



*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**

**Langstone Primary School  
Old Roman Road  
Langstone  
Newport  
NP18 2JU**

**Date of inspection: June 2014**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Langstone Primary School is in the village of Langstone to the east of Newport. The school serves the local and surrounding area. There are 295 full-time pupils on roll from the ages of four to 11.

Just under 2% of pupils are eligible for free school meals. This is considerably below both local and national averages. The school has identified about 11% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs.

The ethnicity of nearly all pupils is white British. No pupils speak Welsh at home, but a few pupils do have English as an additional language.

The last inspection of the school was in June 2008. The headteacher has been in post since 2003.

The individual school budget per pupil for Langstone Primary School in 2013-2014 means that the budget is £3,018 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. Langstone Primary School is 44th out of the 48 primary schools in Newport in terms of its school budget per pupil.

## Summary

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

### Current performance

The school's current performance is excellent because:

- there is a consistent record over time of high performance of more able pupils;
- pupils' literacy and numeracy skills are good;
- teaching of very good quality ensures that nearly all pupils receive a high level of challenge in their work;
- pupils are enthusiastic learners and engage well in all lessons;
- standards of behaviour are very good;
- the support and guidance pupils receive is effective; and
- teachers develop pupils' skills for learning exceptionally well.

### Prospects for improvement

Prospects for improvement are excellent because:

- highly effective data analysis forms the basis of a well-organised approach to self-evaluation;
- the school has an excellent record of improvement;
- improvement planning has ensured a high level of challenge for nearly all pupils;
- the role all managers play in securing improvement is very good;
- effective partnership arrangements develop teachers' skills;
- there is strong teamwork across the school; and
- performance management arrangements are robust and link directly to improving pupil outcomes.

## Recommendations

- R1 Improve the performance of boys in achieving outcome 5 at the end of the Foundation Phase
- R2 Embed the Foundation Phase more fully by improving opportunities for pupils to lead their own learning and to develop their investigation skills, particularly through more regular use of outdoor provision

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Excellent

#### Standards: Excellent

Nearly all pupils enter the school with levels of skills above those expected for their age. Most pupils, including those with additional learning needs, make good and sometimes excellent progress as they move through the school.

From a very early age, nearly all pupils' listening skills are particularly strong. Younger pupils listen effectively to stories and respond very well to teachers' and practitioners' wide range of suitable questioning. Their oral skills are particularly high, with many children engaging in conversations with one another and adults using a range of language patterns, which are well above those expected for their age group. By the time pupils progress through key stage 2, nearly all make very effective use of language. They speak confidently and articulately in an increasing range of extended sentences, which are mature, accurate and precise.

The progress many pupils make in developing their skills in reading is very good. Nearly all Foundation Phase pupils have a good understanding of letters and sounds and they use this knowledge effectively to tackle unfamiliar words or texts. Many have developed good phonic knowledge and are able to blend letter sounds well. More able pupils talk confidently about their favourite author and are able to compare the books they have read and offer sensible suggestions as to why they chose different books. In key stage 2, pupils have a very positive attitude towards reading. By the end of key stage 2, many pupils make effective use of higher-order reading skills. They understand that text does not always mean what it says and are able to use complex arguments when discussing different authors and the meanings they convey in their books. More able pupils make highly effective use of skimming and scanning to gain information quickly, especially on tablet computers.

As pupils progress through the school, their writing skills develop very well. Pupils in the Foundation Phase acquire good pencil control from an early age and their emergent writing reflects this. By the time pupils reach the end of the phase, nearly all of them write at length using a wide range of vocabulary. More able pupils build on the skills learnt and write interesting stories using a very wide range of more complex vocabulary for a range of different audiences and purposes. By the time they reach upper key stage 2, most pupils are able to write excellent extended stories, which are creative and interesting, using a wide range of vocabulary accurately. More able pupils make highly effective use of a wide range of stimuli to write a variety of stories, poems or notes of very good quality. Many pupils' writing shows a high degree of maturity, where the writer is able to convey meaning well and use argument effectively. For example, pupils' writing is imaginative and uses a good range of mature writing techniques, drawing the reader into the story or play script.

Nearly all pupils make use of their literacy skills very well in other areas of the curriculum.

In the Foundation Phase, nearly all older pupils order numbers confidently to 100, have a sound understanding of odd and even numbers and explore simple numerical problems with growing confidence. By Year 6, most pupils develop a robust knowledge of mathematical skills and apply these effectively to answer correctly a series of increasingly complex tasks, which involve percentages, capacity and measurement. Numeracy skills across the curriculum are particularly strong.

Standards of pupils' work in information and communication technology (ICT) are an outstanding feature of the school. Most pupils build successfully on the skills learnt in the Foundation Phase to master more complex skills. For example, the production of games on the computer involves producing simulations and spread sheets. More able pupils fully understand the use of reasoning on computer simulations and the effect of changing variables.

Pupils in the Foundation Phase enjoy using simple Welsh phrases and most can engage in a simple conversation within the classroom about themselves, their family or what they do at the weekend. Older pupils in key stage 2 read appropriate Welsh texts with a good degree of fluency and clear pronunciation. More able older pupils use their use of connectives well to speak at length with one another or the teacher. Many are able to hold a meaningful conversation using more complex sentence patterns. Pupils' writing skills are developing well.

In the Foundation Phase, the percentage of pupils who achieve the expected outcome (outcome 5) is good. In relation to similar schools, pupil performance places the school in the top 25% for personal, social and cultural development, and in the upper 50% for literacy and mathematical development.

In key stage 2, the performance at the expected level (level 4) is good. Performance in English and science places the school in the top 25% while the performance of mathematics places it in the lower 50%. Over the past two years, the school's performance has placed it consistently in the upper 50% in English when compared with similar schools. However, performance in mathematics and science has fluctuated, moving the school between the top 25% and the lower 50% over the same period.

Performance at the higher levels for the last two years (outcome 6 in the Foundation Phase and level 5 in key stage 2) has been consistently high. In 2013, pupils' performance at outcome 6 in all learning areas in the Foundation Phase and at level 5 in English, mathematics and science places the school in the top 25% compared with similar schools. When comparing trends over time, the school has regularly been in the top 25% for pupils achieving level 5.

### **Wellbeing: Excellent**

Nearly all pupils develop a good understanding of how to keep healthy and safe and know whom to approach should they require support. They have developed positive attitudes about how to live healthily by eating a balanced diet and leading an active life. This drive for healthy eating permeates the life of the school and has a very positive effect on pupils.

Nearly all pupils are polite and courteous, and they work extremely well with other pupils or on their own. Nearly all pupils are well mannered and respectful and show a high level of care for each other. 'Play leaders' (pupils in Year 5) offer exemplary support to younger pupils' physical development and are highly effective in generating a calm and positive atmosphere at play times. Nearly all pupils are highly engaged and well-motivated learners, and they contribute very effectively to how and what they learn through their contribution to planning projects and learning objectives.

The way in which pupils take part in improving their own learning is innovative. Pupils on the 'standards group' work closely with senior managers and governors to analyse performance information at the end of the Foundation Phase and key stage 2. Members of the 'IT crowd', a group of pupils who focus on developing the school's work in ICT, work closely with teachers, parents and pupils to improve standards of IT inside and outside of the classroom. These actions are highly effective in securing improvements in standards and IT.

The school council and eco-committee play an increasingly active part in the life of the school. Pupils involved in these committees are confident that the school listens to their views. Their involvement in school improvement activities has helped to improve pupils' enjoyment at play times through the use of 'Radio Langstone'. This is organised by a small group of older pupils. They play a selection of songs, interspaced with news, views and comments. This develops their life and social skills very well.

Over the last two years, attendance levels have placed the school in the higher 50% and top 25% when compared with similar schools. Nearly all pupils are punctual.

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

Teachers' planning ensures appropriate coverage of the Foundation Phase and the National Curriculum in most respects. The planning ensures that most learning experiences are challenging and stimulating for pupils. Teachers' planning for the development of pupils' skills in literacy, numeracy and ICT is highly effective. Teachers develop pupils' thinking and problem-solving skills well. Teachers' planning builds effectively on pupils' previous learning as they move through the school. However, opportunities for pupils to take the lead in their own learning and to develop their investigational skills, for example outdoors in the Foundation Phase are limited.

Provision for developing pupils' literacy skills is excellent. Teachers plan engaging, interesting and challenging activities for pupils to develop their literacy skills fully across all areas of the curriculum. Teachers use a wide range of teaching strategies very effectively in classes. These strategies impact very positively on pupils' learning.

The school plans intervention programmes carefully to support individual pupils' needs effectively. An extensive range of very good after-school activities and visits



enriches pupils' experiences well. Visitors to the school and links with the community and employers enhance pupils' learning opportunities appropriately.

Provision for developing Welsh and the Welsh dimension is particularly effective. Pupils develop and enhance their Welsh language skills successfully as they progress through the school inside and outside of the classroom.

There is extensive provision to promote pupils' understanding of sustainability and global citizenship. The school promotes these activities through the curriculum, the activities of the eco council, local visits to places of interest and links with schools in other countries.

### **Teaching: Excellent**

All teachers throughout the school display very good up-to-date knowledge of the subjects they teach. They use this knowledge well to explain new concepts to pupils clearly and ensure that nearly all understand the learning outcomes fully. Teachers have high expectations of pupils and they organise their classes well, so that groups, pairs and individuals work to best effect. They plan a rich range of learning activities, which stimulate, challenge and develop all pupils. Support have a very positive impact on pupils' learning.

In most classes, the quality of teaching is very high. Lessons have clear learning objectives, which challenge all pupils, particularly the more able, to achieve their full potential. This high level of challenge is present throughout the whole school and is an outstanding feature.

Assessment for learning is a strength within the school with consistently good questioning of pupils by teachers to check for understanding. Detailed feedback to nearly all pupils ensures that pupils understand how well they are doing and what they need to do to take their learning forward. Marking against the specific learning objectives in all classes is highly effective. Teachers provide extensive, worthwhile comments on pupils' written work, enabling pupils to understand fully what they need to do to improve. The quality and regularity of pupils' assessment of their own work and that of others are very strong features of the school.

All staff track pupils' progress and wellbeing effectively across the school. Teachers use this information well to plan motivating learning experiences to meet the needs of most pupils. Computerised tracking systems support clear and consistent procedures effectively. All staff are fully involved in the process and they use a wide range of data to support the planning for learning opportunities effectively. Teachers set targets for pupils in July each year and review them again at the beginning of the autumn term, re-adjusting them as necessary.

Annual reports to parents are informative and provide appropriate opportunities for parents and pupils to contribute to target setting.

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

Effective arrangements exist to support pupils' health and wellbeing as well as to encourage their involvement in the school or the wider community. Staff apply positive behaviour management procedures consistently and effectively across the school. This ensures that all pupils learn in a safe and supportive environment. The school makes appropriate arrangements for promoting healthy eating and drinking.

Initiatives, such as emotional attitudes surveys and the use of school 'ambassadors', impact positively on pupils' values and moral purpose. Visits to an outdoor education centre support pupils to develop their social awareness, sense of self-belief and responsibility in decision-making very well.

Early identification of pupils with additional learning needs is a very strong feature. The school tracks their progress very effectively through an excellent range of data sources, ensuring that nearly all pupils achieve their personal targets for improving their learning. Involvement with specialist agencies, such as speech and language therapists, educational psychologists, educational welfare officer and social services, are highly effective. They help to improve outcomes for pupils with additional learning needs and they provide valuable support for vulnerable pupils and parents. Nearly all pupils with ALN receive specific planned support within and outside the classroom in withdrawal groups. Teaching assistants make excellent contributions to supporting the progress of identified pupils and contribute to the review and setting of targets within pupils' individual education plans.

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

### **Learning environment: Good**

The school is an inclusive community. There is a clear emphasis on recognising, respecting and celebrating diversity. The school ensures that staff and pupils treat each other fairly and are free from any harassment, negative stereotyping or discrimination. The way in which pupils learn to show care and consideration for others and the environment is a very strong feature of the school.

An ample supply of resources of good quality meets pupils' learning needs well. The buildings are maintained well and meet the needs of pupils effectively. Pupils have access to a broad range of learning resources, which staff and pupils use well. There are attractive, engaging displays throughout the communal areas and classrooms. Displays promote and sustain learning effectively and celebrate pupils' work appropriately.

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

The headteacher provides very determined, inspirational leadership through a highly effective model of distributed leadership. She communicates her vision for securing high levels of achievement and wellbeing for all learners clearly to all staff. Staff

share this vision and work well together. All staff are responsible for creating, setting and reviewing ambitious targets for pupils, raising standards and meeting all pupils' needs, particularly the more able.

Members of the well-established senior leadership team have clearly-defined roles and meet regularly to evaluate pupils' performance and to plan for school improvement. The use that all senior managers make of the data available to them has a very positive impact on the performance of pupils, especially the more able. All staff, including support staff, work purposefully together to improve pupils' standards and to develop their own professional practice. An excellent example is the way in which all teachers consistently implement whole-school procedures, improve their own knowledge continually and support one another to provide high quality and challenging learning opportunities for pupils.

The performance management system in the school is highly effective and links very well to improvements in pupil performance. There are excellent arrangements in place to monitor and to evaluate the quality of teaching.

The governing body is very aware of the school's performance data and holds the school to account robustly. Governors attend training regularly and have a clear understanding of their role of working with the school to create improvements. The governors' standards committee meets pupils from every class to look at their books and to discuss the work they have been doing. This has a direct and positive impact on pupils' achievements and adds very well to the governors' knowledge of expected outcomes.

The school responds well to national and local priorities, for example in implementing the Foundation Phase and the literacy and numeracy framework.

### **Improving quality: Excellent**

Robust self-evaluation procedures are well established and extensive. The school has an excellent track record of self-evaluation and improvement planning that has had a very positive impact on standards and provision. The use the school makes of a wide range of quality procedures, and rigorous attention to performance data is a very strong feature, and has a very positive impact on standards of achievement. These highly effective monitoring activities give the school a very accurate picture of its strengths and areas for development and support planning for improvement very well. Self-evaluation processes take account of the views of all stakeholders and these processes have a very positive impact on the school development plan.

Senior leaders have built up over the years a highly effective culture of continuous improvement, which informs school development planning very effectively, for example in improving numeracy provision by developing teachers' knowledge and skills and giving them well-targeted support. As a result, numeracy skills have improved throughout the school.

There is a clear link between self-evaluation and the priorities and targets within the school development plan. Senior leaders share responsibility for targets for improvement appropriately and they monitor and record progress towards meeting

the targets carefully. This particular attention to detail is an excellent feature and permeates the improvement processes within the school. School improvement priorities link directly with staff development and training and ensure a whole school focus on achieving current targets.

The school has made very good progress in addressing the recommendations from the last inspection. In particular, it has made excellent progress in improving the school's systems for recording, analysing and interpreting information about pupil progress.

The school represents local schools on the consortium's assessment advisory group and, through this, staff have shared their expertise and good practice with other schools appropriately.

### **Partnership working: Excellent**

The school has a wide range of highly effective partnerships with parents, the local authority, other partner schools and the local community. These enrich and support pupils' learning and wellbeing very well.

The partnership with the local authority's education services is particularly strong and the school has taken part in a wide range of initiatives, including providing support for other schools, speaking at conferences and welcoming other teachers to the school to share good practice. This has had a positive effect on the development of expertise of staff which in turn has enhanced and improved pupils' learning experiences and their progress.

Partnerships with other similar schools are excellent. For example, the innovative arrangement with a partner school is an example of excellent practice where one school supports another to improve. The ethos and principles of school-to-school support are a recent innovative initiative, based on good research from other parts of the UK. These activities have had a very positive impact on standards of achievement in the emerging school, where leadership strategies have improved, together with pupil performance. They have also directly impacted on provision and outcomes in Langstone as the lead school through increased teacher confidence and increased pupil challenge. The school is also involved in many other partnerships with other local schools. A recent meeting of staff from all these schools has resulted in new developments in the school, including the introduction of the school radio service at playtimes and the instant messaging for parents.

Schools in the local cluster collaborate regularly and effectively on a range of current initiatives, including the sharing of good practice and the moderation and standardisation of pupils' work. There are strong links with the secondary school where nearly all pupils transfer after Year 6. These arrangements are particularly effective in ensuring that pupils are well prepared for their move to Year 7. Links with local businesses are particularly successful in providing valuable resources and support.

## **Resource management: Excellent**

The school manages its staffing, resources and funding well. It links its expenditure well to the school's priorities for improvement. The recent investment in ICT resources has led to high standards in ICT throughout the school. Staff are deployed effectively and work well in teams to deliver a rich and varied curriculum that engages and enthuses pupils. Support staff work very effectively alongside teachers to improve pupils' achievement. The school makes good use of the expertise of specialist music teachers.

There are very good arrangements for teachers' planning, preparation and assessment time, which enable teachers to work together well on planning issues. Highly effective performance management arrangements enable members of staff to benefit from extensive and appropriate training opportunities. These opportunities support the continuous professional development of staff and help them to raise standards throughout the school.

The school is a strong learning community with well-established links with other schools. Staff use these links well to share good practice, improve provision and raise standards. The headteacher and governing body manage the school budget well and ensure that spending is in line with school priorities.

The school consistently challenges itself to improve through well-focused leadership, good provision and well-planned use of resources. In view of the standards achieved by the pupils, particularly the more able, the school provides excellent value for money.

## Appendix 1

### Commentary on performance data

In 2013, pupils' performance at the end of the Foundation Phase at the expected outcome 5 in literacy, language and communication skills and in mathematical development is good. The pupil performance in these learning areas places the school in the upper 50% when compared with similar schools. The school is in the upper 25% for pupil's personal and social skills. At the higher-than-expected outcome (outcome 6), the school is in the top 25% when compared with similar schools in all areas of learning. The school's performance in these assessed areas is similar to or just above the family average for its family of schools at outcome 5 but considerably higher than the family average at outcome 6 (above expectations).

In key stage 2, pupils' attainment in English, mathematics and science at the expected level 4 is good and above the family average for English, mathematics and science. In comparison with similar schools, pupils' performance in English and science places the school in the top 25%. However performance in mathematics is more variable and places the school in the lower 50%. Performance at the expected level over time has fluctuated, moving the school from the top 25% to the bottom 25% of similar schools. At the higher-than-expected level (level 5), the school's performance in 2013 is considerably above the family average and places it in the top 25% for all three subjects. It has been in the top 25% of similar schools for performance in all three subjects for the last five years.

Girls as a group tend to perform better than boys at the expected and higher outcomes at Foundation Phase and at the expected levels at the end of key stage 2. However, this is reversed in favour of the boys at the higher levels at the end of key stage 2.

Year on year, there is no significant difference between the performance of pupils who receive free school meals and those who do not.

## 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.	103	103 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	103	98 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	103	96 93%	7 7%	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	103	101 98%	2 2%	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.	103	97 94%	6 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	103	101 98%	2 2%	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.	102	100 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	103	96 93%	7 7%	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.	103	82 80%	21 20%	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.	103	103 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	103	75 73%	28 27%	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	103	85 83%	18 17%	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.	71	48 68%	22 31%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	71	54 76%	17 24%	0 0%	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.	71	54 76%	15 21%	0 0%	0 0%	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.	71	45 63%	23 32%	1 1%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	71	37 52%	29 41%	1 1%	0 0%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	71	46 65%	22 31%	1 1%	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.	71	47 66%	24 34%	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.	70	29 41%	33 47%	5 7%	1 1%	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.	70	42 60%	18 26%	2 3%	0 0%	8	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.	70	41 59%	24 34%	5 7%	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.	71	46 65%	24 34%	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.	67	33 49%	20 30%	0 0%	3 4%	11	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.	71	34 48%	28 39%	6 8%	2 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	71	38 54%	24 34%	7 10%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	71	24 34%	28 39%	6 8%	2 3%	11	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.	71	44 62%	25 35%	1 1%	0 0%	1	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.	66	22 33%	23 35%	1 2%	0 0%	20	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.	71	42 59%	28 39%	1 1%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	71	47 66%	20 28%	3 4%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

## Appendix 3

### The inspection team

Peter Roach	Reporting Inspector
Mary Dyas	Team Inspector
Matthew Evans	Lay Inspector
Susan Edgar	Peer Inspector
Beverley Cole	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.