



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

A report on

**Penrhiwceibr Primary School
Church Street
Penrhiwceibr
Mountain Ash
Rhondda Cynon Taff
CF45 3YD**

Date of inspection: November 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 15/01/2016

Context

Penrhiwceibr Primary School is in the village of the same name in the Cynon Valley. The school currently has 149 pupils on roll from the ages of three to eleven. There are four mainstream classes, all of which contain mixed-age groups, plus a nursery and an observation and assessment unit for Foundation Phase pupils, many of whom come from outside the school's catchment area.

Over the last three years, the average number of pupils eligible for free school meals is around 34%, which is above the national average of 20%. About 39% have additional learning needs, which is also above the national average of 25%. A very few pupils have a statement of special educational needs. A very few come from an ethnic minority background or receive support in English as an additional language. No pupils speak Welsh as a first language or are in the care of the local authority.

The last inspection was in November 2010. The headteacher took up his post in September 2003.

The individual school budget per pupil for Penrhiwceibr Primary School in 2015-2016 means that the budget is £3,571 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,164 and the minimum is £2,537. Penrhiwceibr Primary School is 31st 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 current performance of the school is good because:

- Nearly all pupils make steady progress through the school in their literacy and numeracy skills
- At the end of key stage 2, pupils' performance in English and mathematics over the last four years at the expected level has tended to place the school in the top 25% when compared with similar schools
- The performance of pupils eligible for free school meals is generally good compared with other pupils
- Nearly all pupils behave well
- The school provides a wide range of stimulating learning experiences that meet the needs of all pupils effectively
- Teaching is consistently good
- There is strong, effective provision to support pupils' wellbeing

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher manages the school efficiently and effectively in collaboration with the deputy headteacher, who provides valuable support
- The deputy headteacher is beginning to have a major impact on school improvement
- Staff embrace new ideas willingly and enthusiastically
- Governors participate actively in determining the school's strategic direction
- The school has robust procedures for self-evaluation and uses a wide range of evidence to monitor and evaluate performance
- The school has made good progress in response to the recommendations of the last inspection
- The school has many strong partnerships, which have a positive impact on pupils' standards and wellbeing

Recommendations

- R1 Improve pupils' standards of handwriting, presentation, spelling and punctuation, especially in key stage 2
- R2 Raise more able pupils' standards of achievement
- R3 Improve attendance levels, particularly of pupils eligible for free school meals
- R4 Provide more opportunities for pupils to contribute their own ideas about what and how they learn
- R5 Ensure that information for parents and school policies meet statutory requirements

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make steady progress through the school in developing their literacy and numeracy skills.

Throughout the school, most pupils listen well to one another and to adults and they sustain their concentration for appropriate lengths of time. In the Foundation Phase, most pupils talk enthusiastically about their work and answer questions readily, using appropriate vocabulary. Many pupils in key stage 2 express their opinions confidently and articulately, for example when sharing their work on persuasive letters to the council to ask for the reopening of the local swimming pool.

In the Foundation Phase, older pupils read well and at a level appropriate for their age and ability. They have effective strategies to decode unfamiliar words and are confident to use context cues to correct themselves when they make mistakes. More able pupils read fluently and with expression. In key stage 2, pupils build well on their previous reading skills and most become competent readers. They use punctuation and markers in the text appropriately to extract meaning, but many do not read expressively when reading aloud. Pupils' skills in reading between the lines and inferring hidden meanings are relatively underdeveloped.

In the Foundation Phase, most pupils make good progress in developing their writing skills. Many form letters correctly and convey their ideas well in simple sentences. They spell common words accurately and use full stops and capital letters appropriately. By Year 2, most pupils use their writing skills effectively to record information and to engage the reader, for example when they write a letter to Lord Rhys, following a visit to Castell Coch. In key stage 2, many pupils extend their writing skills well by producing longer pieces for a wide range of different audiences and purposes. The content of their work is often imaginative, for example in stories where writers swap their identity. A majority use paragraphs appropriately. However, many have not developed a legible cursive handwriting style and nearly all pay insufficient attention to presentation and correct punctuation and spelling across all of their work.

In the Foundation Phase, nearly all pupils develop appropriate number, measuring and data-handling skills. For example, in Year 2 most pupils add to over 100, identify odd and even numbers and use place value successfully. They recognise coins, tell the time to half-past the hour, understand symmetry and name basic two-dimensional shapes correctly. They measure accurately in standard units and complete simple graphs appropriately.

In key stage 2, most pupils continue to make steady progress in their mathematical knowledge and understanding. By Years 5 and 6, they calculate six-digit numbers confidently using different methods of their own choice. They understand about co-ordinates, negative numbers and reflecting shapes. The more able convert

between percentages, decimals and fractions accurately and can answer questions on multiplication tables quickly and accurately. Many pupils know the language and properties of more complex shapes. However, they do not always present their work well and their problem-solving skills are at an early stage of development.

In the Foundation Phase, pupils display enthusiasm for learning the Welsh language. They make good progress and are confident in their oral skills. Most ask and respond to simple questions independently following basic patterns. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, such as their families and hobbies. They extend their answers appropriately. Their Welsh reading skills are well developed and they demonstrate a sound understanding of the text, for example when reading traditional tales. Their writing skills develop appropriately.

Over the last three years, at the end of the Foundation Phase, pupils' performance in literacy and mathematical development at the expected level and above has tended to place the school in the lower 50% or bottom 25% when compared with similar schools. However, these outcomes include pupils in the assessment and observation unit. In contrast, at the end of key stage 2, pupils' performance in English, mathematics and science over the same period has tended to place the school in the top 25% when compared with similar schools. At the higher level, the school tends to perform well in English and mathematics, but much worse in science. More able pupils do not always achieve their potential. The performance of those eligible for free school meals is generally good compared with that of other pupils.

Wellbeing: Adequate

All pupils feel safe in school and believe that staff address any concerns effectively. Nearly all know the school's rules and behave well during lessons and at break times. Most pupils recognise that healthy living involves a balance of exercise, diet and positive self-esteem. Many eat fruit regularly in school and are aware of the importance of healthy lunches. They understand that it is important to drink water regularly to avoid dehydration.

Attendance rates have tended to place the school in the lower 50% or bottom 25% when compared with similar schools over the last six years. This is despite an improving trend recently and a declining amount of authorised and persistent absence. Overall, pupils eligible for free school meals tend not to attend as well as their peers. Most pupils are punctual for the start of the school day.

Most pupils take on responsibilities willingly and enthusiastically. Many take part in community activities, for example those organised by the local Communities First group. The school council participates well in decision-making and reports regularly to the headteacher and the governing body. Members are proud that they contribute beneficially to school life, for example by initiating improvements in the toilets and the school grounds. They feel that staff listen to their opinions.

Nearly all pupils enjoy school and display a positive attitude to learning. Most like choosing what they learn, but think such opportunities are too limited. Nearly all are considerate and courteous, and they relate very well to each other and adults.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school provides a wide range of stimulating learning experiences that meet the needs of all pupils effectively. Teachers have recently reviewed and adapted their long-term planning to incorporate the requirements of the National Literacy and Numeracy Framework. They have adopted a new topic-based approach, which engages pupils well. These plans include good opportunities for pupils to develop their literacy and numeracy skills across the curriculum as they move through the school. However, the integration of information and communication technology (ICT) into pupils' learning is more limited. There are relevant intervention programmes for targeted pupils to support the development of their basic skills. The school provides a varied range of visits, visitors and extra-curricular activities, which enrich pupils' learning.

The daily development of pupils' Welsh language skills in the Foundation Phase is a strength of the school. Planning to build on these skills is less robust in key stage 2, but pupils have regular opportunities to read and write in Welsh. The provision to develop pupils' understanding of their Welsh heritage is good, for example through the study of local and Welsh artists.

The school integrates work on sustainable development and global citizenship successfully into the curriculum. As a result, there is a positive impact on pupils' understanding of climate change and the need to protect the environment. In addition, the active eco council promotes sustainable activities, such as conserving energy, recycling waste and producing compost for the school's garden. Through fair trade events, charitable fundraising and sponsoring a child's education in Zimbabwe, pupils gain a valuable insight into other cultures and the wider world.

Teaching: Good

The quality of teaching is consistently good in all classes. All teachers prepare lessons thoroughly and have good up-to-date subject knowledge. They know pupils well and establish strong working relationships with them. They ensure that pupils are interested and motivated and that activities match their needs and ability levels well.

All teachers structure and organise pupils' learning effectively. They use an appropriate range of questioning techniques and a suitable variety of teaching and learning approaches. They manage lessons and pupils' behaviour efficiently and conduct lessons at a brisk pace. Teaching assistants work closely alongside teachers and make a valuable contribution to pupils' learning.

Teachers praise and celebrate pupils' efforts and monitor their progress effectively. However, they do not demand high enough standards generally in pupils' application

of their writing skills. Occasionally, they also provide too few opportunities for the more able, in particular, to plan and pursue their own ideas and to work independently.

The school assesses and tracks pupils' progress robustly. It gathers a wide range of data to ensure that pupils have every opportunity to achieve their potential through relevant learning activities and adult support. Teachers set appropriate long-term targets and provide pupils with individual targets in the core subjects to move their learning forward.

The school is developing a consistent approach to assessment for learning in lessons and in the marking of work. There is evidence of good marking practice, particularly in the Foundation Phase. All teachers provide pupils with positive and supportive feedback on their efforts, although not all comments indicate how pupils might improve specific aspects of their work next time. Attractive annual reports and termly consultation evenings provide parents with valuable information about their children's progress and future learning objectives.

Care, support and guidance: Good

There is strong, effective provision to support pupils' wellbeing. The personal and social education programme, delivered by teachers and outside agencies, tackles a range of issues that promotes pupils' spiritual, moral, social and cultural development well. School assemblies introduce and develop agreed values linked to the rights of a child. Staff reinforce these values consistently in lessons and on the playground. For example, pupils reflect upon Remembrance Day and the awarding of the Victoria Cross to a former pupil. There are appropriate arrangements for promoting healthy eating and drinking. The school's arrangements for safeguarding meet requirements and give no cause for concern.

The school implements a wide range of successful incentives and rewards to improve attendance and punctuality. The employment of an attendance officer, for example, is beginning to have a positive impact. As a result, parents and pupils are much more aware of the importance of regular attendance and the need to arrive at school on time. Effective policies and procedures are in place to monitor and manage pupils' behaviour.

The school works closely with a wide range of services, including educational psychologists, health visitors and speech and occupational therapists. It identifies pupils with special needs successfully and supports them well within mainstream classes. Teachers, support staff and parents work well collaboratively to set and review individual education plans.

The provision for pupils in the Foundation Phase observation and assessment unit is very effective. Pupils from the unit make strong progress in relation to their individual learning targets. They take part beneficially in certain whole-school activities, combined with programmes of phased and supported integration into mainstream classes, where appropriate.

Learning environment: Good

The school has a caring and nurturing ethos, which promotes positive attitudes between pupils and with staff. It celebrates cultural differences and diversity well. It is an inclusive community, where staff encourage pupils to treat people with respect and tolerance. Pupils have equal access to all learning experiences within the school.

The school's accommodation meets the needs of pupils well. The two buildings are old, but they are safe and well maintained. Colourful displays enhance the learning environment and celebrate pupils' work well. Pupils have access to a wide range of resources of good quality, including a library area in each building and an ICT suite.

There is a lack of green spaces on the site, but the school has adapted the outside areas, where possible, to provide stimulating places for pupils to play and learn, such as the attractive garden area. There are suitable arrangements to accommodate the needs of pupils or adults with a physical disability, but the site contains many steps and action planning for accessibility is limited.

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

Leadership: Good

The headteacher manages the school efficiently and effectively. He has an appropriate vision for the school and has a good knowledge of its pupils and their families. The newly-appointed deputy headteacher provides valuable support to the headteacher and exemplifies good classroom practice. She is beginning to have a major impact on school improvement. The senior leadership team directs initiatives well, for example to raise standards in mental mathematics.

Staff work together successfully and they embrace new ideas willingly and enthusiastically, for example in developing assessment practices. All teachers are subject leaders and undertake their responsibilities thoroughly. They produce purposeful action plans that feed into the school improvement plan effectively. Performance management arrangements, led by the senior leadership team, include all teaching and support staff and contribute well to improving the quality of teaching and learning. Targets meet the professional needs of staff and link well to school and national priorities, for example in relation to improving standards in literacy and numeracy.

Governors are very supportive of the school and are knowledgeable about its performance. They participate actively in determining its strategic direction. All have administrative and subject roles and most visit the school regularly to carry out their responsibilities. Most attend training events linked to their areas of interest in order to remain up to date. The governing body fulfils its statutory obligations well, although a few documents, such as the strategic equalities plan, the complaints procedure and information for parents, do not meet requirements in all respects.

Improving quality: Good

The school has robust procedures for self-evaluation and leaders have an accurate picture of the school's performance. Leaders and managers use a wide range of evidence to monitor and evaluate performance and gathers the opinions of pupils, parents and other stakeholders effectively. Senior leaders analyse the outcomes of self-evaluation carefully when planning for improvement. Rigorous analysis of performance data, lesson observations and pupils' opinions ensures that staff have a good understanding of what the school is doing well and what needs to improve. For example, leaders have revised planning and assessment procedures fittingly in order to raise standards in literacy and numeracy.

The self-evaluation report covers a comprehensive range of evidence and identifies strengths and priorities that link directly to the school improvement plan. The plan has a suitable number of specific targets for improvement, with details of staff responsibilities, costs, an implementation timetable and measurable success indicators for each target. Leaders and managers monitor the progress of the plan effectively.

The school has made good progress in response to the recommendations of the last inspection. For example, it has been successful in developing comprehensive self-evaluation procedures and improving pupils' ability to assess their own performance. However, the level of challenge for more able pupils remains an area for development.

Partnership working: Good

The school has many strong partnerships, which have a positive impact on pupils' standards and wellbeing. Parent volunteers help in school on a day-to-day basis, especially in the Foundation Phase. A successful Friends of the School association meets monthly to raise money to enhance pupils' experiences. The school also provides family learning groups to enable parents to help their children at home with literacy and numeracy skills.

The school has a beneficial partnership with the on-site Flying Start setting, from which children make a positive transition into the school's nursery. The setting's operational manager occasionally attends school staff meetings, which helps to develop continuity and progression in pupils' learning and wellbeing.

The school has strong transition arrangements with the receiving secondary school and its cluster of primary schools. Pupils experience a wide range of activities to develop their confidence as they move to the next stage of their education. These activities include extra-curricular experiences and inter-school visits, linked to the curriculum. The cluster schools liaise successfully to moderate pupils' work and co-operate regularly on various projects, for example in relation to pupils' wellbeing.

The school has a good range of community partnerships, including local employers and road safety officers. For example, a large local supermarket arranges topic-related visits for classes in key stage 2, allowing pupils to experience baking bread and to develop numeracy skills through real-life problem-solving tasks. The school liaises effectively with the local church through visits and visitors that focus on Christian festivals and celebrations.

Resource management: Good

The school has an appropriate number of well-qualified and suitably experienced staff. Many teachers have joined the school recently and receive good support. All staff have access to continuing professional development opportunities matched to their needs and performance management targets. Regular whole-school training events, staff meetings and links with other schools keep individuals up-to-date with new initiatives to ensure consistency of practice.

The school manages its accommodation and resources well, despite the age of the buildings and the limitations of the site. Day-to-day administrative routines operate efficiently and the arrangements for teachers' planning, preparation and assessment time are appropriate.

Financial management and administrative controls are effective and spending decisions reflect school priorities. The school is currently allocating nearly all of its pupil deprivation grant to the employment of two extra teaching assistants. The expenditure plan does not target pupils eligible for free school meals specifically. However, along with those with special educational needs, most benefit from the additional support. This is evident in their attainment and progress over the last few years. There has been less impact on their attendance levels.

Due to the positive outcomes in pupils' standards of achievement and the quality of the provision overall, the school provides good value for money.

Appendix 1: Commentary on performance data

6742376 - Penrhawceibr Primary

Number of pupils on roll	151
Pupils eligible for free school meals (FSM) - 3 year average	33.6
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	22	18	17	18
Achieving the Foundation Phase indicator (FPI) (%)	77.3	61.1	76.5	72.2
Benchmark quartile	2	4	3	4
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	22	18	17	18
Achieving outcome 5+ (%)	77.3	66.7	76.5	72.2
Benchmark quartile	2	4	3	4
Achieving outcome 6+ (%)	27.3	5.6	23.5	16.7
Benchmark quartile	1	4	2	4
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	22	18	17	18
Achieving outcome 5+ (%)	77.3	66.7	76.5	77.8
Benchmark quartile	3	4	4	4
Achieving outcome 6+ (%)	18.2	0.0	11.8	22.2
Benchmark quartile	2	4	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	22	18	17	18
Achieving outcome 5+ (%)	81.8	77.8	94.1	94.4
Benchmark quartile	3	4	2	2
Achieving outcome 6+ (%)	68.2	44.4	58.8	33.3
Benchmark quartile	1	2	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.

6742376 - Penrhiwceibr Primary

Number of pupils on roll 151
 Pupils eligible for free school meals (FSM) - 3 year average 33.6
 FSM band 5 (32%<FSM)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	12	21	5	15
Achieving the core subject indicator (CSI) (%)	75.0	81.0	100.0	93.3
Benchmark quartile	2	2	1	1
English				
Number of pupils in cohort	12	21	5	15
Achieving level 4+ (%)	83.3	81.0	100.0	93.3
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	*	23.8	*	33.3
Benchmark quartile	*	3	*	2
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	12	21	5	15
Achieving level 4+ (%)	91.7	90.5	100.0	93.3
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	41.7	*	*	40.0
Benchmark quartile	1	*	*	1
Science				
Number of pupils in cohort	12	21	5	15
Achieving level 4+ (%)	83.3	81.0	100.0	93.3
Benchmark quartile	2	3	1	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*

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.	60		60 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	60		50 83%	10 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	60		58 97%	2 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	60		60 100%	0 0%	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.	60		60 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	60		57 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.	60		59 98%	1 2%	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.	60		59 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.	60		57 95%	3 5%	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.	60		58 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.	60		49 82%	11 18%	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	60		47 78%	13 22%	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.	16	9 56%	7 44%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	17	12 71%	5 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.	17	13 76%	4 24%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	17	10 59%	7 41%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	15	3 20%	11 73%	1 7%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	16	10 62%	6 38%	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.	17	10 59%	7 41%	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.	14	7 50%	6 43%	0 0%	1 7%	3	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.	16	8 50%	7 44%	1 6%	0 0%	1	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.	17	8 47%	9 53%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	17	8 47%	8 47%	1 6%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	12	4 33%	8 67%	0 0%	0 0%	4	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.	16	7 44%	8 50%	1 6%	0 0%	1	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.	17	9 53%	8 47%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	13	6 46%	7 54%	0 0%	0 0%	4	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.	16	7 44%	9 56%	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.	10	4 40%	6 60%	0 0%	0 0%	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.	16	7 44%	7 44%	2 12%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	16	7 44%	9 56%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

David Ellis	Reporting Inspector
Buddug Bates	Team Inspector
Deirdre Emberson	Lay Inspector
Richard Taylor	Peer Inspector
Richard Makin	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.