



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

**Dewstow Primary School
Green Lane
Caldicot
Newport
Monmouthshire
NP26 4HD**

Date of inspection: October 2013

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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

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Context

Dewstow Primary School is an English medium school situated in the town of Caldicot in the county of Monmouthshire. There are currently 231 pupils on roll aged from three to 11 years. Of these pupils, 40 attend the nursery class.

Dewstow Primary School has evolved from the amalgamation of Green Lane Junior School and West End Infant School, and opened in September 2012. Staff and pupils moved into a new school building in November 2012. The present headteacher has been in post since the amalgamation and was previously the headteacher of West End Infant School.

Most pupils come from homes in which the predominant language is English. Very few of the school's pupils come from an ethnic background or have English as an additional language.

Thirty-two per cent of pupils are entitled to free school meals. The school has identified approximately 29% of pupils as having additional learning needs. Nine pupils have a statement of special educational needs.

The individual school budget per pupil for Dewstow Primary School in 2013-2014 means that the budget is £3,612 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £5,444 and the minimum is £2,856. Dewstow Primary School is 11th 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 adequate progress in relation to their starting points during their time at school;
- end of key stage 2 data suggests a general trend of improvement over four years;
- the number skills of most pupils are developing appropriately;
- most pupils feel safe in school;
- staff provide a broad and balanced curriculum; and
- most teachers use a variety of teaching strategies appropriately to meet the needs of most pupils.

However:

- end of Foundation Phase data suggests that seven-year-old pupils do not perform well when compared with pupils in the family of similar schools;
- the writing skills of most pupils are under-developed;
- pupils' Welsh second language skills are limited; and
- teachers' expectations of pupils are often too low.

Prospects for improvement

Prospects for improvement are adequate because:

- the headteacher provides clear and effective leadership;
- leaders have been very successful in establishing a primary school ethos;
- communication is good throughout the school;
- there are good plans for developing literacy and numeracy; and
- there are strong partnerships with parents.

However:

- self-evaluation processes are not well established;
- the role of the governing body as critical friends is underdeveloped;
- outcomes of self-evaluation have not been used well enough to identify targets for improvement; and
- insufficient progress has been made against the recommendations following the inspection of the previous junior school.

Recommendations

- R1 Improve end of Foundation Phase outcomes
- R2 Raise standards of pupils' writing skills
- R3 Raise standards of Welsh as a second language
- R4 Ensure that the development of skills is planned systematically across the curriculum
- R5 Raise teachers' expectations of what pupils can achieve
- R6 Strengthen the role of the staff and governing body in the self-evaluation process
- R7 Use the outcomes of the self-evaluation process to inform the priorities for improvement.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry, pupils' skills in language, literacy and communication, mathematics and wellbeing are below the local authority average. However, most pupils make appropriate progress in relation to their starting points during their time at school.

Pupils with additional learning needs and those with English as an additional language make appropriate progress towards achieving the targets set for them. More able and talented pupils and those currently entitled to free school meals also make appropriate progress.

Pupils across the school achieve adequate standards in their thinking and problem-solving skills within lessons. Many pupils are beginning to use these skills appropriately in a range of contexts across the curriculum.

The speaking and listening skills of most pupils are adequate. They respond appropriately to questions set by teachers and other adults, and engage readily with each other during discussions and tasks, for example when investigating the effect of different liquids on eggshells. Many are able to explain clearly what they are doing and can talk confidently about their previous work.

Pupils' reading skills are developing appropriately. In the Foundation Phase, many are able use appropriate strategies effectively to read unfamiliar words. The more able pupils can express an opinion about their books and predict what will happen next. By the end of key stage 2, many pupils read at a level which is appropriate to their age and ability, and can select suitable texts from a variety of sources in order to enhance their knowledge across the curriculum. They can discuss different genres knowledgeably and offer opinions about their favourite books and authors.

The writing skills of most pupils are underdeveloped. By the end of the Foundation Phase, a minority of pupils can write short texts independently in a variety of genres. By the end of key stage 2, many pupils have an appropriate vocabulary. However, very few can write extended pieces of interesting work in a variety of contexts across the curriculum. The handwriting skill of many key stage 2 pupils is underdeveloped and the presentation of many older pupils' work is poor.

The number skills of most pupils are developing appropriately. However, pupils' application of numeracy across the curriculum is limited.

Pupils' attitudes to Wales and learning Welsh are generally appropriate. However, the bilingual and Welsh language skills of the majority of pupils are underdeveloped. Few older pupils are able to hold simple conversations and answer straightforward questions confidently. Very few pupils show confidence with their writing or read with sufficient expression in the Welsh language.

Relevant data for the performance of seven-year-old pupils over the last two years has been consistently low. The percentage of pupils attaining the Foundation Phase indicator has generally been significantly lower when compared with the averages for the family of similar schools and Wales. In 2013, the percentage of pupils attaining the expected outcome 5 or above in the three areas of learning was significantly lower than the average percentages for the family of similar schools and Wales.

When compared with schools within the same free school meals band, the percentage of pupils attaining the expected outcome 5 has placed the school in the bottom 25% over the two years.

End of Foundation Phase data suggests that the percentage of pupils attaining higher than the expected outcome (outcome 6) has been significantly lower than the averages for similar schools and Wales over the last two years. When compared with schools within the same free school meals band, the percentage of pupils attaining above the expected outcome (outcome 6) has placed the school in the lower 50% or bottom lowest 25% over the two years.

The data at the end of key stage 2 is slightly better, and generally shows an upward trend in performance over five years. In 2013, the percentage of pupils attaining the core subject indicator was higher than of the average for similar schools but lower than the average for Wales. When compared with schools within the same free school meals band the school was in the upper 50% for the core subject indicator in 2013 and performed above the average for the family of schools but below the Wales average.

When compared with performance levels in schools within the same free school meals band, the percentage of pupils attaining above the expected level (level 5) has shown an inconsistent trend.

Wellbeing: Adequate

Most pupils feel safe in school and are confident to talk to an adult if they have a problem or concern. A few pupils do not always behave well. However, pupils' behaviour has improved since moving to the new school and there have been no exclusions in the past year.

The most recent attendance figure of about 93% is below the local authority and Wales averages. No comparison of attendance figures with similar schools is possible due to the newness of the school. Most pupils attend punctually.

Nearly all pupils have a good understanding of how to stay healthy by eating and drinking sensibly and taking plenty of exercise.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides pupils with a broad and balanced curriculum, which meets the statutory requirements. Planned learning experiences generally engage pupils

appropriately through a wide variety of interesting topics. The school makes use of many published schemes of work to deliver a range of learning experiences but does not always adapt these well enough to provide flexible, innovative and responsive lessons for all pupils.

Most teachers identify and plan opportunities for pupils to use their key skills across the curriculum. However, there is no strategic overview of how these skills are developed year on year. Teachers have started to make suitable references to the National Literacy and Numeracy Framework within their planning, which is beginning to have a positive effect on standards. However, the school's provision for the more able pupils is limited.

Teachers plan for the delivery of Welsh appropriately. However, they do not promote the use of the Welsh language well enough in other contexts within the school environment. Consequently, pupils are unable to use words and phrases they already know within other subjects.

There are appropriate arrangements for the delivery of the Welsh dimension. Teachers plan suitable activities for pupils to learn about their locality and the language, culture, geography and history of Wales.

The school promotes education for sustainable development appropriately within the curriculum. Pupils learn the importance of acting sustainably and have the opportunity to join an enthusiastic eco committee. The school encourages pupils to work on initiatives that involve the whole school, for example recycling and reducing waste. This raises their awareness of sustainable development successfully. There are fewer opportunities for pupils to develop their awareness of global citizenship.

The school provides a good range of extra-curricular activities to support pupils' learning well. These enhance and support pupils' wellbeing, and almost all pupils value them.

Teaching: Adequate

Most teachers use a variety of teaching strategies appropriately to meet the needs of most pupils. They ask questions effectively in order to extend pupils' thinking skills, and work well with classroom assistants in order to ensure that most pupils remain on task during learning sessions. Most teachers use the electronic white boards as an effective teaching resource. This captures pupils' attention and makes learning more interesting.

In the minority of successful lessons, teachers make appropriate reference to pupils' previous learning in order to develop their understanding within different contexts. They plan activities appropriately in order to identify the skills which are to be developed and match activities well to pupils' ability.

Where teaching is less successful, teachers have made limited progress in adapting their teaching styles to a more open-plan environment. They have limited subject knowledge, and as a result do not always convey new concepts to pupils correctly. Teachers' expectations of pupils are often too low and result in a minority of pupils making limited progress.

The school has recently developed clear assessment and tracking procedures, which enable staff to identify any pupils who are underperforming and to help plan the next steps for them. A system of moderation involving all teachers ensures that assessments are accurate.

Teachers provide pupils with some oral and written feedback on their work. However, this does not consistently identify what they have achieved or how they can make further progress. In many classes, teachers are beginning to provide pupils with appropriate opportunities to respond to this feedback and to evaluate their own work and the work of others. Target-setting procedures are beginning to enable pupils in key stage 2 to set and review their own targets together with the teacher. However, it is too early to evaluate the effectiveness of these procedures on improving standards.

The school provides parents with informative written reports and regular opportunities to discuss pupils' achievements and progress.

Care, support and guidance: Adequate

The school has effective arrangements to support pupils' health and wellbeing. It makes appropriate arrangements for promoting healthy eating and drinking. Initiatives such as 'Fruity Friday' and the installation of water coolers have had a positive impact on pupils' attitudes to eating and drinking healthily. There is appropriate provision for pupils to learn about relationships and substance misuse.

Staff promote pupils' spiritual, moral, social and cultural development appropriately by planning a wide range of learning experiences. However, acts of collective worship do not always give pupils enough time to reflect on their own beliefs and values.

The school engages well with a range of specialist services and this has a positive impact on pupils' achievements and wellbeing. Teachers and support staff have established good working relationships and work effectively with agencies such as educational psychology, school counselling service and the school nurse to support additional learning needs.

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

The school has suitable arrangements for supporting pupils with additional learning needs. It has appropriate procedures to identify pupils' personal, behavioural and learning support needs early. A range of appropriate intervention strategies support pupils in developing their basic literacy, numeracy and personal skills. However, these programmes have not been running long enough to assess their impact fully.

Staff develop individual education plans that target pupils who require additional support appropriately. Although these plans contain suitable activities and strategies to help pupils improve, the pupils themselves play a very limited role in developing their own targets for improvement. Staff do not pay enough attention to individual pupils' targets in their daily planning processes.

Learning environment: Good

The school is fully inclusive and offers all pupils equal access to the curriculum. The school has appropriate equality plans in place, which include targets such as improving the attitudes of the school community to all aspects of stereotyping. It has effective measures in place to ensure that pupils and staff are free from harassment.

The new school contains a wide range of very good quality resources including a large quantity of modern, up-to-date information and communication technology (ICT) equipment. There are ample resources to support all areas of teaching and learning. The accommodation is of good quality and includes four large open-plan teaching plazas, a large hall, a library area and many useful smaller teaching rooms. The school grounds include a well-designed outdoor teaching area, which members of staff use appropriately to enhance pupils' learning. The building and outdoor area are secure and maintained well.

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

The headteacher provides clear and effective leadership for the school, which was formed relatively recently from the amalgamation of a local junior and infant school. Leaders and managers consulted pupils and other stakeholders widely before agreeing the appropriate aims and vision for the new school.

Leaders and managers have been very successful in establishing a primary ethos. In the year following the relocation to the new premises, managers have made good progress in establishing processes that meet the needs of the new school well. Managers communicate effectively with staff through useful and regular staff meetings as well as informal discussions. The school now has a clear management structure. However, it is too early to evaluate the impact of the recently formed senior management team. The leadership team has established appropriate measures for managing the performance of teachers with targets that focus closely on improving standards in the school. However, managers have not yet monitored progress against the targets.

The school has established the Foundation Phase appropriately and has appropriate plans to implement the Literacy and Numeracy Framework.

Members of the governing body are committed strongly to the school. They meet statutory requirements. Governors have participated in appropriate training on deciding the school's mission statement, self-evaluation and conducting learning walks. The school has link governors for the core curriculum areas. However, governors have not received effective training on how to analyse and interpret data on the standards that pupils achieve. As a result they do not have good enough skills and knowledge to challenge the school's leaders about the standards.

Improving quality: Unsatisfactory

The school's processes for identifying its strengths and areas for development are new and not developed well enough.

The school produced its first self-evaluation report prior to the inspection. However, the report is too descriptive and does not draw enough on first-hand evidence of standards and provision. The report does not take account of enough evidence from a wide range of sources such as the views of pupils, parents, governors and other stakeholders. The role of the governing body in self-evaluation is underdeveloped.

The outcomes of the self-evaluation processes are not well matched to the priorities in the plans for improvement. The issues identified for improvement have not arisen directly from the self-evaluation process. However, the plans for improving the standards of literacy and numeracy identify key areas for improvement well. These plans are detailed, have specific and funded targets for improvement and match the needs of the school appropriately.

Leaders have been too slow to act on the recommendations of the inspection of Green Lane Junior School in 2011 and there has not been enough improvement in many of the shortcomings identified in that report.

Partnership working: Good

Since the establishment of the new school, partnerships with parents have become increasingly effective. The school makes good use of social networking to communicate with parents regularly. Parents are involved well in supporting their children to complete reading challenges that result in the school awarding certificates for success. Recent initiatives have included training for parents in the use of applications on tablet computers to improve literacy and numeracy.

There are effective links with the local secondary school. Pupils in Year 5 and Year 6 take part in a good range of activities that prepare them well for the transition to secondary education. The school also plays an active role in the local group of schools for the moderation of standards of pupils' work at the end of key stage 2.

The school has developed a positive partnership with the consortium of education authorities and has benefitted from their support, particularly in relation to planning for improvement in literacy and numeracy. There are good links with the local authority for meeting the needs of pupils with additional needs.

There are developing links with local supermarkets that benefit pupils' learning about entrepreneurship. One supermarket supplied the school with vegetable seeds so that the pupils could plant the seeds, raise the vegetables and then sell them on a stall outside the supermarket.

Resource management: Adequate

There are enough qualified teachers and learning support assistants to support pupils' learning appropriately. Leaders deploy members of staff effectively

throughout the school. Members of staff take part in a few professional learning communities within the cluster of local schools, such as programmes for developing literacy. However, it is too soon to evaluate the impact on standards. The school manages its wide range of learning resources appropriately. Leaders are beginning to adapt the school building and grounds to meet pupils' learning needs better.

The headteacher and governing body finance committee monitor spending efficiently. Leaders and managers link spending closely to the priorities identified in the school's improvement plan. The school has an appropriate level of reserves to finance unplanned costs associated with a new building.

In view of the standards attained by the majority of pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Foundation Phase

Relevant data for the performance of seven-year-old pupils over the last two years has been consistently low. The percentage of Foundation Phase pupils attaining the expected outcome 5 in the core areas of language, literacy and communication, mathematical development and personal, social development, wellbeing and cultural diversity has generally been significantly lower than the average for the family of similar schools and for Wales. This is also the case for the Foundation Phase indicator.

In 2013, the percentage of pupils attaining the expected outcome 5 or above in the three areas of learning was significantly lower than the average percentages for the family of similar schools and Wales.

When compared with schools within the same free school meals band, the percentage of pupils attaining the expected outcome 5 has placed the school in the bottom 25% over the two years.

End of Foundation Phase data suggests that the percentage of pupils attaining higher than the expected outcome (outcome 6) has been significantly lower than the averages for similar schools and Wales over the last two years.

When compared with schools within the same free school meals band, the percentage of pupils attaining above the expected outcome (outcome 6) has placed the school in the bottom 25% in mathematical development, and in the lower 50% or bottom 25% in language, literacy and communication development and personal and social development, wellbeing and cultural diversity over the two years.

Key stage 2

The data at the end of key stage 2 is slightly better, and generally shows an upward trend in performance over five years. In 2013, the percentage of pupils attaining the core subject indicator was higher than the similar schools average but lower than the average for Wales. The percentage of pupils attaining the expected level 4 or above in the core subjects of English and mathematics was also higher than the similar schools average but lower than the average for Wales. In science, the percentage of pupils attaining the expected level 4 or above was lower than the similar schools and Wales averages.

When compared with relative performance levels of schools within the same free school meals band, the performance of the school generally shows an upward trend and has fluctuated between the bottom 25% and the upper 50% band in English and mathematics and between the bottom 25% and lower 50% band in science. The school was within the upper 50% band for the core subject indicator in 2013 and performed above the average for the family of schools but below the Wales average.

End of key stage 2 data suggests that the trend in the percentage of pupils attaining the higher level 5 has been inconsistent when compared with similar schools and Wales averages over five years. In 2013, the percentage of pupils attaining the higher level 5 in English was above the average for the family of similar schools and the Wales average. In mathematics and science, it was below the averages for the family of similar schools and Wales.

When compared with performance levels of schools within the same free school meals band, the percentage of pupils attaining above the expected level (level 5) has shown an inconsistent trend. In English, the school's performance has been between the top 25% and the lower 50%. In mathematics it has been between the higher 50% and the bottom 25% and in science it has been between the top 25% and the bottom 25%.

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.	109	101 93% 98%	8 7% 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying.	109	89 82% 92%	20 18% 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I know who to talk to if I am worried or upset.	109	102 94% 97%	7 6% 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
The school teaches me how to keep healthy	109	102 94% 98%	7 6% 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are lots of chances at school for me to get regular exercise.	109	101 93% 96%	8 7% 4%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	108	103 95% 96%	5 5% 4%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers and other adults in the school help me to learn and make progress.	109	106 97% 99%	3 3% 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
I know what to do and who to ask if I find my work hard.	109	101 93% 98%	8 7% 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
My homework helps me to understand and improve my work in school.	108	95 88% 91%	13 12% 9%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books, equipment, and computers to do my work.	109	103 94% 95%	6 6% 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Other children behave well and I can get my work done.	107	51 48% 78%	56 52% 22%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Nearly all children behave well at playtime and lunch time	108	62 57% 84%	46 43% 16%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.

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.	15	10 67%	5 33%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	15	10 67%	4 27%	1 7%	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.	15	14 93%	1 7%	0 0%	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.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	15	8 53%	6 40%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	15	12 80%	3 20%	0 0%	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.	15	10 67%	5 33%	0 0%	0 0%	0	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.	15	9 60%	4 27%	0 0%	0 0%	2	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.	15	11 73%	3 20%	0 0%	0 0%	1	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.	15	10 67%	5 33%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	36%	2%	0%		
My child is safe at school.	15	12 80%	2 13%	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'.	15	10 67%	5 33%	0 0%	0 0%	0	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.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	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.	14	10 71%	4 29%	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.	15	8 53%	7 47%	0 0%	0 0%	0	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.	15	9 60%	5 33%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	15	6 40%	5 33%	0 0%	0 0%	4	Mae fy mhentyn 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.	15	8 53%	6 40%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	14	10 71%	4 29%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Eleanor Davies	Team Inspector
Andrew Thorne	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Ceri Williams	Peer Inspector
Gill Bray	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.