A report on

**Treorchy Primary School
Glyncoli Road
Treorchy
Rct
CF42 6SA
United Kingdom**

Date of inspection: September 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.

Context

Treorchy Primary School is in Treorchy in the Rhondda Cynon Taf local authority. There are 347 pupils aged three to eleven years at the school, including 48 pupils who attend the nursery part-time. The school has 11 classes. Around 21% of pupils are eligible for free school meals. This figure is very close to the national average.

Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Nearly all pupils are of white British ethnicity. The school identifies around 26% of pupils as having additional learning needs. Currently, no pupil has a statement of special educational needs. A few pupils are looked after by the local authority.

The previous inspection of the school was in 2008. The current headteacher has been in post since 2006. The school will merge with Pentre Primary School from September of 2015 on the existing site of Treorchy Primary School. As a result, there are plans for significant building work at the school to improve facilities for pupils and to increase capacity.

The individual school budget per pupil for Treorchy Primary School in 2013-2014 means that the budget is £2,788 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £7,033 and the minimum is £2,659. Treorchy Primary School is 106th 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	**Adequate**

Current performance

The school's current performance is good because:

- most pupils make good progress during their time at the school and achieve good standards in learning and wellbeing;
- most pupils make good progress in developing their literacy skills;
- many pupils make good progress in developing Welsh language skills;
- pupil attendance is very good and has been above the Welsh national average for the last three years;
- most pupils have positive attitudes to school and behave very well; and
- there are strong working relationships between staff and pupils that have a beneficial effect on standards of learning and wellbeing.

Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher promotes a positive ethos in the school to ensure that all staff and pupils feel valued;
- leaders have shown a capacity to bring about change by implementing effective strategies to improve pupils' attendance and develop pupils' literacy skills;
- there is a well-established culture of self-evaluation in the school;
- school leaders use data effectively to monitor the learning needs of groups and the progress of individual pupils; and
- partnership working has a very positive impact on outcomes for pupils.

However:

- there is insufficient coverage of some important areas of the National Curriculum.
- the quality of teaching varies too much across the school;
- arrangements for self-evaluation and school improvement planning are not effective enough; and
- the school has not responded well enough to the recommendations made by the local authority in their review report of 2013 or in Estyn's report of 2008.

Recommendations

R1 Ensure that the school meets the requirements for Foundation Phase education in Wales consistently

R2 Ensure that there is a more appropriate balance in the teaching of all National Curriculum subjects

R3 Improve provision for numeracy across the curriculum at key stage 2

R4 Ensure that all teaching is consistently good or better

R5 Improve the quality and impact of teachers' marking and ensure that assessment informs teachers' planning and the provision for skills in lessons

R6 Increase the effectiveness of planning for improvement by linking it more closely to the findings of self-evaluation and setting precise, measurable targets

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are around the level expected for their age. Overall, most pupils make good progress by the end of key stage 2.

Most pupils develop effective speaking and listening skills during their time at the school. They talk confidently about learning experiences, achievements and interests. Younger pupils use appropriate vocabulary in play situations, to present their ideas or in response to teachers' questions. Many older pupils often use an extensive range of vocabulary, for example when discussing their topic work.

In the Foundation Phase, most pupils make good progress in developing their reading skills. They develop a good understanding of the relationship between letters and sounds and read with enthusiasm. By the end of key stage 2, most pupils read with fluency and show good understanding of texts suitable for their ability. A few more able pupils display more advanced reading skills such as the ability to substitute words or to deduce hidden meanings from text.

Most pupils make good progress in developing their writing skills. By the end of the Foundation Phase, most pupils write appropriately in a range of styles for different purposes. By the end of key stage 2, many pupils use a highly imaginative range of vocabulary in their writing. They produce effective pieces of work in a variety of contexts across the curriculum, for example when creating historical diary entries about 'The Blitz' or when writing poetry. Overall, pupils' creative writing is good, but many pupils do not use correct grammar and punctuation consistently.

Most pupils develop their mathematical skills well as they move through the school. In the Foundation Phase, pupils make good progress in understanding mathematical concepts. For example, they develop strategies to tackle simple addition and subtraction tasks and sort shapes accurately according to their properties. In key stage 2, most pupils select and apply the correct mathematical operations to solve challenging problems. However, pupils do not always apply their numeracy skills often enough or at the same level across other curriculum subjects.

In the Foundation Phase, many pupils make good progress in developing Welsh language skills. They follow instructions well and use basic vocabulary for classroom routines. They also begin to read simple texts with some accuracy. By the end of key stage 2, many pupils respond confidently to questions often using a good range of sentence patterns and vocabulary, for example when describing the clothes and features of famous characters. They read competently with good pronunciation and understanding. Many pupils produce short pieces of writing of a good standard. However, pupils do not use their Welsh language skills independently outside of Welsh lessons often enough.

Overall, most pupils who need extra support, pupils who are looked after by the local authority and those identified by the school as being more able make good progress. Pupils who are new to the English language often make speedy progress from the time they join the school.

In two of the last three years, pupils' performance in the Foundation Phase placed the school in the higher 50% of similar schools for literacy and mathematical development at both the expected and higher-than-expected outcomes.

In key stage 2, pupils' performance at the expected level 4 in English, mathematics and science placed the school in the lower 50% or bottom 25% of similar schools for three out of the last four years. However, in 2014 performance improved to place the school in the higher 50% of similar schools for English and science and in the top 25% for mathematics. At the higher-than-expected level 5, performance in mathematics is strong and the school has been in the top 25% for two of the last four years. Performance in English and science has varied, moving the school between the higher 50% and lower 50% during the same period.

As a group, boys tend to perform less well than girls overall. Pupils eligible for free school meals make good progress in relation to their own learning targets but do not usually achieve as well as other pupils, particularly at the higher-than-expected levels.

Wellbeing: Good

Most pupils have a good understanding of healthy living and understand the importance of taking regular exercise. They make healthy choices about what to eat in school and participate enthusiastically in a range of physical activities. Pupils acquire a good range of social and life skills during lessons and other school activities, including extra-curricular provision, which prepare them well for life outside school, for example in activities such as sewing, cooking and sports clubs.

Most pupils are confident and well-motivated, and they enjoy learning. They are polite and respectful towards each other and adults. Most pupils sustain interest and concentration well in lessons. Nearly all pupils behave well and feel safe in school. They have a good understanding of how to stay safe when using the internet and are confident to approach staff for advice and guidance when required.

The school and eco councils understand and perform their roles well. The school council has been effective in bringing about improvements to the learning environment, for example by joining the headteacher and local authority officer to carry out a health and safety audit at the school. It has also introduced a 'reading buddies' scheme where pupils develop an enjoyment of reading and improve their skills whilst reading with friends. The eco council makes a valuable contribution to the school and surrounding locality, for example by picking up litter in the town.

Rates of pupils' attendance have been extremely good for the past three years. They have placed the school in the top 25% when compared with similar schools. Nearly all pupils arrive punctually at the start of the school day.

Key Question 2: How good is provision?	Adequate

Learning experiences: Adequate

Overall, the school's planning arrangements meet the requirements of the National Curriculum and ensure that pupils receive a wide range of stimulating learning experiences. However, there is insufficient coverage of some important areas. For example, the school does not always provide enough opportunities for pupils to experience suitably challenging science work at key stage 2. The school meets the Welsh Government recommendation for teaching time in the Foundation Phase and key stage 2.

Where the Foundation Phase is implemented effectively, teachers plan worthwhile opportunities for pupils to develop independent skills through structured learning tasks and opportunities to make choices about what and how they want to learn. However, this practice is not consistent across all Foundation Phase classes.

Across the school, teachers provide many opportunities for pupils to apply and develop their literacy skills effectively across the curriculum, for example to recount historical events. However, provision for numeracy is less well developed. As a result, teachers do not always challenge pupils to apply their numeracy skills at a high enough level in other areas of the curriculum.

The school makes good use of the local community and educational visits to enhance learning experiences. A beneficial range of extra-curricular activities enhances the curriculum successfully.

Provision for Welsh as second language is good and pupils develop a strong understanding of the heritage and culture of Wales, for example through visiting the Treorchy Cemetery Heritage Trail, a study of Welsh authors and the school Eisteddfod on Saint David's Day. The school ensures that pupils develop a sound understanding of sustainability issues and their role as global citizens.

Teaching: Adequate

Overall, the quality of teaching ensures that most pupils make at least the expected progress by the end of the Foundation Phase and key stage 2. However, the standard of teaching varies too much across the school. In many classes, teachers plan lessons and use resources that engage and challenge pupils effectively. As a result, pupils sustain interest in their learning and progress well. In a few classes, the pace of learning is often too slow, learning objectives are unclear and tasks do not present enough challenge for all pupils.

Nearly all teachers mark pupils' work regularly. However, in too many instances, teachers' marking is ineffective. Often, their written comments do not relate well to the focus of learning activities or identify what pupils need to do to improve. Teachers do not challenge pupils to edit or refine their work in response to marking often enough. Many teachers and support staff provide pupils with useful verbal feedback and use skilful questioning to extend learning effectively. A majority of teachers provide useful opportunities for pupils to assess their work and the work of others. Nearly all adults have high expectations of pupils' behaviour.

The school has a comprehensive system to monitor pupils' progress. Teachers use this information effectively to assess how well pupils perform in relation to their potential and to identify those who require additional support. However, links between assessment, planning and the delivery of lessons are not strong enough. The school has good arrangements to ensure the accuracy of end of key stage assessments.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school makes good provision for promoting health and wellbeing. A broad range of activities within and beyond the school day promotes an active lifestyle effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. There are effective arrangements to promote positive behaviour and instances of oppressive behaviour are very rare. Learning experiences and acts of collective worship promote pupils' spiritual, moral, social and cultural development well.

There is clearly targeted support for groups of vulnerable pupils and those with additional learning needs that has resulted in notable improvements in pupils' outcomes. The school records and reviews pupil progress appropriately in detailed individual education plans and ensures that parents and pupils are fully involved in this process. The school works effectively with external agencies, such as educational psychology services and other health professionals. These provide effective support to individual pupils and their families.

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

Learning environment: Adequate

The school is an inclusive community where all pupils are valued equally. All adults collaborate effectively to create a warm and supportive atmosphere. All pupils have equal access to the curriculum and extra-curricular activities. Pupils are friendly and polite and instances of undesirable behaviour are very rare. The school promotes positive human values effectively and pupils are aware of their rights and the need to be respectful of the rights of others.

Although the school works well with the resources available, the physical environment limits the range and quality of learning experiences. Currently, the external areas offer limited opportunities for effective learning. For example, only a minority of Foundation Phase classes have direct access to outdoor learning facilities. Teachers generally use these areas and a suitable range of good quality resources productively to support and extend learning. Recent and major repair work to the school roof has affected the physical environment adversely. The school has managed this significant disruption well ensuring that the learning environment is clean, well maintained internally, safe and secure.

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

Leadership: Good

The headteacher promotes a positive ethos in the school to ensure that all staff and pupils feel valued. She has a visible and encouraging presence around the school. The senior leadership team are effective role models who promote good practice and provide valuable direction to the work of the school. All staff have appropriate job descriptions and their roles and responsibilities are defined clearly. They are committed to the school and work well together as a team. The school is developing an effective learning culture where senior staff model best practice for colleagues and staff share their expertise. There are appropriate systems to manage staff performance.

Leaders monitor the school's performance in relation to that of other schools well. They use data effectively to monitor the learning needs of groups and the progress of individual pupils.

The school runs well on a day-to-day basis. Leaders hold regular formal staff meetings that cover all aspects of the school's work and the general needs of individual pupils. However, they do not record the decisions made and actions agreed well enough to track and monitor progress.

Governors are supportive of the school and play an active part in promoting school improvement through their liaison with subject co-ordinators. They are aware of the standards pupils achieve, and understand their roles as 'critical friends'.

In the last three years, leaders have shown a capacity to bring about change by implementing effective strategies to improve pupils' attendance and to develop pupils' literacy skills.

Improving quality: Adequate

There is a well-established culture of self-evaluation in the school and sound procedures to find out how well the school is performing. The school seeks the views of a range of stakeholders including governors, parents, staff and pupils. There is a well-managed system of lesson observations to inform the process. Subject co-ordinators carry out thorough evaluation of work across the school and are proficient in identifying areas for improvement in provision. However, they do not always focus enough on pupils' outcomes or seek evidence of effective changes in practice. Managers have not monitored the curriculum well enough to ensure that it always meets national requirements

The outcomes of self-evaluation do not always link well enough with the school's plan for improvement. The school improvement plan lacks rigour. Targets in the plan are often too broad and do not provide enough specific detail. For example, a target to improve standards in English does not provide clear information about which aspects of the subject need improvement or how progress would be measured.

The school has not responded well enough to the recommendations made by the local authority in their review report of 2013 or in Estyn's report of 2008. For example, there is still work to do to improve provision for the Foundation Phase and to strengthen assessment procedures to ensure that these have an impact on raising standards.

Partnership working: Excellent

Partnership working is a particular strength of the school. The school has shared best practice with all schools across Wales by contributing to Estyn's recent thematic report highlighting schools who successfully reduce the impact of poverty and social disadvantage. They have established a family room at the school, and have appointed a highly effective wellbeing officer who co-ordinates many beneficial events within and beyond the school day. As a result, significant numbers of parents attend the school frequently to work with their children and to have fun, for example in the 'Men Behaving Dadly', after school club. The school also ensures that parents have the opportunity to take part in half termly one-to-one meetings with the wellbeing officer, where they discuss their personal learning journey, actions and aspirations. The school also establishes links with adult learning settings, enabling parents to return to education. As a result, many more parents are now willing to engage with the school and have gained recognised qualifications for the first time in their lives. This has given them the confidence to support their children's learning effectively. These arrangements have had an exceptional impact on raising standards of attendance and the academic performance of all learners, particularly those who are more vulnerable.

The school liaises well with many external support agencies, such as the local authority, regional consortium for education, health professionals and the local church. These partnerships are successful in supporting all pupils' learning and wellbeing.

The school has well-established and effective links with the local high school. These links ensure that end of key stage teacher assessments are accurate and that pupils in Years 5 and 6 benefit from good quality, specialist teaching of Welsh as a second language. This arrangement also provides highly effective professional development for the school's teachers as they work alongside the specialist teacher to improve their Welsh language skills and teaching methodology.

Resource management: Adequate

Overall, the school has effective arrangements for the management and deployment of staff. However, pupils are often taught in classes bigger than Welsh Government recommended sizes. This has a negative impact on the type of curriculum and learning opportunities offered because of space issues.

The school's systems for managing the performance of teachers and other staff meet requirements and are generally appropriate. There are good opportunities for the professional development of staff.

The school's leaders make appropriate decisions about expenditure and monitor these carefully. However, because of historical outlay to improve the condition of the school's accommodation, for the last five years the school has managed a sizeable deficit budget. Although the school has reduced this in line with its financial plan, this has limited the school's capacity to raise standards consistently.

The school uses the pupil deprivation grant particularly well to support highly effective partnership working with parents of the most vulnerable pupils through the school's wellbeing officer. Leaders also ensure that the funding supports valuable enrichment activities such as music tuition for specifically targeted pupils. Most pupils make good progress.

The school provides only adequate value for money because there are important aspects of provision, teaching and school improvement planning that require improvement.

Appendix 1: Commentary on performance data

6742251 - TREORCHY PRIMARY

Number of pupils on roll	350
Pupils eligible for free school meals (FSM) - 3 year average	21.7
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	45	45	43
Achieving the Foundation Phase indicator (FPI) (%)	84.4	77.8	88.4
Benchmark quartile	2	3	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	45	45	43
Achieving outcome 5+ (%)	86.7	82.2	93.0
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	22.2	20.0	30.2
Benchmark quartile	2	3	2
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	45	45	43
Achieving outcome 5+ (%)	86.7	86.7	90.7
Benchmark quartile	2	3	2
Achieving outcome 6+ (%)	24.4	17.8	32.6
Benchmark quartile	2	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	45	45	43
Achieving outcome 5+ (%)	97.8	93.3	97.7
Benchmark quartile	1	3	2
Achieving outcome 6+ (%)	42.2	31.1	46.5
Benchmark quartile	2	3	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.

6742251 - TREORCHY PRIMARY

Number of pupils on roll   350
Pupils eligible for free school meals (FSM) - 3 year average   21.7
FSM band   3 (16%<FSM<=24%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	41	44	43	49
Achieving the core subject indicator (CSI) (%)	82.9	72.7	88.4	91.8
Benchmark quartile	2	4	2	2
English				
Number of pupils in cohort	41	44	43	49
Achieving level 4+ (%)	82.9	75.0	88.4	91.8
Benchmark quartile	3	4	3	2
Achieving level 5+ (%)	26.8	31.8	32.6	36.7
Benchmark quartile	3	2	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	41	44	43	49
Achieving level 4+ (%)	82.9	79.5	88.4	95.9
Benchmark quartile	3	4	3	1
Achieving level 5+ (%)	31.7	38.6	37.2	44.9
Benchmark quartile	2	1	2	1
Science				
Number of pupils in cohort	41	44	43	49
Achieving level 4+ (%)	85.4	75.0	88.4	95.9
Benchmark quartile	3	4	3	2
Achieving level 5+ (%)	24.4	34.1	32.6	46.9
Benchmark quartile	3	2	3	2

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.

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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

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.	107		107 100%	0 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%		
The school deals well with any bullying.	107		92 86%	15 14%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%		
I know who to talk to if I am worried or upset.	107		100 93%	7 7%		Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			96%	4%		
The school teaches me how to keep healthy	107		97 91%	10 9%		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.	106		98 92%	8 8%		Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%		
I am doing well at school	107		101 94%	6 6%		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.	107		105 98%	2 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.	107		102 95%	5 5%		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		92 87%	14 13%		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.	107		102 95%	5 5%		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.	107		55 51%	52 49%		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	106		76 72%	30 28%		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.	32	23 72%	8 25%	1 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	32	27 84%	5 16%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	32	25 78%	6 19%	1 3%	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.	32	26 81%	5 16%	1 3%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	32	19 59%	12 38%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	32	21 66%	10 31%	1 3%	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.	32	25 78%	6 19%	1 3%	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.	32	19 59%	11 34%	1 3%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	2%		
Staff treat all children fairly and with respect.	32	21 66%	11 34%	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.	32	21 66%	11 34%	0 0%	0 0%	0	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.	32	25 78%	6 19%	1 3%	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'.	32	22 69%	8 25%	0 0%	0 0%	2	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.	32	21 66%	10 31%	1 3%	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.	31	21 68%	7 23%	2 6%	0 0%	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.	32	16 50%	10 31%	3 9%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	32	22 69%	10 31%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	32	21 66%	9 28%	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%	34%	4%	1%		
There is a good range of activities including trips or visits.	32	24 75%	8 25%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	31	24 77%	6 19%	1 3%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Rosemary Lait	Team Inspector
Sarah Botterill	Lay Inspector
Iwan Jones	Peer Inspector
Julie Farmer	Peer Inspector
Louise Reynolds	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.