI) (%)	65.2	46.2	69.2	50.0
Benchmark quartile	3	4	4	4
English				
Number of pupils in cohort	23	13	13	18
Achieving level 4+ (%)	73.9	46.2	76.9	61.1
Benchmark quartile	3	4	3	4
Achieving level 5+ (%)	17.4	15.4	30.8	22.2
Benchmark quartile	3	3	2	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	23	13	13	18
Achieving level 4+ (%)	73.9	53.8	69.2	77.8
Benchmark quartile	3	4	4	3
Achieving level 5+ (%)	43.5	15.4	23.1	22.2
Benchmark quartile	1	3	3	3
Science				
Number of pupils in cohort	23	13	13	18
Achieving level 4+ (%)	65.2	61.5	69.2	50.0
Benchmark quartile	4	4	4	4
Achieving level 5+ (%)	0.0	15.4	15.4	0.0
Benchmark quartile	4	3	4	4

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

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.	65		61 94%	4 6%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	65		62 95%	3 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	65		62 95%	3 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	65		61 94%	4 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.	65		61 94%	4 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	65		62 95%	3 5%	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.	65		65 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	65		64 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.	65		61 94%	4 6%	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.	65		63 97%	2 3%	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.	65		52 80%	13 20%	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	65		28 43%	37 57%	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 Dalim yn gwybod	
Overall I am satisfied with the school.	11	11 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	11	10 91%	1 9%	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.	11	11 100%	0 0%	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.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	11	7 64%	4 36%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	11	10 91%	1 9%	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.	11	10 91%	1 9%	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.	10	6 60%	2 20%	0 0%	0 0%	2	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.	11	11 100%	0 0%	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.	11	9 82%	1 9%	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.	11	11 100%	0 0%	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'.	11	10 91%	1 9%	0 0%	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.	11	11 100%	0 0%	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.	11	10 91%	1 9%	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.	11	10 91%	0 0%	0 0%	0 0%	1	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.	11	10 91%	1 9%	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.	11	7 64%	2 18%	0 0%	0 0%	2	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.	11	9 82%	2 18%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	11	11 100%	0 0%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Rhiannon Harris	Team Inspector
Andrea Louise Davies	Lay Inspector
Jayne Elizabeth Woolcock	Peer Inspector
Paul Morgan	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.