



**A report on**

**George Street Primary School  
Wainfelin Road  
Pontypool  
Gwent  
Torfaen  
NP4 6BX**

**Date of inspection: February 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

Judgement	What the judgement means
<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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## Context

George Street Primary School is in Wainfelin, just to the north of Pontypool in Torfaen. It is a maintained primary school for 328 pupils aged three to 11 years. The school has eight classes containing two year groups, a reception class and a nursery. There are seven full-time and six part-time teachers.

Currently, around 32% of pupils are entitled to free school meals. This is well above the average for primary schools in Torfaen and Wales. The school has identified about 17% of its pupils as having additional learning needs. No pupil has a statement of special educational needs.

Most pupils come from English-speaking homes. A very few pupils have English as an additional language. About 9% of pupils are from Gypsy and Traveller backgrounds. Nine pupils are looked after by the local authority. There were two fixed-term exclusions over the last 12 months.

The previous inspection of the school was in February 2008. The current headteacher was appointed in January 2007.

The individual school budget per pupil for George Street Primary School in 2013-2014 means that the budget is £3,374 per pupil. The maximum per pupil in the primary schools in Torfaen is £5,481 and the minimum is £2,854. George Street Primary School is 17th out of the 29 primary schools in Torfaen 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 current performance of the school is good because:

- most pupils progress well from their starting-points on entry to the school;
- pupils' speaking and listening skills are good throughout the school;
- pupils develop particularly good skills as a result of a stimulating curriculum as they move through the Foundation Phase;
- there is good provision for pupils' physical development;
- pupils have an effective voice in influencing the life and work of the school;
- the quality of teaching is consistently good in all classes;
- the systems for tracking pupils' progress are strong and there is careful attention to tracking and reviewing the achievements of specific groups;
- the care, support and guidance that pupils receive are effective; and
- the accommodation and outdoor environment are of good quality and support teaching and learning very well.

### Prospects for improvement

The prospects for improvement of the school are good because:

- the headteacher provides strong direction to the life and work of the school;
- the devolved management structure works effectively, with senior leaders taking forward key priorities with teams of staff successfully;
- staff undertake their management roles consistently well;
- the school is outward-looking and links well with other schools and partners, and staff are keen to learn from each other and from other schools;
- there is a good level of teamwork in all parts of the school;
- improvement planning is effective and has had a direct impact on improved outcomes for learners and the quality of provision;
- the self-evaluation processes are robust and lead to appropriate priorities for development; and
- the governing body provides a good degree of support and challenge.

## Recommendations

- R1 Improve the quality of pupils' writing in key stage 2
- R2 Develop pupils' confidence in using spoken Welsh in key stage 2
- R3 Improve attendance further
- R4 Improve the robustness and reliability of teachers' assessment of writing in key stage 2

### **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

On entry to school, many pupils have skills which are average or below average for their age. Pupils make good or very good progress as they move through the school. For example, in 2013, all Year 6 pupils had gained two or more National Curriculum levels as they moved through key stage 2.

Pupils' speaking and listening skills develop well throughout the school. Pupils explain their work clearly and respond readily to teachers' questions. They are particularly good at explaining to the rest of the class how they tackle mathematical problems. Pupils discuss issues confidently in group work and share their ideas well with their partners. They consolidate their speaking skills well through many practical activities inside the classroom and outdoors.

Pupils' reading skills develop well. In the Foundation Phase, pupils acquire a good knowledge of letters and sounds. They tackle familiar and unfamiliar words reasonably confidently. Pupils are enthusiastic readers, enjoy stories and can talk well about their favourite characters and why they like them. A few pupils achieve very good standards of reading by the end of the Foundation Phase. In key stage 2, pupils develop their reading skills further at a good rate. They understand the features of a variety of texts well as a result of effective guided reading sessions. They read increasingly complex texts successfully and many read regularly for pleasure.

Pupils' writing skills are good in the Foundation Phase. The majority make swift progress from early mark-making and emergent writing to writing in full sentences and paragraphs by the end of the Phase. They apply their writing skills well across the curriculum. In key stage 2, most pupils have developed sound writing skills. They use their knowledge of the features of a variety of texts to produce writing that is appropriate for its purpose, for example when writing a film review or a fantasy story. However, the writing of too many pupils lacks depth and variety, both in work in English and across the curriculum.

The development of pupils' numeracy skills is a particular strength of the school. Many reception and Year 1 children understand tens and units and can count on well from a given number. They use number squares well and can order numbers appropriately in many cases. Pupils tackle simple addition and subtraction tasks effectively. Pupils in Year 2 have developed a good range of strategies to tackle number problems. They have a sound grasp of shapes and their properties and use a suitable mathematical vocabulary. They can record information in a tally chart and a pictogram. Most pupils can interpret information in bar and line graphs well. More able pupils in Year 2 can calculate the difference between positive and negative numbers in the context of temperature effectively. In key stage 2, most pupils continue to develop their mathematical skills well. They use a suitable range of

methods to tackle multiplication and division tasks. They have a sound understanding of fractions and can reduce them appropriately. They can plot co-ordinates to express a simple equation. Overall, they apply their mathematical skills well across the curriculum, when required.

Overall, pupils make a good start to learning Welsh in the Foundation Phase. They respond well to instructions in Welsh and develop a basic vocabulary of simple words. Pupils' skills in Welsh develop reasonably well in key stage 2, but older pupils often lack confidence in using the language, even when their knowledge and understanding is reasonably good.

Overall, pupils achieve well in comparison with those in similar schools in teacher assessments at the end of the Foundation Phase and key stage 2.

At the end of the Foundation Phase in 2013, the performance of pupils at the expected outcome (outcome 5) in literacy places the school in the top 25% when compared with similar schools. It is in the higher 50% for mathematical development. At the higher-than-expected outcome (outcome 6), the pupils' performance places the school in the top 25% for both areas of learning when compared with similar schools.

At the end of key stage 2 in 2013, the performance of pupils at the expected level (level 4) in English, mathematics and science places the school in the top 25% when compared with similar schools. This reflects an improving picture of attainment over the last four years. At the higher-than-expected level (level 5), the pupils' performance places it in the top 25% for English, the higher 50% for science and the lower 50% for mathematics. However, the inspection team found that the award of level 5 was not always secure in relation to writing in English.

As a group, boys tend to perform less well in achieving higher-than-expected outcomes in literacy and mathematics at the end of the Foundation Phase and key stage 2. The performance of Gypsy and Traveller pupils tends to be lower than that of other pupils, but a few individual pupils are making good progress and are doing well in the top sets in mathematics and English.

### **Wellbeing: Good**

Pupils are keen to learn. They co-operate well with teachers, learning support assistants and each other. Many concentrate well in lessons, use the resources in the classroom appropriately and move between activities with little fuss. Most pupils persevere when they find tasks difficult and have a go before seeking help.

The quality of pupils' behaviour in classrooms and in communal areas around the school is very good. Nearly all pupils feel safe, and pupils are confident in approaching adults for help when they face difficulties. Many pupils have a good understanding of how to keep active and healthy. They speak confidently about making the right food choices and about the benefits of exercise. Many enjoy the physical education lessons and take part in after-school clubs for netball, football and dance.

The school council and eco committee ('Green Ambassadors') meet regularly. They understand their roles and responsibilities and undertake them conscientiously. They make representations to the governing body and participate actively in assemblies. Pupils feel that staff listen to their views well and take them seriously. The channels of communication between classes and the school council are effective.

The school's overall attendance rate last year was 92.4%. This placed the school in the lower 50% when compared with similar schools. There is a clear upward trend in attendance rates over the last four years, and the overall attendance rate for last term was 95.1%, which was well above the rate for the same period the previous year. Also, the presence of Gypsy and Traveller pupils has a significant impact on the school's overall attendance figures. A few Gypsy and Traveller pupils have good attendance records, including a very few with 100% attendance last term. However, as a group, they accounted for just over 11% of all school absences last year and for nearly 20% of all absences last term.

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

Pupils benefit from a curriculum that is broad and balanced. Foundation Phase staff have successfully woven their planning for literacy and numeracy into a thematic approach to learning that covers all seven areas of the curriculum well. In key stage 2, pupils study a range of topics that ensure effective coverage of the National Curriculum. Staff and pupils use the outdoor environment well to aid their learning, especially the Forest School area. Older pupils receive suitable homework tasks and they have many additional learning opportunities through an extensive range of extra-curricular activities.

Planning for the development of pupils' speaking, listening, reading and numeracy skills is good and there is careful planning to deliver these skills across the curriculum. The planning for the delivery of writing is generally good, but the nature of some tasks in key stage 2 is not always sufficiently stimulating or engaging. Throughout the school, the planning for mathematics and for the development of pupils' numeracy skills across the curriculum is good.

Staff use incidental Welsh on a regular basis and this has a positive impact on the ability of pupils to speak, read and write in Welsh across the school. A specialist teacher of Welsh within the school ensures that children make appropriate progress across a range of classes. Pupils use a suitable range of resources to aid their learning of Welsh. Work about Welsh artists and musicians, and themes such as Celtic myths and legends, enrich the pupils' understanding of their Welsh heritage and culture.

The school's curriculum promotes education for sustainable development and global citizenship successfully. Pupils engage actively in recycling and the eco committee monitors the school's use of energy well to ensure there is little or no waste. Pupils understand fair trade and how it can benefit other communities around the world.



## **Teaching: Good**

In the Foundation Phase, the quality of teaching is particularly strong. Teachers plan focused tasks and enhanced provision well. They use a very wide range and variety of teaching strategies that engage the pupils fully and develop their skills in literacy and numeracy effectively. They pay good attention to pupils' physical and creative development and they make regular and effective use of the outdoors.

Throughout the school, all teachers identify clear learning objectives and share success criteria with pupils. They make good links with pupils' previous work. They question pupils skilfully to probe their understanding and to develop their thinking skills. All teachers' long-term and short-term planning takes good account of the development of pupils' skills. They develop pupils' oral skills particularly well.

In lessons, most teachers generally move the work forward at a suitable pace and they set pupils appropriate challenges. In topic-based work, teachers plan a suitable variety of work and take good account of the requirements of the National Curriculum and the literacy and numeracy framework. However, in key stage 2, teachers do not plan writing tasks that stretch more able pupils enough.

The school monitors pupils' progress very well using a computerised tracking system. The analysis of the performance of designated groups of pupils, such as Gypsy and Traveller pupils and summer-born pupils, is very good. Teachers respond well to the issues raised by the analysis. For example, staff use the assessment data carefully to judge the effectiveness of intervention strategies and the progress pupils make from their starting-points on entry to the school.

Teachers use assessment for learning strategies regularly and skilfully in many classes. These techniques are particularly effective in the Foundation Phase. All Teachers mark pupils' written work regularly and supportively. The marking of work often includes appropriate self-assessment and peer assessment by pupils using agreed success criteria. Despite this, the marking in key stage 2 does not always help pupils to improve their work enough. The assessment of pupils' work is generally accurate and there are appropriate arrangements in place to moderate and standardise this. However, the assessment of older pupils' written work is not always robust and reliable enough.

Parents and carers receive appropriate information about most aspects of their child's progress through regular parents' meetings. The annual reports to parents are appropriate. They give parents a clear, personal profile of their child's achievements, progress and wellbeing.

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

The school promotes healthy living well, for example through the curriculum, a wide range of extra-curricular activities and a healthy tuck shop. There are appropriate arrangements for promoting healthy eating and drinking. The school is a caring community where teachers and staff know the pupils and their families well. Daily acts of collective worship, which are of good quality, enhance pupils' spiritual development well. Pupils have benefitted greatly from the emphasis placed on

values by the school and this supports the calm and sensible behaviour of nearly all pupils well. There are very few instances of bullying and staff deal with them effectively.

Staff encourage all pupils to have tolerant attitudes towards pupils from different cultures and backgrounds. As a result, of effective engagement with the Gypsy and Traveller community, more pupils from that community now start school before statutory school age than was previously the case, including attendance at nursery.

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

Good relationships exist between the school and a range of specialist agencies to ensure that vulnerable pupils receive appropriate support, for example educational psychologists, speech therapists and behaviour support staff.

The provision and support for pupils with additional learning needs is good. There is a range of very effective support programmes delivered by well-trained support staff. Staff monitor the progress of pupils carefully and parents and pupils take part in agreeing suitable targets in pupils' individual education plans. Early intervention ensures that most pupils make good progress in reading and numeracy, with many pupils exceeding the targets set for them by the time they leave school. There is specialist support provision for individual pupils from Gypsy and Traveller families. However, overall, many of these pupils make slower progress than their peers.

### **Learning environment: Good**

The school has a warm and welcoming ethos. All pupils have equal access to the various aspects of its life and work. The school celebrates the diverse nature of pupils' backgrounds and provides a very inclusive environment where they feel well supported. There is a strong emphasis on developing pupils' values. This has a positive impact on many aspects of school life, for example the high quality of whole-school assemblies, the sensitive integration of Gypsy and Traveller pupils and the very good behaviour displayed by pupils.

The building is relatively modern and well maintained. The quality of internal maintenance and decoration is good. Classrooms are of an appropriate size and there are a useful number of communal areas and small rooms outside the classrooms. Although the library's stock of books is limited, there are sufficient resources, including information and communication technology (ICT), to support the curriculum. The displays in communal areas and in classrooms are of good quality, especially in the Foundation Phase.

The outdoor areas in the Foundation Phase are interesting and stimulating spaces for the pupils to explore. The Forest Schools area is of good quality. The junior yard has a disintegrating, crumbly surface and results in a very few pupils slipping and falling over during most days.

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

The headteacher provides positive and well-organised leadership and a clear, strategic direction for the future development of the school. She has created an effective climate of shared responsibility and leadership at all levels. Leaders and managers have well-defined leadership roles and responsibilities. Senior leaders, including a senior school support officer, work very well together. They each manage a school improvement team and this structure is effective in involving all staff in monitoring standards and improving quality. Staff meetings focus closely on school improvement priorities and result in clear action plans to bring about improvements.

Staff co-operate very effectively to ensure that the school makes good progress in meeting national and local priorities, for example in implementing the literacy and numeracy framework, improving work in mathematics and developing pupils' understanding of sustainability.

The headteacher keeps governors well informed about all aspects of school life. Reports to governors are of high quality and have a clear focus on standards, the quality of provision and leadership. As a result, governors develop a good understanding of the school's progress, its improvement targets and its performance in relation to that of other similar schools. The work of the recently established school improvement sub-committee of the governing body also enables governors to understand the performance of the school well. This means they provide leaders with appropriate levels of support and challenge as effective critical friends.

### **Improving quality: Good**

The school has a well-established culture of self-evaluation and of working to raise standards and improve provision. The self-evaluation process is robust and identifies valid strengths and appropriate areas for further development successfully.

The school considers the views of parents effectively, for example through questionnaires and open evening workshops. Teachers, staff, pupils and governors all take an active role in gathering evidence and evaluating the school within the self-evaluation process. The school leadership team and teachers use relevant data and first-hand evidence of the quality of teaching and learning to evaluate performance and to set priorities for improvement successfully.

The self-evaluation process identifies relevant priorities for the school improvement plan. The priorities are specific and focus directly on raising standards and improving provision. They are manageable and realistic, and all the school staff have a clear understanding of their role in reaching these targets. There are clear timelines for progress, and the school leadership team and governors allocate appropriate funding to support developments. School leaders monitor progress in addressing targets carefully and actions taken have led to measureable improvements, for example in the teaching of mathematics across the school.

### **Partnership working: Good**

The school has a wide range of effective partnerships that have a positive effect on provision and standards. The school values its partnership with parents and the way this supports pupils' standards and wellbeing, through the family values programme and open evening workshops for parents.

The parent-teacher association provides good support, particularly through fund-raising activities. These have a positive impact on pupil wellbeing and provide valuable additional resources for the school.

There is particularly close liaison between the school and the local secondary school. This includes appropriate transfer of data and shared training events. There are close links with other local primary schools. These partnerships are generally successful in helping teachers moderate and standardise pupils' work accurately, though less so at the higher-than-expected level in writing at the end of key stage 2. The school often takes a leading role in partnership projects with other schools, for example in sharing best practice on using the literacy and numeracy framework within the Foundation Phase and the use of outdoor areas to support learning.

The school liaises well with many external support agencies, such as the local authority and regional consortium, police liaison officers, school nurse and road safety officers. These partnerships are successful in enriching and supporting all pupils' learning and wellbeing.

Support for appropriate charities raises pupils' awareness of other people's needs effectively. The school also has effective partnerships with the local community to enhance pupils' awareness of business and industry, for example 'world of work' fairs at the school.

### **Resource management: Good**

There are sufficient qualified and experienced teachers to deliver the curriculum. The school uses teachers' expertise well to enhance provision and raise standards. Effective arrangements exist for covering teachers' planning, preparation and assessment time. These have a particularly positive impact on the provision for physical education and Welsh.

The school has an effective performance management system. It supports the continuous professional development of teachers and staff very well. Most teachers and a majority of learning support assistants have engaged well in a range of networks of professional practice with other schools which have had positive impact on standards and provision, for example in Foundation Phase methodology and the outstanding teacher programme. Through internal school improvement teams, all staff contribute well to developing the school as a strong learning community. The headteacher has also developed the management capacity of staff through their involvement in improvement teams and working as part of the senior leadership team. This culture within the school supports the active engagement of all staff in increasing their own professional knowledge, understanding and skills.

The school manages its budget effectively, with spending decisions appropriately linked to priorities for improvement. The school funds improvement plans effectively and there is efficient use of specific grants, such as the pupil deprivation grant.

Pupils make good progress as they move through the school. Overall, the school provides good value for money.

## Appendix 1

### Commentary on performance data

At the end of the Foundation Phase in 2013, the performance of pupils at the expected outcome (outcome 5) in literacy, personal and social skills and the Foundation Phase Indicator places the school in the top 25% when compared with similar schools. It is in the higher 50% for mathematical development. In the previous year, the school was in the top 25% in all assessed areas. In 2013, the pupils' performance in achieving the expected outcome placed the school above the average for its family of schools and for primary schools in Wales in all assessed areas. At the higher-than-expected outcome (outcome 6), the pupils' performance places the school in the top 25% for the three areas of learning when compared with similar schools. In the previous year, the school was in the higher 50% for literacy and the top 25% for mathematical development and personal and social skills.

At the end of key stage 2 in 2013, the performance of pupils at the expected level (level 4) in English, mathematics and science placed the school in the top 25% when compared with similar schools. This reflects a strong trend of improvement over the last four years in all subjects, but most notably in mathematics and science where the school has moved from the lower 50% three years ago to the top 25% last year. In 2013, the pupils' performance in achieving the expected level placed the school above the average for its family of schools and for primary schools in Wales in the core subjects. At the higher-than-expected level (level 5), the pupils' performance placed it in the top 25% for English, the higher 50% for science and the lower 50% for mathematics. However, the inspection team found that the award of level 5 was not always secure in relation to writing in English.

Pupils entitled to free school meals tend to perform less well than their peers. As a group, the performance of Gypsy and Traveller pupils tends to be lower than other pupils, but a few individual pupils are making good progress and are doing well in top sets in mathematics and English. As a group, boys tend to perform less well in achieving higher-than-expected outcomes in literacy and mathematics at the end of the Foundation Phase and key stage 2.

## 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.	101	101 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	97 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	101	100 99%	1 1%	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	101	100 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	101	100 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	101	101 100%	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.	101	100 99%	1 1%	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.	101	98 97%	3 3%	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.	101	98 97%	3 3%	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.	101	100 99%	1 1%	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.	100	86 86%	14 14%	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	101	97 96%	4 4%	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.	55	28 51%	24 44%	2 4%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	55	33 60%	21 38%	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.	55	34 62%	18 33%	0 0%	1 2%	2	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.	54	30 56%	24 44%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	55	18 33%	31 56%	3 5%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	55	27 49%	25 45%	2 4%	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.	53	32 60%	19 36%	1 2%	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.	54	22 41%	22 41%	6 11%	0 0%	4	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.	54	28 52%	22 41%	2 4%	1 2%	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.	54	31 57%	23 43%	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.	55	33 60%	19 35%	3 5%	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'.	53	20 38%	19 36%	4 8%	2 4%	8	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.	54	19 35%	22 41%	7 13%	4 7%	2	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.	54	27 50%	20 37%	5 9%	2 4%	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.	53	18 34%	27 51%	5 9%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	55	26 47%	26 47%	1 2%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn 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.	50	20 40%	17 34%	1 2%	0 0%	12	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.	54	18 33%	24 44%	5 9%	3 6%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	54	24 44%	25 46%	3 6%	1 2%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Barry Norris	Reporting Inspector
Anthony John Bate	Team Inspector
Julie Ann Price	Lay Inspector
Simon Christopher Roberts	Peer Inspector
Julie Wood	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.