



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

**Griffithstown Primary
Florence Place
Griffithstown
Pontypool
Torfaen
NP4 5DN**

Date of inspection: May 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Griffithstown Primary School is in the village of Griffithstown near Pontypool in Torfaen.

At the time of the inspection, there were 398 pupils on the school roll including 45 part-time and a very few full time nursery pupils. Pupils from a neighbouring infant school currently join Griffithstown Primary School in Year 3.

Nearly all pupils come from English speaking homes. Nearly all are from white British background with a very few pupils from a mix of other ethnic groups. A very few pupils receive support for learning English as an additional language. In the current academic year, approximately 12% of pupils are entitled to receive free school meals. This is below both local authority and national averages.

Approximately 10% of pupils have additional learning needs including very few pupils who have statements of special educational needs. This is below the national average. A very few children are 'looked after' by the local authority. The school excluded a few pupils on a temporary basis over the previous 12 months.

The current headteacher was appointed in April 2014. The school was last inspected in 2008.

The individual school budget per pupil for Griffithstown Primary School in 2013-2014 means that the budget is £3,238 per pupil. The maximum per pupil in the primary schools in Torfaen is £5,481 and the minimum is £2,854. Griffithstown Primary School is 20th out of the 29 primary schools in Torfaen in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is adequate because:

- many pupils read with fluency and accuracy and, by the end of key stage 2, most pupils read at a level that is appropriate to their age and ability;
- across the school, many pupils write successfully for a range of purposes and audiences;
- most pupils make good progress in learning Welsh;
- most pupils' behaviour in school is good and nearly all show respect, care and concern for others;
- most teachers provide pupils with interesting and stimulating learning experiences;
- where teaching is good, lessons are lively and interesting, with well-organised and stimulating activities that engage nearly all pupils' attention; and
- good relationships exist between staff and pupils, which contribute successfully to the positive ethos of the school.

However:

- a significant minority of pupils, particularly the more able, do not progress as quickly as they could and do not always reach the standards of which they are capable;
- in the few classes where teaching is less effective, learning tasks do not always challenge pupils of all abilities, the pace of learning is slow and the overuse of worksheets restricts pupils' opportunities to write extensively across the curriculum;
- in the Foundation Phase, many pupils' ability to apply numeracy skills across the curriculum is limited;
- pupils entitled to free school meals do not attain as well as their peers and boys significantly underperform girls; and
- over the last four years, attendance has been generally lower than that of similar schools.

Prospects for improvement

The prospects for improvement are unsatisfactory because:

- there are no formal performance management arrangements for staff;
- a lack of detailed and up-to-date job descriptions contributes to a lack of understanding of staff roles within the school;

- governors have been over reliant on information provided by the previous headteacher, and this has reduced their ability to challenge the school effectively;
- the lack of robust monitoring of standards of teaching and learning means that targets for improvement lack clarity;
- staff are insufficiently involved in school development planning and many are unaware of current priorities for improvement; and
- a significant number of recommendations from the school's last inspection remain as areas for the school to improve.

However:

- in the last few weeks, the school has appointed a new headteacher who has begun to share leadership responsibilities with staff and define more clearly the role of individuals and teams within the school;
- staff teams are in place to oversee areas of the curriculum. These teams understand their subject areas appropriately;
- school leaders have recently revised the school's procedures for self-evaluation;
- the current school development plan outlines appropriate areas for improvement; and
- the school has strong partnerships with parents, local primary and secondary schools and with local authority services.

Recommendations

- R1 Improve the standards achieved by pupils entitled to free school meals and pupils who are more able
- R2 Develop pupils' extended writing skills
- R3 Improve pupils' ability to apply their numeracy skills across the curriculum in the Foundation Phase
- R4 Improve attendance
- R5 Embed appropriate performance management arrangements for teaching staff
- R6 Develop the level of challenge provided by the governing body
- R7 Use the outcomes of effective self-evaluation to ensure a clear focus for school 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

Many pupils have a good recall of previous learning. They work co-operatively together and respond well to tasks set by their teacher. However, a significant minority, particularly the more able, do not progress as quickly as they could and do not always reach the standards of which they are capable.

In the Foundation Phase, many pupils listen well and respond to questions readily. In key stage 2, most pupils listen carefully to adults and to each other and contribute appropriately in lessons.

In the Foundation Phase, many pupils read with fluency and accuracy. They can express an opinion about their books and predict what will happen next. By the end of key stage 2, most pupils read at a level that is appropriate to their age and ability. Many can answer questions about the different styles of texts they read and share their opinion about their favourite books and authors. The majority of pupils use higher-order reading skills appropriately, such as skimming a text for information.

Most pupils in the Foundation Phase make good progress with their early writing skills. By the end of the Foundation Phase, many write successfully for a range of purposes and audiences in full sentences with correct punctuation. Many pupils use their literacy skills well in other areas of the curriculum, such as in knowledge and understanding of the world when writing sentences to describe ways to keep healthy. By the end of key stage 2, most pupils write confidently in different styles and for different audiences. They use an interesting range of vocabulary. The majority of pupils plan and redraft their work effectively, for example when writing a letter of complaint. Many pupils use clear handwriting and presentation. However, in both the Foundation Phase and key stage 2 many pupils' ability to write extended pieces in their work across the curriculum is underdeveloped.

By the end of the Foundation Phase, most pupils can read, write and order numbers to 100 correctly. They can gather information and record results in simple lists and diagrams effectively. Many are able to sort objects and classify them using more than one criterion appropriately. A few more able pupils can extract information presented in simple tables and lists successfully. Nonetheless, the majority of the more able pupils do not generally make sufficient progress in their numeracy skills. Many pupils' ability to apply numeracy skills across the curriculum is limited.

In key stage 2, most pupils use a range of appropriate data handling and measuring skills. Most can make comparisons between prices and understand which is best value for money. A few can use the terms profit and loss in buying and selling activities and make calculations for this. Many pupils apply numeracy skills effectively, such as data handling and presenting information using bar graphs in science and history lessons.

Overall, pupils make a good start learning Welsh in the Foundation Phase. They respond well to instructions in Welsh and develop a basic vocabulary. Most pupils use simple Welsh phrases and engage in a short conversation about themselves or the weather successfully. Pupils' skills in Welsh develop reasonably well in key stage 2. Most apply their Welsh literacy skills effectively in different areas of the curriculum. Most pupils' writing skills develop well. A majority of pupils read simple Welsh texts appropriately and understand what they have read.

Pupils with additional learning needs make appropriate progress towards achieving their targets. However, in both key stages, pupils entitled to free school meals do not attain as well as their peers.

Over the last two years, overall performance at the end of the Foundation Phase has placed the school in the lower 50% when compared with similar schools. At the end of the Foundation Phase, the performance of pupils at the expected outcome (outcome 5) in literacy has moved the school from the higher 50% of similar schools in 2012 to the lower 50% in 2013. Performance for 2012 and 2013 has placed the school in the bottom 25% for mathematical development.

At the higher-than-expected outcome (outcome 6), pupils' performance in literacy has moved the school from the bottom 25% of similar schools in 2012 to the higher 50% in 2013. Over the same period the school has remained in the bottom 25% for performance in mathematical development.

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 higher 50% when compared with similar schools. This reflects a gradual improving picture of attainment over the last four years.

Generally, since 2010, performance at the higher-than-expected level (level 5) has fluctuated between the top 25% and the higher 50% of similar schools for all subjects. However, pupils' performance in 2013 places the school in the lower 50% for English and mathematics, and in the bottom 25% for science.

Wellbeing: Adequate

Nearly all pupils feel safe and well supported in school. Most pupils have positive attitudes to school, and are motivated and keen to learn. Many concentrate well during lessons, work collaboratively and share resources sensibly. Most pupils' behaviour in school is good and nearly all show respect, care and concern for others. Most pupils are becoming more aware of what it means to be healthy and safe and of the need to take regular exercise. However, a few pupils eat unhealthy snacks during break times.

The school council is beginning to take part in decision-making at the school, for example in introducing suggestion boxes in classrooms and requesting the refurbishment of the toilets. However, the council is mostly adult-led and many pupils feel that, although staff listen well to their opinions, progress in delivering improvements is slow. Pupils with additional responsibilities undertake their roles conscientiously, for example in promoting the Welsh language through the 'Cryw

Cymraeg' and the additional responsibilities that a few Year 6 pupils undertake around the school. Most pupils are involved in fundraising for good causes, and a minority of pupils are involved in community activities, such as singing in the choir.

Over the last four years, attendance has generally been lower than that of similar schools. Over this period, attendance has fluctuated, moving the school between the bottom 25% and the lower 50% of similar schools. A very few pupils arrive late at the beginning of the school day.

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

The school provides pupils with a broad and balanced curriculum. Most teachers provide pupils with interesting and stimulating learning experiences. Staff collaborate effectively to ensure consistency in provision for classes of the same age groups. Teachers' use of the Literacy and Numeracy Framework is contributing well to improving pupils' skills.

Most medium term planning provides good opportunities to develop pupils' oracy, reading and numeracy skills. However, the provision for developing pupils' writing and information and communication technology skills is inconsistent. In a few classes, the overuse of worksheets restricts pupils' opportunities to write extensively across the curriculum.

The scheme of work for Welsh gives strong direction and builds upon pupils' learning successfully. The school provides a good range of opportunities to develop pupils' language skills outside of Welsh lessons. For example, the 'Cryw Cymraeg' provides worthwhile opportunities for pupils to use the Welsh language. Pupils have suitable opportunities to learn about the culture of Wales through participating in the local and school eisteddfod.

There is appropriate provision for the development of pupils' understanding of sustainability and environmental issues within the school, for example through recycling and litter picking. Through topic work and religious education, pupils are developing a good understanding of the wider world. There is an effective range of activities that engage pupils in charitable fundraising and raise their awareness of fair-trade.

Teaching: Adequate

In the majority of classes where teaching is good, lessons are lively and interesting, with well-organised and stimulating activities that engage nearly all pupils' attention. Most lessons have clear learning objectives and build well upon previous learning.

Many teachers ask open-ended questions to extend pupils' thinking and communication skills effectively. Teachers and support staff engage well with pupils and have a positive impact on pupils' wellbeing. They manage pupils' behaviour positively and maintain a good working atmosphere in nearly all classes.

However, in the minority of classes where teaching is less effective, learning tasks do not always challenge pupils of all abilities and the pace of learning is slow. In a very few lessons, learning objectives are unclear and activities do not match the aims of the lesson.

Most teachers mark pupils' work regularly and many identify what pupils have done well and what they need to do next to improve. A minority of pupils are beginning to respond to these comments effectively, but this is at an early stage of development. A majority of teachers provide appropriate opportunities for pupils to assess their own learning against success criteria and to assess the work of others effectively.

Teachers' assessments at the end of Foundation Phase and key stage 2 are generally accurate. Teachers use a wide range of pupil assessment data to track individual progress regularly. Staff use the data appropriately to introduce support for groups of pupils, for example for guided reading. However, the procedures for identifying pupils that are more able are underdeveloped.

Reports to parents are clear and informative. There are regular opportunities for parents to discuss their child's progress with class teachers and senior leaders.

Care, support and guidance: Adequate

The school provides all pupils with an inclusive and nurturing environment, which makes a significant contribution to their emotional health and wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. However a few pupils are less successful in making healthy choices about their break time snacks. The opportunities for most pupils to engage in sporting activities outside of physical education lessons are limited.

The school promotes pupils' moral, social and spiritual development well through collective worship, a carefully structured personal and social programme, visitors and circle time. Well-led collective worship provides pupils with good opportunities to reflect on the impact of their actions. However, there are limited opportunities for pupils to develop their understanding of other cultures.

The school works effectively in partnership with a wide range of specialist services to meet the needs of all pupils. The effective use of learning support assistants contributes positively to improving outcomes for pupils with additional learning and personal needs. Clear procedures are in place to identify pupils who need support. These pupils are included successfully in all areas of school life. Staff review and update individual education plans regularly, which ensures well-targeted support for pupils. Staff ensure that pupils are aware of their targets and make appropriate progress towards meeting them. Intervention groups and individual support for pupils with additional needs are good.

Although there have been a few recent strategies aimed at targeting low attendance, these have yet to have a positive effect on improving attendance rates.

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

Learning environment: Adequate

The school is a caring and supportive community that values all pupils. It places an appropriate emphasis on recognising, respecting and celebrating diversity and pupils' rights. The school reinforces this through its motto 'Inclusion at the heart of the community'. There are appropriate policies, procedures and plans in place to ensure equality of opportunity. A strength of the school is how pupils with disabilities are included successfully into all areas of school life. Good relationships exist between staff and pupils that contribute successfully to the positive ethos.

The school building and classrooms provide an attractive, bright and stimulating environment. The school is well equipped with resources, which match the needs of pupils in most areas, including the Foundation Phase. All learning areas within the school building are used fully, and staff make effective use of the available space. The outdoor learning environment provides sufficient space for suitable learning activities. However, several areas are not used to their full potential.

A number of issues that have a negative effect on pupils' wellbeing were drawn to the attention of the chair of the governing body at the time of the inspection.

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

In the last few weeks, the school has appointed a new headteacher who has begun to share leadership responsibilities with staff and define more clearly the role of individuals and teams within the school.

Until very recently, members of the senior leadership team and other staff have not contributed significantly to the strategic direction of the school. This has resulted in a poor understanding of, and focus on, whole school improvement issues. Many job descriptions contain insufficient detail or are not up-to-date. This contributes to a lack of understanding of staff roles within the school.

Since the appointment of the current headteacher, there are regular staff and senior management team meetings, which focus appropriately on areas relevant to the running of the school. However, this process is at a very early stage of development. Prior to the last few weeks, initiatives to bring about improvement were underdeveloped.

Staff teams are in place to oversee areas of the curriculum. These teams understand their subject areas appropriately and work diligently with the limited time and resources at their disposal. However, their skills and experience are not utilised fully. They have little opportunity to scrutinise provision and standards in their areas of responsibility, which has led to them having a limited impact on school improvement.

There are currently no formal performance management arrangements for staff. Teachers have informal targets provided by other teachers in a peer-coaching

arrangement. However, this structure does not identify individual training needs, provide school wide targets for improvement or meet statutory requirements.

The school has been successful in responding to a few national priorities. It has successfully introduced aspects of the Foundation Phase and staff promote pupils use of the Welsh language well.

Members of the governing body attend meetings conscientiously and are supportive of the school. However, in the past, they have been overly reliant on information provided by the headteacher. This has reduced their ability to challenge the school appropriately about issues such as pupil performance and low attendance.

Improving quality: Unsatisfactory

The new headteacher and recently expanded senior leadership team have, in a very short time, revised the school's self-evaluation report so that it has begun to reflect more accurately the school's strengths and areas for improvement. The headteacher has also begun to formulate a systematic plan for the continuous monitoring of the school's work and added detail to the current school development plan. However, these improvements are at a very early stage and have not yet had time to impact on the life and work of the school.

The school does not currently have a systematic plan for the evaluation of its work. There is a lack of robust monitoring of teaching and learning that accurately identifies areas for improvement. Occasionally, individual teachers and staff teams evaluate isolated elements of the school's standards and provision. However, most staff are unaware of their role in the self-evaluation process and have a very limited input into formulating the school's self-evaluation report. The report itself relies on a limited range of first-hand evidence. For example, there has been little scrutiny of pupils' books to ensure learning is progressive and challenging.

The current school development plan outlines appropriate areas for improvement. However, there is no systematic scrutiny by staff of the actions within the plan to ensure the achievement of the required milestones. Staff have a limited part in formulating the plan, and many are not aware of the targets and main actions it contains.

A significant minority of recommendations from the school's last inspection remain as areas for the school to improve.

Partnership working: Adequate

A strong partnership exists between the school and parents. The school uses its website and newsletters appropriately to provide parents with useful information. Parents of nursery pupils have supported the development of the outside area successfully in the Foundation Phase, enhancing provision for the pupils.

There are well-established links with the local pre-school and the local special educational needs school. These relationships play a significant role in ensuring the successful transition of pupils into the school.

The cluster of local primary schools work well together to moderate and ensure the consistency of end of key stage 2 teacher assessments. Partnership arrangements with the local secondary school are effective in ensuring a smooth transition for pupils into secondary education. The school's transition arrangements for vulnerable pupils are particularly valuable and support pupils and their parents well. For example, the pupils and their support staff make weekly visits to the secondary school during the summer term to plan and organise the support required when they enter Year 7.

The school has good partnerships with local authority services, such as social services, and has appropriate partnerships with other outside agencies such as the police liaison officers, school nurse and road safety officers.

The school has a few relevant links with the community, such as the Church and the Urdd, which contribute appropriately to developing pupils' wellbeing. However, overall, other community partnerships make limited contribution to improving pupils' standards and wellbeing. The school's partnerships with local businesses and employers are underdeveloped.

Resource management: Adequate

The school has an appropriate number of teaching and support staff to meet the needs of most pupils. There are effective arrangements for teachers' planning, preparation and assessment time.

Staff training has focused well on meeting national priorities, such as the Foundation Phase and developing Welsh as a second language. Good use is made of training for support staff, for example to help pupils in basic skills intervention groups. However, individual staff training requirements are not identified well enough, due to the lack of appropriate formal performance management procedures.

The school manages its budget carefully. Most spending decisions link to priorities for improvement appropriately.

In considering the standards that pupils achieve, the school provides adequate 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 lower 50% when compared with similar schools. It is in the bottom 25% for mathematical development. In the previous year, the school was in the same performance quartiles other than for literacy, which placed it in the higher 50%. In 2013, the pupils' performance in achieving the expected outcome places the school below 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 higher 50% for literacy and personal and social skills, and in the bottom 25% for mathematical development when compared with similar schools. In the previous year, the school was in the bottom 25% for both literacy and mathematical development, whilst in the top 25% for personal and social skills. In 2013, the pupils' performance in achieving the higher-than-expected outcome (outcome 6) places the school below the average for its family of 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 higher 50% when compared with similar schools. This reflects a gradual trend of improvement over the last four years in all subjects. In 2013, pupils' performance at the expected level places the school above the average for its family of schools and for primary schools in Wales in literacy and mathematics. Pupils' performance in science has remained below the average for its family of schools for the last four years. At the higher-than-expected level (level 5), pupils' performance has placed it in the higher 50% for English and mathematics, and the bottom 25% for science.

Girls significantly outperformed boys in the Foundation Phase, especially in their literacy skills in 2013. At the end of key stage 2 in 2013, boys outperformed girls in all subjects. Nonetheless, over the previous three years, girls have outperformed boys in all subjects other than mathematics.

In both the Foundation Phase and key stage 2, pupils eligible for free school meals perform significantly less well than their peers.

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.	95		93 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	95		79 83%	16 17%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	95		90 95%	5 5%	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	94		88 94%	6 6%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	94		81 86%	13 14%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	94		86 91%	8 9%	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.	95		94 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.	95		93 98%	2 2%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	94		82 87%	12 13%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	93		77 83%	16 17%	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.	94		45 48%	49 52%	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	95		77 81%	18 19%	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.	37	13 35%	15 41%	7 19%	2 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	38	17 45%	18 47%	1 3%	1 3%	1	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.	38	19 50%	18 47%	1 3%	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.	38	13 34%	18 47%	5 13%	1 3%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	38	9 24%	22 58%	4 11%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	38	13 34%	16 42%	7 18%	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.	38	16 42%	19 50%	2 5%	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.	38	11 29%	16 42%	8 21%	0 0%	3	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.	38	12 32%	18 47%	4 11%	1 3%	3	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.	38	11 29%	23 61%	3 8%	1 3%	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.	38	12 32%	25 66%	1 3%	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.	36	7 19%	14 39%	6 17%	2 6%	7	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.	37	11 30%	19 51%	7 19%	0 0%	0	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.	38	16 42%	18 47%	3 8%	1 3%	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.	37	7 19%	20 54%	7 19%	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.	36	9 25%	20 56%	3 8%	1 3%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	34	7 21%	9 26%	3 9%	1 3%	14	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.	38	7 18%	16 42%	11 29%	1 3%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	38	10 26%	17 45%	6 16%	1 3%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Mr Anthony John Bate	Reporting Inspector
Mr Andrew Thorne	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Rhian Catrin Lundrigan	Peer Inspector
Rhian Kenny	Peer Inspector
Nick Blackburn	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.