



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

**Castle Park Primary School
Church Road
Caldicot
Monmouthshire
NP26 4HN
United Kingdom**

Date of inspection: March 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.

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Context

Castle Park Primary School is in the town of Caldicot in the local authority of Monmouthshire.

There are currently 194 pupils on roll, aged between 4 and 11, taught in seven single-age classes. Around 19% of pupils are eligible for free school meals, which is slightly lower than the national average of 21%. The school identifies 18% of pupils as having additional learning needs, which is below the national average of 22%. A very few pupils have statements of special education needs. Nearly all pupils are of white British ethnicity and speak English as their first language. No pupils speak Welsh as their first language at home. A very few pupils speak English as an additional language.

The headteacher took up the role of acting headteacher in January 2013, and became permanent in July 2013. The school's last inspection was in March 2010.

The individual school budget per pupil for Castle Park Primary School in 2014-2015 means that the budget is £3,393 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,928 and the minimum is £2,895. Castle Park Primary School is 23rd out of the 31 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The current performance of the school is adequate because:

- Most pupils make suitable progress during their time at the school
- Almost all pupils behave very well and have a positive attitude to learning
- Many pupils contribute successfully to discussions about how to improve their school
- The curriculum provides the majority of pupils with a broad range of suitable learning experiences
- Provision for supporting, guiding and caring for pupils is good
- There is very effective teaching in many classes
- Provision for pupils with additional learning needs is effective
- Most staff use the indoor and outdoor learning environments imaginatively for the benefit of pupils

However:

- Attainment in the Foundation Phase does not compare favourably with that in similar schools
- Foundation Phase lessons do not always provide enough opportunities for child-led activities
- Many pupils do not apply their literacy and numeracy skills well enough across the curriculum
- Attendance rates consistently place the school in the bottom 25% when compared with similar schools
- Pupils do not develop their Welsh language skills well enough

Prospects for improvement

The school's prospects for improvement are adequate because:

- There is an appropriate emphasis on raising standards throughout the school
- Senior leaders work well as a team
- Governors are developing confidence in their role as a critical friend to the school
- Recent innovations are beginning to improve standards of attainment in key stage 2
- The school works well with a range of partners, including parents
- The school has made strong progress in addressing most of the recommendations from the previous inspection

However:

- The self-evaluation process does not identify and address areas for improvement in sufficient detail
- Members of staff and the governing body have a limited role in the self-evaluation process
- Recent changes in the Foundation Phase have had limited success

Recommendations

R1 Raise standards of attainment in literacy and mathematical development in the Foundation Phase

R2 Raise standards of Welsh as a second language

R3 Raise levels of attendance

R4 Ensure that learning experiences in the Foundation Phase meet all pupils' needs and comply with statutory requirements

R5 Ensure that all pupils have beneficial opportunities to use their writing, numeracy and thinking skills in all areas of the curriculum

R6 Improve the effectiveness of procedures for self-evaluation and planning for improvement

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?

Adequate

Standards: Adequate

When they enter the school, most pupils have levels of skills that are in line with those expected of pupils of a similar age. Most pupils make suitable progress during their time in the school.

Throughout the school, most pupils have good oracy skills. In lessons, they listen well to teachers and the opinions of their partners, and many pupils speak confidently. They acquire a well-developed vocabulary and express their thoughts and ideas clearly by the end of key stage 2.

By the end of the Foundation Phase, most pupils read clearly and with good intonation. The majority have a good understanding of letters and sounds and use contextual cues to aid their understanding of the texts that they read. In key stage 2, many pupils build progressively on their reading skills. They read widely for pleasure and describe how setting, characterisation and plot combine to bring stories to life. By the end of key stage 2, a majority of pupils use higher-order reading skills, such as inference, to enhance their enjoyment and understanding. They locate information in factual books quickly, using skimming and scanning skills effectively.

By the end of the Foundation Phase, a majority of pupils write short sentences with capital letters and full stops, although only a minority have well-formed handwriting. Too many pupils misspell words because they do not use their phonic knowledge effectively. A majority begin to show an awareness of the purpose of their writing, but they write infrequently in a range of contexts across the curriculum. In key stage 2, most pupils make good progress in writing in a range of genres and have a clear awareness of their purpose and audience. For example, older pupils write a sensitive reworking of the story of Romeo and Juliet. The majority of pupils do not write or present their work neatly.

Overall, standards in writing across the curriculum are adequate. Pupils in the Foundation Phase and in the majority of classes in key stage 2 do not apply their literacy skills in their cross-curricular project work to the same standard as in their specific literacy lessons.

Standards in mathematical development are adequate at the end of the Foundation Phase. Pupils count on and backwards using a number line, add two-digit numbers competently and use coins to make sums of money up to a pound. They tell the time on an analogue clock and know the names and properties of simple shapes. By the end of key stage 2, many pupils' standards in mathematics are good. They read, write and order large numbers and decimal fractions well. They perform calculations involving three-digit numbers accurately. A majority of older pupils use higher-order skills to perform a complex series of operations in the correct order and use formulae correctly when investigating numbers in a series.

However, throughout the school, pupils do not apply their numeracy skills well enough in a range of contexts across the curriculum.

Most pupils with additional learning needs respond well to support programmes and make good progress.

In the Foundation Phase, pupils learn the Welsh names for many colours, foods, clothes and the weather and use these orally in a range of sentence patterns. They write in Welsh infrequently. Pupils in key stage 2 make suitable progress in acquiring Welsh vocabulary. However, they use their Welsh skills within a relatively narrow range of sentence patterns. Older pupils read simple Welsh texts with understanding, although their pronunciation is frequently inaccurate.

In the Foundation Phase, pupils' attainment at the expected outcome 5 in literacy and numeracy skills generally places the school in the lower 50% when compared with similar schools. There is a similar pattern of relative performance at the higher-than-expected outcome 6 over recent years, but performance in mathematical development in 2014 has moved the school to the higher 50%.

For the past two years, pupils' attainment at the expected level 4 in key stage 2 in English, mathematics and science has placed the school in the higher 50% when compared with similar schools. Over the past four years, attainment at the higher-than-expected level 5 in key stage 2 has fluctuated, moving the school between the bottom 25% in English and the top 25% in science. However, overall attainment in English and mathematics places the school consistently in the lower 50% when compared with similar schools.

There are only small numbers of pupils who are eligible for free school meals. Over time, their performance at the expected levels tends to be similar to that of other pupils.

In both key stages in 2014, the attainment of boys and girls at the expected levels is broadly similar. However, at the higher-than-expected levels, boys tend to perform better than girls in all subjects. This is different from the national picture.

Wellbeing: Adequate

Nearly all pupils enjoy school and feel safe and well cared-for. Their behaviour during lessons and playtimes is good. They are courteous to each other and to adults.

Many pupils have positive attitudes to healthy eating and drinking and are aware of the importance of an active lifestyle, although a few pupils bring salty snacks to eat during break time.

Nearly all pupils are enthusiastic learners who enjoy their experiences and participate fully in the tasks set for them. However, many are slow to develop independence and problem-solving skills. Attendance rates have been consistently low over recent years and have placed the school in the lower 50% when compared with similar schools. In 2014, the overall attendance rate places the school in the bottom 25%.

Attendance rates are improving as a result of recent initiatives, but remain too low. Nearly all pupils play an active role in the life of the school and undertake additional responsibilities confidently. The school council and eco committee contribute successfully to decisions about the school. They have introduced more playground equipment to the outdoor areas and produced a handbook of games that enable pupils to be more active at lunchtime. Their role in contributing to discussions about aspects of teaching and learning is at an early stage of development.

Most pupils develop a good range of personal and social skills through their daily activities, after-school clubs and participation in concerts and events. These prepare them effectively for life outside the school and help them to develop as responsible individuals.

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

The curriculum provides the majority of pupils with a broad range of suitable learning experiences within and outside the classroom. Comprehensive long-term plans ensure that pupils build on their existing knowledge and understanding as they move through the school. The school has made suitable progress in incorporating the Literacy and Numeracy Framework into its curriculum plans. However, in the Foundation Phase, lessons do not always have an appropriate balance between child-led and adult-focused activities. Overall, there are too few opportunities for pupils to think and write independently. Provision for outdoor learning is good.

The school develops pupils' appreciation of the Welsh dimension well, for example through visits to the Senedd, an annual eisteddfod and a wide variety of musical and artistic activities. Pupils lead daily sessions in Welsh that help pupils to develop their use of the Welsh language. However, provision for teaching the Welsh language does not build up pupils' skills well enough as they progress through the school.

There is an effective focus on environmental education throughout the school. Pupils have many useful opportunities to learn about the importance of recycling and energy conservation. They express their views on environmental issues well, for example through letters to the Prime Minister about such diverse topics as fracking and dirty water in Africa.

The school offers a good range of extra-curricular opportunities that enrich pupils' experiences. These include a beneficial transition club for more able pupils before they transfer to the local secondary school.

Teaching: Adequate

All teachers establish positive working relationships with their pupils. In most classes, teachers have good knowledge of the subjects and areas of learning that they teach. The majority of teachers have high expectations of pupils and set clear learning objectives that challenge pupils to achieve their potential. In a majority of cases, lessons have a suitably lively pace, teachers use stimulating resources that capture pupils' interest and provide relevant opportunities for them to use their skills

purposefully. However, in a minority of lessons, where teaching has shortcomings, lessons proceed slowly and do not encourage pupils to develop independent thinking skills or use literacy and numeracy skills in purposeful contexts. In these classes, teachers use too many worksheets and these limit opportunities for pupils to develop their individual writing skills.

Most teachers provide valuable oral feedback to pupils during lessons. They mark pupils' work regularly. Their comments praise pupils' efforts and successes. However, teachers' comments do not always indicate how pupils might improve their work or what their next steps might be. The school has recently improved the extent to which pupils assess their own work and that of other pupils. A comprehensive assessment programme measures pupils' progress appropriately. The school has recently introduced an electronic system to track pupils' progress in literacy and numeracy, but it is too early for this to have made a significant impact on standards or pupils' learning.

There are regular opportunities for parents to discuss their children's progress and wellbeing with teachers. Annual reports to parents are clear and informative.

Care, support and guidance: Good

The school provides a high level of care and support for pupils. It is a caring community and staff know the pupils and their needs well. The school makes appropriate arrangements to promote healthy eating and drinking.

Staff provide valuable experiences that promote pupils' spiritual, moral, social and cultural development effectively. Strong local links with the church and with local residents help pupils to develop a good understanding of living in a community, for example through pupils' involvement in a local remembrance day service. The school makes good use of visitors, including the fire and rescue service, to develop pupils' understanding of how to stay safe. Police officers warn pupils of the potential dangers associated with using the internet.

Provision for pupils with additional learning needs is thorough and enables these pupils to make good progress. Staff identify their learning needs early and produce detailed individual education plans. The school provides valuable support for individuals and groups of pupils who require extra help with their learning. The school monitors pupils' progress against their individual targets regularly and effectively. Parents and pupils engage well with staff in reviewing pupils' individual targets.

The school makes good use of external agencies and support services to provide useful guidance and support for staff, pupils and parents, when necessary.

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

Learning environment: Good

The school is an inclusive community that provides a warm, caring and supportive environment for all pupils. They have equal access to all aspects of school life. The school respects and celebrates pupils' diversity and develops their values successfully, such as fairness, honesty and tolerance. The school has begun to develop pupils' knowledge and understanding of their rights, as set out in the UN Convention on the Rights of the Child.

The school has made good progress in improving the learning environment. Most of the school building and site provides an attractive, bright and stimulating environment for pupils. However, the Foundation Phase classes are less vibrant. The large Year 5 and Year 6 learning plaza is an innovative and successful learning space where pupils benefit from a spacious environment that provides useful flexibility so that pupils can adapt the seating arrangements to meet their preferences. There is easy access to outdoor learning areas from the classrooms.

Displays in classes in key stage 2 celebrate pupils' work and achievements and contribute positively to a colourful and attractive learning environment. There are enough resources, including information and communication technology (ICT), to meet the needs of all pupils.

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

The headteacher places appropriate emphasis on improving the quality of teaching and learning throughout the school. Senior members of staff have a good understanding of their roles and responsibilities within the recently-revised staffing structure, and they work well as a team.

Arrangements for the performance management of teaching and support staff are well organised. They are beginning to be effective in addressing identified areas for development in the quality of teaching and in setting targets for improvement.

The school has introduced many initiatives over the last two years in order to improve standards. In key stage 2, a few of these initiatives are beginning to have a positive impact on pupils' progress. However, the impact of recent changes made in the Foundation Phase is limited. A few of these changes are inconsistent with best practice in this phase of pupils' education.

The school's progress towards addressing national priorities, such as the Literacy and Numeracy Framework, is adequate. It is implementing strategies successfully to reduce the impact of deprivation on educational attainment.

Governors have a good working relationship with the headteacher and staff. Most of them have taken up their post recently, and they are developing confidence in their role as a critical friend. Governors are beginning to use assessment data and performance information competently to challenge the school to improve. They understand the school's financial position and monitor its spending carefully. The governing body carries out its statutory obligations diligently.

Improving quality: Adequate

Leaders and managers use a good range of evidence to evaluate the life and work of the school. The headteacher and senior leadership team undertake analysis of attainment information, which they compare with that in similar schools. Their conclusions are broadly accurate, but do not give enough consideration to identifying which aspects of attainment are depressing the overall results.

The school draws extensively on advice from external agencies and colleagues in other schools in order to plan for improvement. It also takes good account of the views of parents and pupils. For example, the school council makes a presentation to the governing body twice each year and has recently obtained additional playground equipment as a result. However, the role of members of staff and the governing body in contributing to the self-evaluation process and the resulting self-evaluation report is limited.

The links between the findings from self-evaluation and the school improvement plan are broadly appropriate. The improvement plan includes ambitious targets that have measurable success criteria and timescales, and pays appropriate attention to costs. The identified priorities for improvement for the current year within the plan are relevant to the school's needs in many respects, but the plan's specific targets do not focus clearly on the most relevant areas for improvement.

Partnership working: Good

The school reaches out actively to parents as partners in their children's education. It communicates well with them through regular newsletters and social media so that they are well informed about policies and events. Consequently, parents feel comfortable approaching the school with questions, concerns or complaints.

The school works closely with the local authority and other support services to help to introduce initiatives aimed at raising standards. There are also very close links with another local primary school to share good practice and to make improvements, for example in teachers' use of assessment, the teaching of mathematics and increasing the effectiveness of leadership. Arrangements for the moderation of teachers' assessment of pupils' work are well established with colleagues in other schools.

The school works well in partnership with other schools to pool resources and to provide continuity in pupils' experiences. For example, good links with the on-site playgroup help the youngest children settle quickly into the reception class when they start school. A number of interesting and worthwhile experiences planned with colleagues in the local secondary school for pupils in Years 5, 6 and 7 help to provide continuity in pupils' learning and wellbeing as they move from primary to secondary school.

Visits to local employers, such as a supermarket and a bakery, help pupils to understand where food comes from and raises their awareness of the world of work and commerce.

Resource management: Adequate

The school has a suitable number of teachers and support staff for the number of pupils on roll. Well-trained teaching assistants support pupils' learning and wellbeing effectively. There are appropriate arrangements for teachers' planning, preparation and assessment time and senior leaders receive appropriate management time.

All members of staff undertake appropriate professional development training to extend their knowledge and skills. These link well to targets identified through performance management procedures and the priorities in the school improvement plan.

Overall, the school uses the available accommodation well and there is a good range of resources to meet pupils' needs.

The school directs funding from its Pupil Deprivation Grant appropriately to meet the needs of pupils eligible free school meals. It has funded additional support staff and resources to provide extra support to develop the literacy and numeracy skills of pupils eligible for free school meals and other pupils. The school's performance data shows that its interventions are beginning to have appositive impact on the performance of designated pupils.

The governing body monitors progress in reducing a large budget deficit very closely and scrutinises every aspect of the school's expenditure. As a result, the deficit has been halved in the last year and the school's recovery plan is on track.

Given the outcomes achieved by pupils and the quality of the provision, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6792322 - Castle Park Primary School

Number of pupils on roll	193
Pupils eligible for free school meals (FSM) - 3 year average	13.9
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	27	20	21
Achieving the Foundation Phase indicator (FPI) (%)	88.9	90.0	81.0
Benchmark quartile	2	2	4
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	27	20	21
Achieving outcome 5+ (%)	88.9	90.0	81.0
Benchmark quartile	3	3	4
Achieving outcome 6+ (%)	7.4	25.0	28.6
Benchmark quartile	4	3	3
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	27	20	21
Achieving outcome 5+ (%)	92.6	90.0	90.5
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	22.2	30.0	33.3
Benchmark quartile	3	3	2
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	27	20	21
Achieving outcome 5+ (%)	88.9	95.0	95.2
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	22.2	25.0	52.4
Benchmark quartile	4	4	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6792322 - Castle Park Primary School

Number of pupils on roll	193
Pupils eligible for free school meals (FSM) - 3 year average	13.9
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	48	30	30	34
Achieving the core subject indicator (CSI) (%)	75.0	83.3	93.3	94.1
Benchmark quartile	4	3	2	2
English				
Number of pupils in cohort	48	30	30	34
Achieving level 4+ (%)	75.0	83.3	93.3	94.1
Benchmark quartile	4	4	2	2
Achieving level 5+ (%)	20.8	40.0	23.3	41.2
Benchmark quartile	4	2	4	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	48	30	30	34
Achieving level 4+ (%)	87.5	90.0	96.7	94.1
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	20.8	26.7	36.7	41.2
Benchmark quartile	4	3	3	3
Science				
Number of pupils in cohort	48	30	30	34
Achieving level 4+ (%)	91.7	90.0	96.7	97.1
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	33.3	36.7	30.0	58.8
Benchmark quartile	2	2	3	1

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.	112	111 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	113	101 89%	12 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	113	106 94%	7 6%	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	113	112 99%	1 1%	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.	113	106 94%	7 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	113	110 97%	3 3%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	113	111 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.	111	107 96%	4 4%	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.	113	91 81%	22 19%	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.	113	113 100%	0 0%	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.	113	53 47%	60 53%	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	113	102 90%	11 10%	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.	22	12 55%	10 45%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	22	16 73%	6 27%	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.	22	16 73%	5 23%	1 5%	0 0%	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.	22	10 45%	11 50%	0 0%	1 5%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	22	10 45%	12 55%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	22	11 50%	8 36%	1 5%	0 0%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	22	14 64%	8 36%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	22	9 41%	12 55%	1 5%	0 0%	0	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.	22	14 64%	6 27%	0 0%	0 0%	2	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.	22	13 59%	9 41%	0 0%	0 0%	0	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.	22	16 73%	6 27%	0 0%	0 0%	0	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'.	19	9 47%	8 42%	0 0%	1 5%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	22	10 45%	9 41%	3 14%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	22	14 64%	8 36%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	22	9 41%	9 41%	3 14%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	22	12 55%	10 45%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	20	6 30%	9 45%	0 0%	0 0%	5	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		43%	33%	4%	1%		
There is a good range of activities including trips or visits.	22	13 59%	8 36%	1 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	22	15 68%	5 23%	0 0%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Mr Christopher Ian Dolby	Reporting Inspector
Ms Stephanie Joy James	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Mrs Anna Bolt	Peer Inspector
Mrs Kay Ford (Headteacher)	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
- 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.