



*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**

**Llanyrafon Primary School  
Llanyrafon Way  
Llanyrafon  
Cwmbran  
Torfaen  
NP44 8HW**

**Date of inspection: January 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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**Publication date: 25/03/2014**

## Context

Llanyrafon Primary School is a community school in a mainly residential area of Cwmbran in the county borough of Torfaen. There are 369 pupils on roll between the ages of four and 11 years. Currently, 64% of pupils come from out of the catchment area.

Currently, around 5% of pupils are entitled to free school meals. Nearly all of the pupils come from homes in which the predominant language is English. Approximately 31% of pupils are on the school's additional learning needs register and a very few have a statement of special educational needs.

The headteacher was appointed in 2004 and was in post when the school was last inspected in January 2008. The school currently has an acting deputy headteacher.

The individual school budget per pupil for Llanyrafon Primary School in 2013-2014 means that the budget is £2,854 per pupil. The maximum per pupil in the primary schools in Torfaen is £5,481 and the minimum is £2,854. Llanyrafon Primary School is 29th 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 school's current performance is good because:

- many pupils make significant progress in developing their reading and oracy skills across the curriculum;
- many pupils make good progress in mathematics and apply their numeracy skills confidently and consistently across all areas of learning;
- pupils' social and life skills are outstanding;
- staff ensure that individuals and groups of pupils are treated with respect and are provided with valuable learning experiences and opportunities to make progress;
- the school has well-established and detailed systems for tracking and recording pupils' progress; and
- the headteacher provides a clear vision that focuses primarily on the wellbeing of pupils and supporting staff in delivering improvements for the school.

### Prospects for improvement

The school's prospects for improvement are good because:

- it is a strong learning community, which has a significant effect on pupils' learning and experiences;
- pupils set challenging targets for themselves, which lead to raising standards;
- the headteacher and senior management team collaborate well in setting the strategic priorities for the school;
- governors have a sound knowledge of the school's current priorities; and
- the areas for development identified through self-evaluation are accurate and inform school development planning well.

## Recommendations

- R1 Raise standards of extended writing across the curriculum in both key stages
- R2 Raise standards of pupils' Welsh second language in key stage 2
- R3 Ensure that marking helps pupils to understand what they need to do in order to improve their work
- R4 Focus monitoring more sharply on raising standards
- R5 Ensure that leaders and managers challenge and evaluate strengths more critically and robustly

### **What happens next?**

The school will draw up an action plan which 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?

Good

#### Standards: Good

Nearly all pupils are enthusiastic learners who work conscientiously to make solid and consistent progress in their knowledge and understanding within a range of curriculum areas. Many pupils develop as confident and independent learners and show perseverance in their work. These pupils have a comprehensive range of knowledge and they show understanding that is appropriate to their age and ability.

Almost all pupils in the Foundation Phase develop into enthusiastic readers, and many older pupils read fluently, accurately and with very good expression. The majority of pupils use phonic skills well to read new words and they can find key information successfully from reference books. The standard of oral skills of many pupils in the Foundation Phase is good. Many express their ideas clearly and sensibly during activities in both formal and informal contexts, often using a broad and rich vocabulary.

Many pupils in the Foundation Phase are able to use different writing styles for various purposes. A minority of the more able pupils are beginning to maintain, develop, and extend their ideas when presenting imaginative pieces. However, a majority of pupils' ability to write extended pieces of work across a range of learning areas is underdeveloped. By the end of the Foundation Phase, the standard of presentation and handwriting of a minority is inconsistent.

Many pupils in key stage 2, make significant progress in their ability to develop their reading and oracy skills across the curriculum. Most pupils read fluently and the many pupils use intonation very effectively to convey meaning. Many pupils discuss the content of books intelligently, and express and justify their opinions on events and favourite characters confidently. The majority use a range of reading strategies successfully to discover information in books and websites. By the end of key stage 2, the standard of many pupils' oracy skills is exceptional. Many pupils participate effectively as facilitators during regular group discussions and most pupils convey and justify decisions and opinions maturely and fluently.

Many pupils structure their writing effectively and write in different styles during focused English lessons. They use extended vocabulary and expressions, and vary sentences appropriately. However, only a minority of pupils display extended writing skills across different areas of the curriculum. As a result, a majority of key stage 2 pupils do not make sufficient progress in developing their extended writing skills.

Many pupils make good progress in mathematics and apply their numeracy skills confidently and consistently across all areas of learning. Most pupils in the Foundation Phase identify, order and use money confidently. By the end of the Foundation Phase, most understand tens and units and have a solid understanding of place value, two dimensional shapes, simple lines of symmetry and basic measures. Most pupils' number skills develop well from an early age.

Many pupils in key stage 2, collect, interpret and present relevant data in different subjects effectively. Pupils respond very well to business-related problem solving and use numeracy skills effectively to estimate and calculate costs and to work out profit. Many pupils' standard of thinking and problem-solving skills is good and they apply these appropriately to new situations.

Almost all pupils across the school make very good progress in developing their information and communication technology (ICT) skills. Older pupils use video conferencing technology independently to communicate effectively with pupils in other countries to develop their literacy skills.

Considering that nearly all pupils have very little or no knowledge of Welsh when they enter the school, the majority of pupils in the Foundation Phase make appropriate progress in learning the language and display a positive attitude towards Welsh. However, most pupils do not maintain this progress throughout key stage 2. Many are eager to convey simple personal information and respond appropriately to instructions. A few older pupils use simple individual sentence structures in their written work. However, most pupils' Welsh second language reading skills are underdeveloped. Nearly all pupils have an appropriate awareness of Welsh culture.

Over the last two years, performance in the Foundation Phase at the expected outcome 5 in literacy means that the school has remained in the higher 50% when compared to similar schools. The performance of pupils in mathematical development also placed the school in the higher 50% of similar schools in 2012. However, in 2013, performance fell, moving the school to the lower 50%. Pupils' achievement at the higher outcome (outcome 6) over the past two years has placed the school in the higher 50% in mathematical development. However, performance in literacy has fallen, moving the school from the higher 50% of schools in 2012 to the bottom 25% in 2013.

In key stage 2, performance at the expected level 4 has varied over the last four years when compared to that of similar schools. Performance in English and mathematics has varied, moving the school between the higher and lower 50% of similar schools. The school's performance in science has placed the school in the top 25% of similar schools for the past two years. However, the performance of more able pupils at level 5 has fallen over the past three years and, in 2013, the school was in the lower 50% for all three subjects.

### **Wellbeing: Excellent**

Nearly all pupils enjoy attending school. They feel safe and are confident that they know whom to turn to for support if necessary. Pupils of all ages have a good understanding of how to remain healthy and they understand that healthy foods have a beneficial effect. Many take part in the rich variety of extra-curricular and sporting clubs on offer. They enjoy these activities, which have a positive impact on their wellbeing.

Pupils know that staff will listen to their views and take them seriously. The school responds well to the ideas that come from the pupils' council and eco council. Members have regular opportunities to express an opinion, to develop ideas and to

discuss maturely and openly when contributing to decisions about the life and work of the school.

Pupils' social and life skills are outstanding. They display these skills very well in their regular involvement in business-related projects. As a result, pupils' oral skills are of a very high level and they actively engage in purposeful writing tasks. They display a very high level of engagement in nearly all classes. These regular and challenging business-related projects, as well the 'Money Week' and the involvement of pupils in a local credit union, ensure that many pupils have an excellent understanding of many aspects of financial planning.

Many pupils participate in a wide variety of community events, such as music festivals, dance festivals, and sporting competitions. These help develop pupils' self-confidence and cultural awareness as well as their creative, social, and collaborative skills.

Attendance has remained consistently in the higher 50% when compared with that of similar schools over the last two years.

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

The school offers a wide range of activities that challenge and enrich pupils learning. Nearly all staff in different year groups plan together effectively. This ensures that they meet all curriculum requirements. Pupils benefit from the extensive range of extra-curricular activities and they are encouraged to participate in local, regional, and national competitions.

Pupils undertake a good range of educational visits that develop their knowledge and understanding of Welsh heritage. Year 6 pupils participate in a residential visit where the activities develop team-building skills well through physical and mental challenges. The school plans many useful opportunities for pupils to develop business related skills including participation in a local credit union club. These enterprise projects are a strength of the school and have a very positive impact on developing pupils' oral skills.

Teachers plan systematically for the development of pupils' skills in literacy, numeracy and ICT. However, the provision for developing pupils' Welsh second language skills across the school lacks structure. Many teachers are not confident enough to use incidental Welsh effectively to enable pupils in key stage 2 to develop their skills progressively as they move from class to class.

All pupils in the reception class benefit musically, personally and socially from regular and active participation in violin and cello lessons. The school encourages older pupils of all abilities to develop their musicality further through a good range of additional music activities. This is a strong feature of the school.

The school provides good opportunities for pupils to develop their knowledge of education for sustainable development and global citizenship. Regular video

conferencing links with other countries provide good opportunities for developing pupils' global awareness. The school has a well-established eco group that actively encourages the whole school to become involved in recycling and conserving energy.

### **Teaching: Good**

The good standard of teaching across the school and the positive working relationships between pupils and staff ensure that pupils are motivated and show a keen interest in their learning. Nearly all staff ensure that individuals and groups of pupils are provided with valuable learning experiences and opportunities to make progress. Teachers and support staff work effectively as a team and have high expectations of pupils in terms of their behaviour and attitudes.

Most teachers use a good range of teaching approaches, and effective questioning techniques provide imaginative opportunities for collaborative work for the development of thinking skills. Most plan lessons well and clearly identify learning objectives and success criteria that are appropriate to the pupils' age and ability. Nearly all lessons build upon previous learning experiences successfully and most teachers have good up-to-date subject knowledge. Most activities ensure that nearly all pupils are actively engaged in their learning.

The school has well-established and detailed systems for tracking and recording pupils' progress. These robust systems enable staff to identify pupils who need additional support when necessary, for both learning and wellbeing. This detailed assessment is moderated effectively and informs teachers of the next steps in learning. Assessment for learning strategies have a positive effect on pupils' achievement. All pupils are consistently encouraged to evaluate their own and others' work, and to set their own challenging targets with the support of teachers. However, although most teachers mark pupils' work regularly, the quality of marking in a minority of books lacks sufficient rigour to enable pupils to know how well they are doing. Many teachers' written comments often exaggerate pupils' achievement, and do not always provide sufficient guidance on what pupils need to do to improve their work.

End of year pupils reports and regular meetings with staff ensure that parents have a good understanding of their child's progress.

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

The school is a caring and supportive community that values every pupil. Adults and pupils show mutual respect for each other and pupils feel comfortable to approach staff for advice and guidance. Courtesy and good manners are prominent qualities at the school and all members of staff foster them daily. The school promotes pupils' spiritual, moral, cultural and social development well.

The school is successful in promoting the benefits of healthy eating, drinking and regular exercise and supports pupils' wellbeing effectively through the curriculum. There are good opportunities for reflection during assemblies that have a positive

effect on pupils' behaviour and their spiritual development. Systems to promote attendance and punctuality over time are effective.

Provision for pupils with additional learning needs is very good. The school's procedures meet the statutory requirements fully. The teachers and the special educational needs co-ordinator identify pupils who have difficulties at an early stage. Learning support assistants ensure that effective intervention programmes enable pupils to catch up and progress more quickly. Staff regularly assess the progress of pupils, and the information is used very effectively to provide further support as needed. The co-ordinator liaises closely with external support agencies and makes appropriate use of the specialist services, information, and guidance on offer. Parents are well informed and are involved in setting and reviewing their child's individual education plans.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school has a friendly, caring and welcoming environment. Pupils and staff show a clear pride in their school and demonstrate care and respect for one another. The school has a warm and welcoming ethos in which the pupils feel safe and secure. Nearly all pupils agree that the school treats them equally and fairly.

The school building is well maintained and internally bright and attractive. Many displays celebrate pupils' work and targets for success. Classrooms are effectively organised into well-planned and resourced areas to support learning. Recent investment in ICT has provided tablets that pupils use purposefully during lessons. Staff in the Foundation Phase make effective use of open-air sheltered areas linked to classes. However, the majority of the vast outdoor learning environment is less well developed for creative and stimulating play.

The pupils' 'Forest Adventures' club has provided solid opportunities for them to improve this resource, constructing a new outdoor shelter whilst simultaneously developing team working and life skills.

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

The headteacher provides a clear vision that focuses primarily on the wellbeing of pupils and supporting staff in delivering improvements within the school. The headteacher and senior management team collaborate well in setting the strategic priorities for the school. They take forward initiatives appropriately, for example in reading and numeracy. Leaders and managers, especially subject co-ordinators, identify relevant issues relating to pupil and staff performance well.

Communication channels between the senior management team and other staff are effective. Staff meetings focus appropriately on issues relating to standards, school priorities and responding to national initiatives, such as the literacy and numeracy

framework. Performance management systems are appropriate and include teachers and teaching assistants.

The governing body fulfils its statutory responsibilities and is supportive of the school. It has a sound knowledge of the school's current priorities and has a good understanding of performance compared with that of other schools. Its regular rotation of the role of chair has broadened the experience of the governing body well. The governing body supports the headteacher in managing performance issues and seeks clarification of any issues within school data appropriately. However, it does not always probe the information from the headteacher robustly enough in relation to standards or the judgements in the self-evaluation report.

The school responds appropriately to national priorities, for example in establishing the Foundation Phase and taking forward the literacy and numeracy framework.

### **Improving quality: Good**

The outcomes of self-evaluation provide an accurate picture of the school's strengths and areas for development, but there is a degree of over-generosity in the evaluation of strong features.

Leaders and managers analyse performance data in detail. They recognise relevant issues and put in place suitable actions to address shortcomings. The self-evaluation processes involve scrutiny of a wide range of first-hand evidence, including sampling of pupils' work and teachers' planning, and observation of lessons. The school gathers the views of pupils and parents on its life and work regularly through biennial questionnaires and analyses the results systematically.

Groups of teachers, alongside the headteacher, have recently begun to monitor and to evaluate each other's lessons. This has helped staff to share good practice and to identify areas for development. There is effective monitoring and evaluation of subject areas by co-ordinators. Their findings influence future strategic priorities appropriately and highlight relevant operational issues. Overall, the lesson observations and monitoring by subject co-ordinators tend to focus too much on the quality of provision rather than standards achieved by pupils.

The areas for development identified through self-evaluation are accurate and valid. They inform school development planning well. The targets within the plan are generally appropriate and specific. They identify suitable staff and resources to take the actions forward within appropriate timescales. However, the checking of the implementation of action plans by the senior management team is not always systematic enough.

### **Partnership working: Good**

The school has developed a strong partnership with parents, who appreciate the school's open door policy and the ease with which they can talk to staff and discuss any issues affecting their child. There are well-established transition arrangements with pre-school playgroups when pupils start school. The arrangements to support pupils in Year 6 when they transfer to the local secondary school are developing well.

The school's links with the local authority are sound. It engages with specialist services when required, for example to support provision for pupils with speech and language difficulties or hearing impairment. The links with the school improvement service are influential in taking forward relevant initiatives in literacy and numeracy. However, the support for Welsh second language has declined.

The school has effective business links. It has established a successful 'Money Week' in all year groups with support from a national bank, and business enterprise projects have a significant impact on developing pupils' skills in all classes. A link with a local credit union has helped the school to develop a successful school bank, where pupils can learn to save their money and receive interest.

Links with other local schools are sound and support the school in moderating and standardising its assessment of pupils' work. The school has established a few useful links with schools in its previous family of similar schools. These have supported good developments in a few areas, such as developing equality impact assessments for school policies. The video conference link with a school in America is very good and contributes well to pupils' awareness of different cultures. The school supports trainee teachers from initial teacher training institutions regularly and well.

### **Resource management: Good**

The school manages its resources well. It uses teaching staff and support staff purposefully to make the appropriate use of their knowledge and skills. Support staff make a valuable contribution to pupils' learning and attainment across the school. The school's provision for planning, preparation, and assessment is effective.

The headteacher, with the support of the administrative officer and the governing body, manages the use of financial resources well in order to support the school's priorities. Pupils benefit from a high level of stimulating learning resources.

Managers ensure that all staff receive suitable training, and the school has established a relatively small number of effective networks of professional practice in the school and with other schools and partners, for example relating to progression in mathematics, ICT and science.

As the pupils achieve well and make good progress, the school provides good value for money.

## Appendix 1

### Commentary on performance data

Over the last two years, performance in the Foundation Phase at the expected outcome 5 in language, literacy and communication skills means that the school has remained in the higher 50% when compared to similar schools. The performance of pupils in mathematical development also placed the school in the higher 50% of similar schools in 2012. However, in 2013, performance fell, moving the school to the lower 50%. The performance of pupils in personal and social development has also fallen, moving the school from the top 25% of similar schools in 2012 to the lower 50% in 2013. Pupils' achievement at the higher outcome (outcome 6) over the past two years has placed the school in the higher 50% for mathematical development and personal and social skills. However, performance in language, literacy and communication skills has fallen, moving the school from the higher 50% of similar schools in 2012 to the bottom 25% in 2013.

By the end of the Foundation Phase in 2013, pupils' performance at the expected level in each learning areas as well as in the Foundation Phase indicator was equal to the average for the family of schools. Pupils' achievement at the higher levels was slightly below the family average for mathematical development and personal and social development. However, achievement in language, literacy and communication skills was significantly below the family average.

In key stage 2, performance at the expected level 4 has varied over the last four years when compared to that of similar schools. Performance in English and mathematics has varied, moving the school between the higher and lower 50% of similar schools. The school's performance in science has placed it in the top 25% of similar schools for the past two years. However, the performance of more able pupils at level 5 has fallen over the past three years and in 2013, the school was in the lower 50% for all three subjects.

The proportion of pupils who achieved level 4 in mathematics and science in 2013 was higher than the family average. Attainment in English was slightly below the average. However, the percentage of pupils who achieved a higher level than expected was lower than the family average in all subjects.

Over time, there is no significant difference between the attainment of pupils entitled to free school meals and their peers. Girls and boys generally perform equally well when compared with national benchmarks.

## 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.	105	103 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	105	102 97%	3 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	102 97%	3 3%	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	105	103 98%	2 2%	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.	105	102 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	105	99 94%	6 6%	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.	105	103 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.	105	104 99%	1 1%	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.	105	93 89%	12 11%	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.	105	98 93%	7 7%	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.	105	86 82%	19 18%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		78%	22%	
Nearly all children behave well at playtime and lunch time	104	90 87%	14 13%	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.	80	50 62%	27 34%	3 4%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	79	53 67%	26 33%	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.	80	57 71%	23 29%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	80	50 62%	27 34%	1 1%	2 2%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	0%		
Pupils behave well in school.	79	32 41%	43 54%	2 3%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	79	43 54%	31 39%	3 4%	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.	79	46 58%	31 39%	1 1%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	79	36 46%	37 47%	4 5%	0 0%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	79	43 54%	30 38%	3 4%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	78	41 53%	34 44%	2 3%	1 1%	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.	78	48 62%	29 37%	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'.	74	37 50%	28 38%	4 5%	1 1%	4	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.	80	38 48%	36 45%	5 6%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	40%	8%	1%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	80	44 55%	29 36%	7 9%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	79	29 37%	40 51%	7 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.	79	45 57%	29 37%	5 6%	0 0%	0	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.	72	36 50%	25 35%	4 6%	0 0%	7	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.	76	38 50%	35 46%	2 3%	1 1%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	80	51 64%	27 34%	2 2%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

## Appendix 3

### The inspection team

Dyfrig Ellis	Reporting Inspector
Barry Norris	Team Inspector
David Kenneth Davies	Team Inspector
Catherine Jenkins	Lay Inspector
Simon Edwards	Peer Inspector
Wayne Jones	School 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.