



*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**

**Ysgol G.G. Aberdâr  
Laburnam Drive  
Cwmdare  
Aberdare  
RCT  
CF44 8RT**

**Date of inspection: February 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:

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

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

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**Publication date: 09/04/2015**

## Context

Ysgol Gynradd Gymraeg Aberdâr is situated in Cwmdare and is maintained by Rhondda Cynon Taf local authority. The school was opened in 1949. In January 2003, it moved to a new building on the current site. The extensive catchment area stretches from Pen-y-waun, at the top of the Cynon Valley, to Abercwmboi.

Fourteen point seven per cent (14.7%) of pupils are eligible for free school meals, a figure that is below the local and national averages. Twenty per cent (20%) of pupils have additional learning needs (ALN). Two point six per cent (2.6%) of pupils come from Welsh-speaking homes, and 2.2% are from an ethnic minority background.

Currently, there are 428 pupils on roll, which includes 57 part-time nursery pupils. They are divided into 15 classes. Sixteen full-time teachers are employed, including the headteacher. The school was last inspected in 2009. The headteacher has been in post since January 2014.

The individual school budget per pupil for Ysgol Gynradd Gymraeg Aberdâr in 2014-2015 is £2,742. The maximum per pupil in primary schools in Rhondda Cynon Taf is £5,513 and the minimum is £2,514. Ysgol Gynradd Gymraeg Aberdâr is in 104<sup>th</sup> place of the 110 primary schools in Rhondda Cynon Taf in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The school is adequate because:

- Most pupils strive hard in lessons and make appropriate progress in their learning
- The standards of many pupils' oral skills in the Foundation Phase are good
- In the majority of lessons, teachers use a range of appropriate teaching methods and resources in order to maintain pupils' interest
- Teachers use assessments about pupils effectively to identify groups of learners who need additional support
- The school is an inclusive and supportive community in which all pupils have equal access to all of its activities

However:

- The school provides a limited range of learning experiences
- Learning activities do not meet the needs of many pupils, particularly those with additional learning needs and those who are more able
- The school does not plan in enough detail and with enough co-ordination to deliver the curriculum
- Many pupils' standards are below the expected attainment levels
- Most pupils do not acquire their literacy and numeracy skills effectively enough across the curriculum
- The ability of the majority of pupils to improve their own work has not developed sufficiently
- Pupils' attendance is weak
- On the whole, teaching does not challenge pupils sufficiently
- The school has not succeeded in incorporating the requirements of the Literacy and Numeracy Framework in its plans
- Most teachers' marking is ineffective

### Prospects for improvement

The school's prospects for improvement are adequate because:

- The new headteacher provides clear guidance and has a good understanding of the school's strengths and key areas that need to be developed
- An agreed list of priorities has been set in relation to developing the school
- Governors are beginning to play a more active role in setting the school's strategic direction

However:

- Leadership over time has not had the necessary effect on the school's strategic direction
- Self-evaluation arrangements are not incisive enough to enable the school to prioritise all of the important elements that need to be improved
- Evaluation processes do not give detailed enough attention to improving pupils' achievement
- Many teachers' planning is not systematic enough to challenge pupils increasingly as they move through the school; over time, self-evaluation and strategic planning have not had a positive effect on standards and provision
- Governors have been slow to respond to specific shortcomings in leadership, which has had a negative effect over time on pupils' standards

## Recommendations

- R1 Ensure that more pupils achieve at the higher levels at the end of the Foundation Phase and key stage 2
- R2 Improve pupils' standards of literacy and numeracy across the curriculum
- R3 Improve pupils' attendance
- R4 Ensure that planning for the National Curriculum and literacy and numeracy skills is complete and builds systematically on knowledge, skills and understanding
- R5 Improve planning in order to ensure consistent challenge for pupils of all abilities
- R6 Ensure that teachers' comments enable pupils to understand what they need to do in order to improve their work
- R7 Strengthen the role of leaders and governors in order to plan strategically to raise pupils' standards

### What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress approximately 12 months after the publication of this report.

## Main findings

### Key Question 1: How good are outcomes?

**Adequate**

#### Standards: Adequate

Most pupils strive hard in lessons and make appropriate progress in their learning. Many develop to become confident learners who work effectively in pairs, groups or individually when responding to tasks enthusiastically. Throughout the school, the majority of pupils are able to recall previous learning well, and they use this information purposefully to acquire knowledge and develop new skills.

The standards of many pupils' oral skills in the Foundation Phase are good. Many communicate confidently and a few turn naturally to using a wide vocabulary in informal situations orally. Most of the youngest pupils make very good progress in their ability to communicate in Welsh quickly from a low baseline. Many pupils become confident readers and, by the end of the Foundation Phase, the majority read with sound accuracy and expression. Many pupils are able to discuss aspects of a book confidently in order to show understanding of events and their favourite characters.

Many pupils in the Foundation Phase use a wide range of writing styles for a variety of purposes. The majority present imaginative pieces when developing and expanding their ideas appropriately. However, very few pupils display the same standards when acquiring their literacy skills across the curriculum. They do not write extensively enough or use enough different forms of writing across the range of areas of learning. By the end of the Foundation Phase, the standard of pupils' handwriting is inconsistent and untidy.

In key stage 2, nearly all pupils are able to read meaningfully with good expression in both languages. However, a lack of challenge in the reading material means that only a few pupils turn to books voluntarily for pleasure. The best use voice intonation effectively to convey meaning when reading aloud, but only a few are able to discuss their favourite books or authors. The majority of pupils' higher order reading skills are good, and their ability to scan factual information is developing appropriately.

Over time, the majority of pupils in key stage 2 have not made enough progress in terms of developing their writing skills in both languages. Recently, many pupils have produced work of a higher standard during language lessons. However, this positive improvement in standards of writing is not seen across the curriculum. Many pupils in key stage 2 express their ideas, opinions and feelings orally in Welsh with confidence. However, the linguistic accuracy of the majority of pupils is erroneous.

In the Foundation Phase, most pupils use their numeracy skills successfully to solve mathematical problems during number activities. However, only a few pupils develop their numeracy skills successfully in activities across the areas of learning.

In key stage 2, many pupils' numeracy skills during mathematics lessons are robust. Most pupils use an appropriate variety of strategies to solve number and word

problems. Many older pupils undertake problem-solving activities systematically and at an appropriate level. However, only a minority of pupils apply their numeracy skills successfully in other subjects.

Pupils with additional learning needs make satisfactory progress in relation to the targets set for them. However, the most able pupils do not achieve as well as they could, particularly in mathematics and science.

In the Foundation Phase over the last three years, the school's performance at the expected outcome has placed the school among the upper 50% in comparison with similar schools in literacy and communication in Welsh. The school's performance in mathematical development has varied, moving the school between the upper 50% and the top 25% over the same period. The school's performance at the higher outcome, over the last three years, has placed the school in the upper 50% of similar schools consistently for language, literacy and communication in Welsh, and between the lower 50% and bottom 25% for mathematical development.

At the end of key stage 2, the school's performance at the expected level has varied over the last four years. In general, the school's performance has placed it between the bottom 25% and the upper 50% of similar schools in Welsh. The school's performance in English, mathematics and science has varied, moving the school between the bottom 25% and the lower 50% of similar schools.

Over the last four years, the school's performance at the higher level has varied. The school's performance in Welsh has moved the school between the upper 50% and the lower 50% of similar schools, while the school's performance in English has moved it between the bottom 25% and the lower 50%. Performance in mathematics over time has declined, moving the school from the upper 50% to the bottom 25%. Science has placed it among the bottom 25% of similar schools in three of the last four years.

There is no clear pattern in the achievements of pupils who are eligible for free schools meals in comparison with their peers at the end of the Foundation Phase. In general, at the end of key stage 2, the achievements of pupils who are eligible for free school meals are as good as those of their peers at the expected levels. However, over a period of time, the achievements of pupils who are eligible for free school meals are slightly lower than those of their peers at the higher levels.

### **Wellbeing: Adequate**

Nearly all pupils enjoy coming to school and participate enthusiastically in lessons. They are polite and well behaved. Nearly all pupils feel safe at school and know whom to approach for advice or to discuss concerns. Nearly all pupils understand the importance of eating and drinking healthily, and take advantage of regular opportunities to keep fit.

Pupils' attendance rate has shown a consistent increase over four years. During the last year, it was at 94.4%. However, the school remains in the bottom 25% in comparison with similar schools. Pupils' punctuality is good.

Most pupils respond appropriately to the few responsibilities they are given within classes. Members of the school council are able to refer to a number of improvements that have taken place as a result of their suggestions, for example the adventure course on the school grounds. However, their responsibilities as members of the school council have not yet been developed in full.

Pupils are proud to be a part of their community. They visit the community regularly as part of their thematic work, and welcome visitors to the school to talk about interesting experiences. They contribute appropriately to humanitarian work by fundraising and taking part in a number of social events locally. This contributes effectively to developing their social skills and their communication skills. The ability of the majority of pupils to improve their own work has not been developed sufficiently.

<b>Key Question 2: How good is provision?</b>
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<b>Adequate</b>
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**Learning experiences: Unsatisfactory**

The school provides a limited range of learning experiences. Planning is not detailed or co-ordinated enough to deliver the curriculum in full. As a result, learning activities do not meet many pupils' needs, particularly those with additional learning needs and those who are more able. Plans that exist do not succeed in including the requirements of the literacy and numeracy framework. These skills are not reinforced and developed in line with the requirements of the literacy and numeracy framework, and do not meet statutory requirements.

Teachers work together appropriately to ensure that consistent experiences are provided for pupils from the same year. Planning focuses appropriately on providing opportunities to develop standards of Welsh, English and mathematics. However, there are significant shortcomings in planning for other subjects and areas of learning. There are very few opportunities for pupils to use their literacy skills in order to write at length across the curriculum. The school does not plan for numeracy across the curriculum and, as a result, these skills are not reinforced and developed appropriately.

In a few lessons, pupils succeed in using their thinking skills and ICT skills appropriately. However, many pupils do not plan to extend pupils' ICT skills rigorously enough.

The school plans appropriately for developing pupils' understanding of Welsh culture and history, and provide robust opportunities to develop pupils' Welshness. They use a number of strategies in order to encourage pupils to speak more Welsh, and this has had a positive effect on the standard of pupils' spoken language in the Foundation Phase. Provision for promoting sustainable development is appropriate.

The school gives due attention to developing pupils' awareness of global citizenship. It has close links with a school in Uganda, and recently sent approximately 500 books in order to improve their library. They also provide appropriate opportunities to learn about the traditions and culture of countries such as China and Poland. However, many teachers' planning for teaching these aspects is not systematic enough, and they do not ensure that pupils are challenged increasingly as they move through the school.



## **Teaching: Adequate**

A good working relationship exists between teachers and pupils, and nearly all members of staff manage pupils' behaviour effectively. Many lessons have a lively pace and, on the whole, teachers possess sound subject knowledge.

In the majority of lessons, teachers use a range of appropriate teaching methods and resources in order to maintain pupils' interest. In the most effective lessons, teachers plan appropriately for pupils of different abilities and encourage pupils to be independent by giving them freedom to choose their own challenge. However, this practice is not consistent throughout the school, and planning is not coherent enough to ensure whole-school progression.

In a minority of lessons, learning objectives are not shared clearly enough with pupils, and teachers do not review pupils' progress towards them during the lesson. In many lessons, tasks do not challenge pupils of higher ability. A minority of teachers' marking is ineffective and comments do not always enable pupils to know how well they are doing, and what they need to do to improve. Many teachers do not ensure that pupils are aware enough of their targets for improving the standard of their work.

Teachers assess pupils appropriately and use information effectively to identify groups of pupils who need additional support. They meet regularly in order to standardise and moderate pupils' work and, as a result, they have a sound understanding of their attainment. Use of these procedures is fairly new, and they have not yet had enough time to have a positive effect on pupils' standards.

The school shares information about pupils' achievements well in parents' evenings, and comprehensive end of year reports are provided, which report on each pupil's progress.

## **Care, support and guidance: Adequate**

The school is a happy and caring community, and staff ensure that pupils feel safe. All pupils are treated fairly and are given equal opportunities to develop socially, emotionally and personally. Regular collective worship assemblies promote pupils' moral, spiritual, cultural and social development effectively. However, a few pupils are excluded from assemblies regularly in order to attend school council and eco committee meetings.

Provision for extra-curricular clubs is suitable, and the majority of pupils benefit from clubs that promote fitness. These include netball, cross-country running, rugby and football.

The school operates a relevant intervention programme to promote pupils' wellbeing, which has a positive effect on many pupils' behaviour. The school promotes pupils' health appropriately by encouraging them to eat and drink healthily.

Robust procedures exist for personal and social education through efficient links with specialist agencies, for example welfare services, the police, the school nurse and social services, in order to ensure further support.

The school has an appropriate policy and provision for pupils with additional learning needs. Recently, the school's procedures have ensured that pupils who need additional support have been identified at an early stage. As a result, the school arranges individual education plans and reviews them regularly with parents. These arrangements lead to suitable intervention programmes that are beginning to have a positive effect on the standards of this group of pupils.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Good**

The school's inclusive ethos promotes equal opportunities effectively in order to ensure that all pupils have full access to all of its activities. There is a successful emphasis on co-operation and respecting others, in addition to celebrating diversity, through effective programmes for personal and social education and wellbeing. This is reflected in the school's motto, which is 'Cyd Dynnu, Gwir Lwyddiant' (Working Together, Real Success).

There is an appropriate supply of relevant resources for most areas of learning. Recently, the school has invested in resources for teaching outdoors. However, these resources are not used regularly enough to have a positive effect on pupils' standards.

The accommodation and extensive grounds are safe, in an appropriate condition, and well maintained.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

In the short time since he was appointed, the headteacher has succeeded in giving the school a clear direction. He has a robust vision along with a good understanding of the school's strengths and the key areas that need to be developed. As a result, there is a renewed commitment among most of the staff to understand, develop and promote continuous improvements in order to raise standards. They are now aware of their roles and responsibilities and are beginning to shoulder their responsibilities conscientiously. Staff meetings give appropriate attention to raising standards and discussing the school's priorities. However, leadership has not as yet had enough of an effect on standards and pupils' achievement and progress.

Recently, and under the headteacher's effective guidance, the senior management team has introduced beneficial strategies that are beginning to have a positive effect on pupils' standards. All members of the senior management team now have specific aspects to lead in order to develop the school as an effective learning community. An agreed list of priorities has been set in relation to developing the

school. These include specific plans to raise standards of literacy and numeracy, in addition to more effective use of assessment for learning strategies. Although these are recent developments, they are beginning to have a positive effect on standards.

Governors are supportive of the school's work, meet regularly and are aware of their responsibilities. They play a satisfactory part in terms of setting the school's strategic direction. During the last year, they have received detailed reports from the headteacher about pupils' attainment and achievement. As a result, their understanding of how the school's performance compares with that of similar schools is good. However, they have been slow to respond to specific shortcomings in leadership that have had a negative effect over time on pupils' standards.

### **Improving quality: Adequate**

The school is beginning to plan appropriately for improvement after a long period of ineffective strategic planning. Processes now use a range of suitable sources of evidence, which include lesson observations and parent and pupil questionnaires. The self-evaluation report presents a clear picture of the school's performance and its strengths, in addition to aspects that need to be improved. On the whole, it expresses accurate views of the standards of pupils' work. However, processes are not incisive enough to enable the school to prioritise all of the important elements that need to be improved. Evaluation processes do not make enough use of scrutinising pupils' work across the curriculum. As a result, it does not give detailed enough attention to improving pupils' achievement, and procedures have not yet led to raising standards and improving the quality of provision.

There is a specific link between the majority of the self-evaluation outcomes and the targets in the development plan. The plan is costed carefully, and identifies staff's responsibilities and appropriate time considerations for completing them. Most of the linked priorities and activities include detailed success indicators and appropriate measurable targets in order to set a strategic direction.

Governors have begun to evaluate progress against the priorities, and they now play a more active part in setting the school's strategic direction. Recently, governors have begun to visit classes and they receive detailed reports on performance data from the headteacher. As a result, they have a good understanding of the school's strengths and are beginning to hold the school to account.

Over time, self-evaluation and strategic planning have not had a positive effect on standards and provision.

### **Partnership working: Adequate**

Robust links exist between the school and the wider community. The school communicates effectively with parents, and systems for sharing information are appropriate.

Links with external agencies are satisfactory and support the school successfully in meeting the needs of pupils who need specific intervention. The school works

effectively with the local authority's education psychology services department, in addition to its speech service. This is beginning to have a positive effect on pupils' standards of wellbeing and their oral standards.

Recently, the school has begun to work effectively with some schools in the cluster in order to share good practice in tracking pupils' progress. However, it is too soon to have had an effect on raising pupils' standards. A suitable partnership exists between the school and the local secondary school. Transition arrangements from the playgroup are useful in order to give children an opportunity to become settled before starting school.

The school fosters a suitable partnership with local businesses in order to develop pupils' wider experiences. For example, the eco club has received a grant in order to develop outdoor activities at the school and expand pupils' experiences. However, these partnerships have not led to improved standards. Links with the police contribute appropriately to developing pupils' awareness of internet safety, substance misuse, stranger danger and bullying.

### **Resource management: Adequate**

The school has an appropriate level of qualified staff to deliver the requirements of the curriculum. Leaders have responded appropriately to the national agreement to reduce teachers' workloads.

There are suitable performance management arrangements for teachers, which lead to setting targets and arranging training opportunities to meet the needs of the school and individuals. The school provides regular opportunities for teachers and support staff to attend appropriate training courses; for example, for delivering programmes to develop standards of literacy and numeracy, and intervention programmes for specific groups of pupils. This is beginning to have a positive effect on the standard of pupils' writing throughout the school.

Recently, the school's staff have worked appropriately with staff at other schools in the local cluster. They observe and share good practice in specific areas such as assessment for learning, moderating, and strategies to develop pupils' writing. The school is leading a project on using electronic programmes in order to track pupils' progress.

The school has an appropriate plan for using the Pupil Deprivation Grant. However, it is too early to see the plan's effect on the outcomes of vulnerable pupils.

Leaders manage the school's financial resources appropriately and ensure that the funds that are available are linked to the development plan. The budget is monitored carefully by the finance officer, governors and the local authority.

Considering the use of funds and pupils' standards of achievement, the school provides adequate value for money.

## Appendix 1: Commentary on performance data

### 6742235 - Ysgol G.G. Aberdâr

Number of pupils on roll	428
Pupils eligible for free school meals (FSM) - 3 year average	14.1
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014
<b>Number of pupils in Year 2 cohort</b>	56	54	59
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	89.3	88.9	93.2
Benchmark quartile	2	2	2
<b>Language, literacy and communication skills - English (LCE)</b>			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>			
Number of pupils in cohort	56	54	59
Achieving outcome 5+ (%)	89.3	88.9	93.2
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	14.3	16.7	23.7
Benchmark quartile	3	3	3
<b>Mathematical development (MDT)</b>			
Number of pupils in cohort	56	54	59
Achieving outcome 5+ (%)	96.4	92.6	98.3
Benchmark quartile	2	2	1
Achieving outcome 6+ (%)	14.3	18.5	23.7
Benchmark quartile	3	4	4
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>			
Number of pupils in cohort	56	54	59
Achieving outcome 5+ (%)	96.4	92.6	100.0
Benchmark quartile	2	4	1
Achieving outcome 6+ (%)	21.4	22.2	44.1
Benchmark quartile	4	4	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.

**6742235 - Ysgol G.G. Aberdâr**

Number of pupils on roll	428
Pupils eligible for free school meals (FSM) - 3 year average	14.1
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2011	2012	2013	2014
<b>Number of pupils in Year 6 cohort</b>	60	35	54	55
<b>Achieving the core subject indicator (CSI) (%)</b>	80.0	85.7	79.6	87.3
Benchmark quartile	3	3	4	3
<b>English</b>				
Number of pupils in cohort	60	35	54	55
Achieving level 4+ (%)	85.0	85.7	83.3	92.7
Benchmark quartile	3	3	4	3
Achieving level 5+ (%)	26.7	34.3	25.9	38.2
Benchmark quartile	3	3	4	3
<b>Welsh first language</b>				
Number of pupils in cohort	60	35	54	55
Achieving level 4+ (%)	85.0	88.6	72.2	90.9
Benchmark quartile	3	2	4	2
Achieving level 5+ (%)	21.7	28.6	24.1	36.4
Benchmark quartile	3	2	3	2
<b>Mathematics</b>				
Number of pupils in cohort	60	35	54	55
Achieving level 4+ (%)	81.7	91.4	87.0	89.1
Benchmark quartile	4	3	4	3
Achieving level 5+ (%)	38.3	37.1	27.8	30.9
Benchmark quartile	2	2	4	4
<b>Science</b>				
Number of pupils in cohort	60	35	54	55
Achieving level 4+ (%)	83.3	94.3	90.7	92.7
Benchmark quartile	4	3	3	3
Achieving level 5+ (%)	21.7	22.9	14.8	27.3
Benchmark quartile	3	4	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 survey (all pupils)

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	108	104 96%	4 4%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	84 81%	20 19%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	108	105 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	104	100 96%	4 4%	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.	108	95 88%	13 12%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	102 97%	3 3%	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.	106	103 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.	107	101 94%	6 6%	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.	106	102 96%	4 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.	108	106 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.	104	74 71%	30 29%	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	105	58 55%	47 45%	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 the total of all responses to date 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.	34	19 56%	12 35%	2 6%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	34	24 71%	10 29%	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.	34	22 65%	12 35%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	33	18 55%	13 39%	0 0%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	34	13 38%	19 56%	0 0%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	34	13 38%	18 53%	1 3%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	33	17 52%	15 45%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn 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.	34	13 38%	12 35%	4 12%	1 3%	4	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	34	17 50%	15 44%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	34	16 47%	13 38%	3 9%	1 3%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	33	20 61%	12 36%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	31	10 32%	14 45%	1 3%	0 0%	6	Mae fy mhentyn 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.	33	12 36%	15 45%	3 9%	3 9%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		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.	34	18 53%	13 38%	1 3%	1 3%	1	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.	33	13 39%	12 36%	4 12%	2 6%	2	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.	33	17 52%	13 39%	2 6%	0 0%	1	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.	31	14 45%	10 32%	1 3%	1 3%	5	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.	33	17 52%	12 36%	3 9%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	33	19 58%	10 30%	1 3%	1 3%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Dyfrig Ellis	Reporting Inspector
Gwenda Easton	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Janet Lynne Harris	Peer Inspector
Huw Watkins	Peer Inspector
David Davies	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.