



*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**

**Caerleon Lodge Hill Primary School  
Lodge Hill  
Caerleon  
Newport  
NP18 3BY**

**Date of inspection: May 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:

<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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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**Publication date: 16/07/2014**

## Context

Caerleon Lodge Hill Primary School is in the town of Caerleon in the Newport local authority. The school opened in January 2013 as the result of the amalgamation of Lodge Hill Infant and Junior schools. The amalgamated school operates on a split site, with a short walk between the Foundation Phase and key stage 2 sites.

There are 248 full-time pupils between the ages of four and 11 on roll, taught in 10 classes. An additional 46 pupils attend the nursery on a part-time basis.

Around 11% of pupils are eligible for free school meals. This is well below the national and local average. Most pupils are of white British ethnic origin with a few from other ethnic backgrounds who have English as an additional language. Very few pupils come from homes where Welsh is the first language.

The school identifies that about 14% of pupils have additional learning needs, which is below the average for Wales. Very few pupils have statements of special educational needs. The school has excluded one pupil permanently and three for fixed term periods in the past year.

The headteacher was appointed to the junior school in 2006 and became head of the primary school when it opened in January 2013. She had been acting head of the infant school since 2010. This is the school's first inspection.

The individual school budget per pupil for Caerleon Lodge Hill Primary School in 2013-2014 means that the budget is £3,247 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. Caerleon Lodge Hill Primary School is 34th out of the 48 primary schools in Newport in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- most pupils achieve good standards;
- attendance rates compare well with those of similar schools;
- the curriculum provides a wide range of interesting learning experiences, which engage and motivate nearly all pupils;
- the quality of teaching is good;
- teaching assistants provide effective support for pupils needing additional help; and
- the staff provides a wide range of extra-curricular activities.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher and senior leaders have brought about a smooth amalgamation process and created an effective, unified school;
- self-evaluation procedures are sound and lead to suitable improvements;
- governors act successfully as 'critical friends' to support and to challenge the school's leaders and managers;
- there are strong partnerships with parents; and
- there is effective use of funding, especially to support pupils who may be vulnerable to underachievement.

## **Recommendations**

- R1 Improve pupils' handwriting and presentation skills
- R2 Provide an appropriate level of challenge when developing pupils' skills in key stage 2, particularly in numeracy
- R3 Ensure consistency in the quality of teachers' marking
- R4 Develop the monitoring role of subject leaders in the foundation subjects

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Most pupils enter the school with skills, knowledge and understanding at the expected level for their age, although many have well-developed oral skills.

In the Foundation Phase, nearly all pupils listen well to adults and to each other. Many pupils speak clearly about topics that interest them. In key stage 2, nearly all pupils listen with interest to adults and other pupils and speak confidently. By the end of the key stage, many are articulate and use a sophisticated vocabulary.

Most pupils in the Foundation Phase enjoy reading. They talk about stories and information books with enthusiasm. More able pupils express preferences about favourite books and authors. Nearly all pupils use their phonic knowledge and a good sight vocabulary well to help them to read. More able pupils in Year 2 can locate specific information in a text and show a good understanding of what they have read. Most pupils in key stage 2 read with good expression and are able to make inferences about what they read. More able pupils understand that authors choose words for effect, for example alliterative phrases, and they can explain the impact this has on the reader. Many pupils read regularly for pleasure and talk confidently about the books and authors they like. By the end of key stage 2, most pupils are fluent readers. They read a challenging range of texts with good understanding. The more able readers make connections between the texts they read and can explain how they use books as inspiration for their own writing.

Younger pupils in the Foundation Phase use their growing phonic knowledge to write simple words and short phrases independently. Most pupils learn to form their letters well and, by the end of Year 2, the more able are beginning to join their handwriting. As they move through the Foundation Phase, most pupils use capital letters and basic sentence punctuation appropriately in their writing. The more able pupils use a range of punctuation accurately, including speech marks and exclamation marks. They produce written work that is well organised. They write for a good range of purposes across the curriculum, for example writing instructions to make hot cross buns or persuasive posters about holiday destinations. In key stage 2, many pupils write effectively in a wide range of forms for different purposes. They apply these writing skills well across the curriculum, for example when writing for a range of purposes about Martin Luther King during a topic on the 1960s. More able pupils use a range of punctuation appropriately and choose adventurous vocabulary for effect. However, throughout key stage 2, too many pupils have weak handwriting skills and weak standards of presentation.

Most pupils develop their numeracy skills well as they move through the Foundation Phase. For example, they learn to multiply by 2, 5 and 10 and double and halve numbers. They develop a good understanding of place value and the more able can explain different ways of doubling the number 17, for example. Many pupils in the Foundation Phase use their numeracy skills very effectively across the curriculum in

a range of practical contexts, including weighing gravel for the garden and working out how much they would need to sell the potatoes they have grown to cover the cost of the grow bags, soil and potato tubers. By the end of key stage 2, many pupils make good progress in number skills. They can find 20 and 30 per cent of numbers and have a good recall of multiplication tables. They enjoy using number skills across the curriculum, for example planning a holiday to Brazil using a given amount of money. However, pupils in key stage 2 do not apply these skills widely throughout the curriculum.

In the Foundation Phase, most pupils develop their information and communication technology (ICT) skills well and can use word processing software to produce text. They can change the colour and size of font and import pictures using clip art. They can control toys by programming them to move. Pupils in key stage 2 have well-developed internet research skills.

Pupils on intervention programmes make good progress in developing their literacy and numeracy skills.

Pupils' Welsh language skills develop appropriately, as they move through the school. Most pupils in the Foundation Phase respond with understanding to instructions in Welsh and can read and write simple phrases. By the end of key stage 2, most pupils can talk about familiar topics using the present tense. More able pupils read aloud well and show a good understanding of what they have read. However, many pupils do not pronounce words correctly when reading. Pupils write simple dialogues using familiar phrases and sentences well.

In the Foundation Phase, pupils' performance at the expected outcome 5 in literacy and mathematical development in 2013 places the school in the higher 50% when compared with similar schools. Performance of pupils at the higher than expected outcome 6 in 2013 places it in the higher 50% of similar schools for literacy and in the top 25% for mathematical development.

In key stage 2, pupils' performance at the expected level 4 in 2013 places the school in the higher 50% for all three subjects when compared with similar schools, but in the lower 50% for the core subject indicator. At the higher level 5, pupils' performance in English in 2013 places the school in the higher 50% for English and the top 25% for mathematics and science when compared with similar schools.

### **Wellbeing: Good**

Most pupils show a good understanding of the need to maintain a healthy diet and to take regular exercise. Many pupils participate regularly in a wide range of after-school activities with enthusiasm and enjoyment.

Attendance rates for the past four years place the school in the higher 50% when compared with similar schools. Pupils recognise the importance of good attendance and punctuality and respond appropriately.

Nearly all pupils feel safe in school and pupils' behaviour is good. Nearly all pupils are polite and co-operate well with each other and with adults at the school. Most

pupils demonstrate good independent learning skills and show enthusiasm for learning. The school has made appropriate use of exclusions in the past in line with Welsh Government guidance.

Many pupils make decisions about what happens at school through the school council, eco committee and project voice group. Members of the project voice group have helped to raise standards of attainment, for example in identifying mathematics as an area of development and tracking pupil progress in this using a computerised tracking system. The school council developed the new school's logo, mission statement and rules appropriately during the recent amalgamation of the infant and junior schools.

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

The curriculum provides exciting learning experiences that engage and motivate nearly all pupils well. Teachers' planning is thorough and identifies clearly the development of pupils' literacy skills. The school provides a wide range of extra-curricular clubs and activities that enrich pupils' learning.

Provision for reading is well organised throughout the school. Good opportunities for writing across the curriculum help pupils to develop independent writing skills. However, the school is at an early stage of planning for pupils to use numeracy skills across the curriculum. On occasions, this results in activities that do not always challenge the more able pupils appropriately.

Provision for developing the Welsh language ensures that many pupils make good progress. Teachers encourage pupils to use Welsh greetings and phrases as they move around the school. The school promotes pupils' understanding of Welsh culture very well, for example by providing opportunities for pupils to visit local places of interest, such as Tredegar House, and planning for pupils to study a good range of Welsh literature, including Welsh legends and poetry written by Dylan Thomas.

There is excellent provision for pupils to learn about sustainability. Eco committee members work enthusiastically to ensure that the school re-cycles all waste and conserves energy. Pupils are developing a suitable awareness of global citizenship through comparisons of life in Wales with that of other countries, including Brazil and Uganda.

**Teaching: Good**

Most teachers motivate pupils well and use a good range of strategies to support their learning. Lessons are often exciting and teachers ensure that learning proceeds at a good pace. Nearly all teachers make good use of pupils' existing knowledge about topics to plan the next steps in their learning. Many teachers question pupils effectively in order to extend their thinking. Teachers produce detailed plans and most adapt the work to meet the needs of pupils of different abilities. However, in a minority of classes, there is a lack of challenge for the more able pupils, particularly in numeracy.



Teaching assistants give pupils strong support in the Foundation Phase. For example, they help to develop their reading skills in guided reading sessions and to develop their speaking skills by modelling effective talk in the nursery hospital area. In key stage 2, teaching assistants deliver very effective literacy and numeracy intervention programmes that enable pupils to make good progress.

Nearly all teachers mark pupils' work regularly. Most teachers' written comments help pupils to see what they have done well. In a majority of classes, effective marking also helps pupils to know what they need to do to improve. Many teachers provide good opportunities for pupils to assess their own and others' work. However, the quality of marking is not consistently good in all classes and, on occasions, teachers do not provide pupils with clear next steps in their learning. Most teachers make accurate assessments of pupils' achievements. The school tracks the progress of pupils effectively and leaders use this information well to plan appropriate provision for pupils in need of additional support. Annual reports to parents are appropriate. They give details of pupils' achievements and the next steps in their learning.

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

The school is a well-ordered community that promotes pupils' moral, social, spiritual and cultural development well. Pupils show respect, consideration and tolerance for each other and for adults. Assemblies and a range of visits and visitors enhance pupils' learning experiences well. The school makes appropriate arrangements for promoting healthy eating and drinking and provides good opportunities for regular exercise.

Provision for pupils with additional learning needs is good. Teachers identify pupils needing extra help at an early stage and they support them effectively. Teaching assistants provide valuable support for pupils in class and on literacy and numeracy intervention programmes. Pupils with additional needs have suitable targets in their individual pupil profiles and make good progress in achieving them.

The school makes good use of a range of specialist services, such as the educational psychologist and Families First, to support and to meet the needs of identified pupils. These arrangements contribute effectively to pupils' development and wellbeing and support their learning well.

The school's policy and procedures for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The school has a caring and welcoming ethos that values each individual within the school community. Pupils have worked well with staff to establish the new school's vision and values. They take an active part in sharing those values throughout school life. All pupils have opportunities to attend after-school clubs, to join school committees and to participate in all aspects of school life.

The Foundation Phase and key stage 2 sites are in separate buildings and some of the temporary buildings on the key stage 2 site are in need of modernisation. Despite this, all areas are clean and maintained appropriately. The outdoor areas, particularly in the Foundation Phase, are bright and stimulating. Teachers use these areas very well to enhance pupils' learning, for example the forest school. Display boards throughout the site are colourful and stimulating. They provide useful information on the school's activities as well as displaying pupils' work, their responsibilities and achievements. Pupils use learning walks to identify aspects of the school environment that they can improve or enhance. Resources of good quality match pupils' learning needs well.

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

The headteacher and senior leaders have brought pupils and staff through a smooth amalgamation process and created an effective, unified school. There is a visible leader on each school site, which supports the effective day-to-day management of the school well. All staff understand their roles and responsibilities and they discharge them well. Staff meetings are purposeful and have clear outcomes. Support staff also have appropriate meetings which ensure that they receive relevant information and that procedures across the school are consistently applied. The school implements local and national priorities, such as the literacy and numeracy framework, appropriately.

The governing body has a good understanding of the school's strengths and shortcomings and it supports the school well. Governors understand their statutory responsibilities and undertake them efficiently. They receive information of good quality about the school's performance from the headteacher, which they verify through first-hand visits. They support the school as a critical friend and hold leaders appropriately to account for the quality of provision and the standards pupils achieve.

### **Improving quality: Good**

Self-evaluation processes take good account of the views of parents, pupils and the broader community. They are thorough and provide the school with a broadly accurate assessment of its strengths and areas for development. As a result, leaders know what needs to improve and have devised a suitable improvement plan to ensure that this happens. The plan gives priority to improving pupils' skills in literacy and numeracy, in line with the literacy and numeracy framework. It identifies suitable success criteria, staff responsible for agreed actions and realistic costs and timescales. Senior leaders, including the literacy and numeracy co-ordinators, monitor the school's work effectively. They identify shortcomings accurately and take robust steps to address them. However, the role of other subject leaders in monitoring provision and evaluating standards is less well established.

Senior leaders understand well how to bring about improvements and have created an ethos among staff that supports everyone to do their best. They analyse data accurately and have detailed records of assessments for individual pupils. Leaders

monitor the school's work rigorously and hold staff to account appropriately. Where performance dips, they have taken effective steps to secure improvements.

### **Partnership working: Good**

The school has strong partnerships with parents. They receive regular newsletters and are well informed about many aspects of school life. An effective parent liaison group meets termly and has been instrumental in ensuring good communication during the amalgamation process. Good parental partnerships support pupils' very positive attitudes to school and improving attendance rates. A structured induction programme ensures that nursery-age children settle easily into school routines. Partnerships with the local secondary school are effective and ensure that pupils have a smooth transition to secondary education.

There are positive relationships with the local community. The school contributes annually to the Caerleon Arts Festival, for instance, which supports good standards in pupils' art work. Partnership activities with other agencies also contribute effectively to improving outcomes for pupils. For example, the school makes good use of schemes such as Pets as Therapy to motivate reluctant readers. This has improved the reading ages of the pupils who participate. The school's involvement with the local cluster of primary schools ensures that work is assessed and moderated accurately at the end of key stage 2.

### **Resource management: Good**

Senior leaders manage the school's finances efficiently and review regularly the services that they purchase to ensure that they give good value. The governing body reviews spending allocations thoughtfully, for example in deciding staffing structures and viable class sizes, within the school's budget. Staffing is sufficient to cover the curriculum. Leaders deploy teaching and support staff well, for instance in allocating staff to particular year groups. Performance management processes meet requirements. The school makes the best possible use of the current split-site accommodation and pupils have sufficient learning resources.

Staff develop and share their professional knowledge through effective professional learning communities both within the school and with other schools in the community. For example, a focus on boys' reading has improved staff understanding of what motivates pupils to read, resulting in improvements to pupils' outcomes.

The school makes particularly good use of its funding to support pupils who might otherwise underachieve. Skilled teaching assistants support parents and their children to improve their attendance, skills and achievements, for example in reading. The programmes are carefully planned and evaluated to ensure that they deliver good value for money.

Overall, the school's provision leads to good outcomes for pupils. As a result, the school gives good value for money.

## Appendix 1

### Commentary on performance data

In the Foundation Phase, pupils' performance in 2013 at the expected outcome 5 is below that in 2012 in both literacy and mathematical development. However, in relation to pupils' performance in both areas, the school remains in the higher 50% when compared with similar schools. Pupils' performance in personal and social development is higher in 2013 than in 2012, but still places the school in the lower 50% when compared with similar schools. In 2013, performance in all three areas of learning and the Foundation Phase indicator is similar to the family averages.

Pupils' performance of pupils at outcome 6 in 2013 was higher than in 2012 in literacy, mathematical development and personal and social development. Pupils' performance at this level places the school in the higher 50% of similar schools for literacy and personal and social development and in the top 25% for mathematical development. Pupils' performance at outcome 6 is above the family averages for literacy and mathematical development, but slightly below the family average for personal and social development.

Girls tend to perform better as a group than boys in literacy, mathematical development and personal and social development at outcome 5. Girls' performance is higher than boys in all areas of learning at outcome 6.

At outcome 5, the attainment of pupils eligible for free school meals tends to be lower than for other pupils in literacy and personal and social development. However, pupils eligible for free school meals tend to perform better than other pupils in mathematical development. At outcome 6, pupils eligible for free school meals tend not to attain as well as other pupils in all three areas of learning and in 2013 no pupils eligible for free school meals attained the higher than expected level for literacy or personal and social development.

In key stage 2, at the expected level 4, pupils' performance is slightly lower than in 2012 for English and science, but it is higher in mathematics. When compared with similar schools, pupils' performance in 2013 places the school in the higher 50% for all three subjects, but in the lower 50% for the core subject indicator. Pupils' performance for English and science is slightly below the family averages while performance for mathematics is slightly above the family average. For the previous three years, pupils' performance placed the school in the higher 50% of similar schools for English and science. For two of these years, pupils' performance in mathematics placed the school in the lower 50%, while for the other year it was in the higher 50%.

At the higher level 5, pupils' performance in English and science is lower than in previous years while performance in mathematics is higher. When compared with similar schools, pupils' performance at level 5 in 2013 places the school in the higher 50% for English and in the top 25% for mathematics and science. Pupils' performance at level 5 is above the family averages for all three subjects. For the three years prior to 2013, pupils' performance placed the school in the top 25% of

similar schools for all subjects, with the exception of one year when mathematics placed it in the upper 50%.

There are no significant differences in the performance of boys and girls at level 4, although boys' attainment in mathematics tends to be slightly higher. Boys' performance tends to be significantly higher than girls' at the higher than expected level in science.

Pupils eligible for free school meals tend not to perform as well as other pupils in English, mathematics or science at level 4 and level 5.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	99	98 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	99	93 94%	6 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	99	96 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	99	93 94%	6 6%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	99	94 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	98	98 100%	0 0%	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.	99	99 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	99	97 98%	2 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.	99	97 98%	2 2%	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.	99	97 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.	99	87 88%	12 12%	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	99	91 92%	8 8%	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.	44	20 45%	24 55%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	44	31 70%	12 27%	1 2%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	44	27 61%	16 36%	0 0%	1 2%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	44	24 55%	18 41%	2 5%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	44	10 23%	31 70%	1 2%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	43	19 44%	23 53%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	44	24 55%	19 43%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	43	18 42%	17 40%	7 16%	0 0%	1	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.	43	19 44%	19 44%	1 2%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	44	18 41%	21 48%	1 2%	0 0%	4	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.	44	26 59%	17 39%	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.	41	17 41%	16 39%	1 2%	1 2%	6	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		

	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 am kept well informed about my child's progress.	44	14 32%	28 64%	1 2%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	44	23 52%	16 36%	4 9%	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.	43	14 33%	21 49%	1 2%	2 5%	5	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.	44	19 43%	20 45%	2 5%	0 0%	3	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.	40	12 30%	18 45%	1 2%	0 0%	9	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.	42	16 38%	25 60%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	41	22 54%	18 44%	0 0%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		



## Appendix 3

### The inspection team

Mrs Jane Mccarthy	Reporting Inspector
Ms Fiona Arnison	Team Inspector
Dr Glenda Jones	Lay Inspector
Ms Anne Lloyd	Peer Inspector
Mrs Power	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; 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.