



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

**New Inn Primary School
Off Golf Road
New Inn
Pontypool
Torfaen
NP4 0PR**

Date of inspection: March 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.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

New Inn Primary School is in the village of New Inn, near Pontypool in the Torfaen local authority. It was formed in 2006 after the amalgamation of New Inn Infants and Green Lawn Junior schools.

The school has 593 pupils on roll aged three to 11, including 80 who attend the nursery part-time. There are 18 mainstream classes in the school, nearly all of which are single age classes.

Around 8% of pupils are entitled to free school meals, which is well below the average for Wales (21%). The school has identified approximately 13% of its pupils as having additional learning needs. Very few pupils have a statement of special educational needs.

Pupils' ethnicity is largely white British (92%). Very few pupils have English as an additional language and no pupils speak Welsh at home.

The last inspection was in March 2008. The headteacher was appointed in November 2013 having previously held the post of deputy headteacher. There are currently two acting deputy headteachers.

The individual school budget per pupil for New Inn Primary School in 2013-2014 means that the budget is £2,919 per pupil. The maximum per pupil in the primary schools in Torfaen is £5,481 and the minimum is £2,854. New Inn Primary School is 27th 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	Adequate

Current performance

The school's performance has strengths that outweigh areas for improvement because:

- most pupils, as they move through the school, develop literacy and numeracy skills in line with their age and ability,
- most pupils have a positive attitude to their work and show high levels of responsibility for their school and each other;
- most pupils' speaking and listening skills are of a high standard;
- teachers prepare for and organise lessons well and normally deliver them at a good pace;
- the school is a fully inclusive community where all are treated equally and with respect;
- behaviour is good; and
- the recent focus on improving the learning environment has provided more stimulating and exciting opportunities for pupils to learn.

However:

- attendance has been in the bottom quartile for similar schools for the last two years and shows little sign of improvement;
- teachers' weekly planning does not always ensure that activities are well matched to pupils abilities and on these occasions not all pupils make enough progress;
- there are inconsistencies in practice in providing feedback to pupils and feedback does not often help them to know what to do to improve;
- staff are uncertain of child protection procedures; and
- reports to parents in key stage 2 do not meet requirements.

Prospects for improvement

Prospects for improvement have strengths that outweigh areas for improvement because:

- the headteacher has begun to create a culture of school improvement;
- there are effective systems in place for performance management;
- the headteacher and senior leaders have begun to evaluate more rigorously the school's standards and provision;
- there are effective links with a range of partners and these make a positive contribution to pupils' learning;

- the school has a strong partnership with the secondary school it feeds and this ensures that pupils are well prepared for their next stage in education; and
- staff professional development is impacting positively on pupils' numeracy skills.

However:

- senior leaders have not had enough time to embed initiatives fully to measure impact;
- data is not used well enough to inform strategic thinking and accountability;
- self-evaluation is based on a limited amount of evidence;
- a rigorous system of monitoring evaluation and review is at an early stage of development; and
- the governing body does not challenge the school well enough as a critical friend.

Recommendations

- R1 Improve pupils' standards in Welsh
- R2 Improve attendance
- R3 Ensure that teachers plan and deliver activities that are suitable for all abilities
- R4 Improve the consistency and quality of feedback to pupils
- R5 Make sure that all staff are confident in dealing with child protection issues
- R6 Ensure that self-evaluation is based securely on a wide range of evidence, involves all staff and governors and is used more effectively to inform strategic planning and accountability
- R7 Produce and implement a Strategic Equality Plan and address the shortcoming in key stage 2 reports to parents

What happens next?

Placing a school in Estyn monitoring

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.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils, as they move through the school, develop literacy and numeracy skills in line with their age and ability. More able pupils, for example, generally make better than expected progress from their starting points and pupils with additional learning needs make good progress in relation to the targets within their individual education plans. The school is less successful, however, in ensuring that pupils of average ability achieve as well as they could.

Throughout the school, most pupils' speaking and listening skills are of a high standard. In the Foundation Phase, pupils listen carefully to each other and to adults and respond appropriately in class discussions or when working with partners. For example, in Year 2, pupils work well with a partner or a group of three to identify key features of a poem, such as rhyme and alliteration. In key stage 2, most pupils listen with interest to adults and their peers and talk to each other and to their teachers confidently. By the end of key stage 2, many pupils use their speaking skills successfully to convince others of their point of view. Most pupils develop a good vocabulary and use this effectively, for example when talking about making an invention to sell or 'chatting' to pupils in America via a video link.

Most pupils in the Foundation Phase make good progress with reading. In early Foundation Phase classes, pupils are developing an appropriate understanding of sounds and letters. As pupils move through the school, they use these skills well to read unfamiliar words in simple texts. By the end of the phase, pupils that are more able read accurately and with good understanding and expression. These pupils talk assuredly about what is happening in the story and what might happen next. In key stage 2, many pupils read aloud successfully in a way that interests the listener, for example changing their voice when reading what a character says or building suspense by pausing when reacting appropriately to punctuation, such as after an ellipsis. More able readers talk confidently about books they enjoy reading and why certain authors appeal to them more than others. They show a very good understanding of what they have read and scan non-fiction texts quickly to extract relevant information.

Younger pupils in the Foundation Phase are beginning to write simple words independently using their phonic knowledge appropriately. By Year 2, most write interesting stories that engage the reader. Spelling is generally accurate, and many pupils use capital letters and full stops correctly. In key stage 2, many pupils write effectively for different purposes and forms across the curriculum. For example, pupils record science investigations and write accounts of life in New Inn during the Victorian age. Most pupils punctuate their writing well. More able pupils' spelling is generally accurate and they use a range of punctuation including commas, speech marks and paragraphs correctly.

Most pupils develop their number skills well in the Foundation Phase. For example, pupils in the reception class sort and count teddy bears accurately in the Teddy Bear Museum. Pupils in Year 2 count on in multiples of 2, 5 and 10 and double numbers confidently. These early number skills are built on well in key stage 2 so that, by the end of the key stage, many pupils can find halves, quarters and eighths of 100, understand simple fractions and decimals, and find their equivalent percentage. Pupils make good use of these skills when, for example, calculating which class has gained the most tokens for speaking Welsh each week or in calculating the average height of a ball bouncing on difference surfaces. Pupils' problem solving and independent learning skills are at an early stage of development, particularly in the Foundation Phase.

Throughout the school, most pupils have a positive attitude to learning Welsh. Pupils make a sound start in learning Welsh in the Foundation Phase. For example, pupils in Year 2 confidently ask and answer simple questions, add numbers in Welsh and identify the day of the week successfully. They read and write simple well-rehearsed Welsh phrases acceptably. By the end of key stage 2, more able pupils engage in a simple dialogue with a partner using the past tense. These pupils read and understand straightforward Welsh texts reasonably well. Throughout key stage 2, most pupils lack confidence in speaking Welsh outside of their class or in writing independently at an appropriate length.

In both key stages, pupils achieve less well at the expected level when compared to those in schools with a similar proportion of pupils entitled to free school meals. At above the expected level, pupils' performance compares more favourably. Girls generally outperform boys at the expected and higher-than-expected levels in both key stages. Pupils entitled to free school meals generally do less well than others.

Wellbeing: Adequate

Most pupils have a positive attitude to their work and show high levels of concern for issues affecting their school and for each other. For example, the school council provides information and guidance to other pupils on healthy lunch boxes. School monitors and prefects play an important part in ensuring that playtimes and lunchtimes are pleasant experiences. The 'Crew Cymraeg' takes its responsibility for encouraging pupils to use Welsh around the school very seriously and regularly rewards pupils for using Welsh outside of lessons. These groups of pupils make a worthwhile contribution to creating an orderly and considerate school community and play a beneficial role in the life of the school.

Pupils' behaviour in the school is good. Pupils treat each other, and adults, with care and respect. They talk confidently about their work and show pride in their achievements. Pupils generally have a high regard for their school and want to do their best. There are, however, too few opportunities for pupils to make choices about how and what they learn, which hinders their ability to manage their own learning effectively.

Nearly all pupils have a comprehensive understanding of the importance of healthy eating and drinking and physical activity.

The school's attendance for the last two years places it in the bottom 25% of similar schools. Rates of attendance show little sign of improvement. The number of pupils who take holidays in term time affects attendance levels adversely. Punctuality is good and there have been no exclusions, permanent or fixed, over the last three years.

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

The school provides a broad, balanced and relevant curriculum that meets statutory requirements. It offers a good range of learning experiences that contribute to the achievement of most pupils effectively. In the Foundation Phase, the curriculum is beginning to support better opportunities for pupils to apply their independent learning skills both indoors and outdoors.

The school offers a worthwhile range of extra-curricular activities. Good use is made of visits into the community and from visitors. For example, a grandparent visited the reception class to talk about her toys as a child. At the end of key stage 2, pupils visit a mining heritage site as part of their topic on the industrial revolution in Wales. These experiences enhance and enrich pupils' learning.

Curriculum planning provides valuable opportunities to develop pupils' literacy and numeracy. As a result, many pupils use their skills well in other curriculum areas. For example, in the Foundation Phase pupils are encouraged to use their reading and writing skills to identify and record facts about the jungle. In key stage 2, pupils use and develop their numeracy skills well in science.

Provision for the development of pupils' Welsh language skills is improving. The school has developed useful guidance and resources to support the teaching of pupils' Welsh language skills, such as helpful vocabulary mats for pupils. These initiatives are beginning to have a positive impact on pupils' standards.

There is a suitable range of opportunities for pupils to learn about their locality and the culture and history of Wales. The school is very successful in promoting pupils' understanding of their impact on the natural world and an understanding of the wider world and other cultures.

Teaching: Adequate

Teachers prepare for and organise lessons well and generally deliver them at a good pace. They make valuable use of resources to support and motivate pupils to learn. For example, teachers use the interactive white board well to view a video clip of a well-known television programme to encourage pupils to discuss what would make a profitable invention. In addition, the use of artefacts, such as old roller-skates with young pupils in the Foundation Phase, strengthens their understanding of old and new toys. Teachers plan interesting lessons, but pay too little regard to making sure that they match work of an appropriate level to all pupils' abilities. As a result, activities are not always suitable and not all pupils make the progress they should in

these lessons. In the Foundation Phase, too many activities are adult-led, leaving too few opportunities for pupils' independent learning.

Teachers use questioning well to check pupils' understanding and to correct misconceptions. Where teachers' questioning is more open-ended, it promotes pupils' discussions, understanding and thinking skills successfully. Working relationships between pupils and all staff are good and play a significant part in creating an ethos where pupils are secure and willing to learn from their mistakes. All staff manage pupils' behaviour positively.

Day-to-day assessment, which supports pupils' learning, is developing appropriately in the majority of classes, but practice is inconsistent. Teachers mark pupils' work regularly and provide useful oral feedback in lessons. Feedback is generally constructive, but does not often relate closely to the purpose of the task. As a result, pupils do not always receive clear enough guidance on how to improve their work.

The school makes appropriate use of data to track individual pupils. It uses this information competently to ensure that individuals are making good progress, but does not use it well enough to monitor the performance of groups of pupils.

Reports to parents in the Foundation Phase are informative and indicate clear areas for improvement. However, key stage 2 reports do not provide parents with enough information about their children's progress in foundation subjects.

Care, support and guidance: Adequate

Learning experiences provide pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. Collective worship and the work of the eco committee play an important part in pupils' understanding of such things as fairness and justice. As a result, older pupils talk confidently about the importance of fair trade in ensuring that families in countries like Ghana can earn enough to send their children to school.

The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils have daily access to a fruit tuck shop and are encouraged to bring healthy lunchboxes into school.

The school has useful links with an appropriate range of specialist services such as the educational psychologist, speech and language and hearing-impaired services. These links have a beneficial impact on addressing the needs of individual pupils. Intervention and support programmes provide appropriate support for individual pupils with literacy, numeracy and behavioural needs. The school regularly reviews the progress of pupils with individual action plans to ensure that they are making good progress.

The school's arrangements for safeguarding pupils give a few causes for concern. The school has an appropriate range of policies and procedures in place to safeguard pupils' wellbeing. However, staff understanding of child protection procedures is not secure.

The school has recently introduced new systems to try to improve pupils' attendance, such as writing to all parents whose child's attendance falls below 90%. It is too soon to judge the success of these new systems, but early signs are not promising.

Learning environment: Good

The school is a fully inclusive community where all are treated equally and with respect. There is a clear emphasis on celebrating diversity and older pupils have a mature understanding of the importance of living in a multi-cultural society.

The recent focus on improving the learning environment, particularly in the Foundation Phase, has resulted in more stimulating and exciting opportunities for pupils to learning. For example, role-play areas in the Foundation Phase are of good quality and encourage pupils to practise their literacy and numeracy skills well in an informal way. While in key stage 2, interactive mathematics displays encourage pupils' mathematical reasoning appropriately. Good use is made of the Foundation Phase outdoor areas, despite the fact that these areas are generally unattractive.

The accommodation provides plenty of space both indoors and outdoors, although a few junior classrooms are quite small. The building and site are secure and well maintained. With the exception of information and communication technology (ICT) resources and Welsh reading books, the school has an ample supply of resources to promote learning. Displays throughout the school are attractive and support pupils' learning well, although there are too few examples of pupils' own work on display to celebrate achievement and share good practice.

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

Since her appointment, the new headteacher has begun to create a culture of school improvement. She has clear ideas about how the school needs to improve if it is to become an excellent school with excellent standards. The headteacher understands that improved opportunities for all learners and high quality teaching are the building blocks to attaining this vision. In the short time that the headteacher has been in post, she has begun to communicate her vision to pupils, staff, governors and parents well.

The school's leadership team contributes suitably to the running of the school. However, the lack of well-defined roles and responsibilities means that the senior leadership team do not lead and monitor the areas for which they are responsible rigorously enough or co-ordinate initiatives well enough across the whole school.

There are effective systems in place for the performance management of teaching and support staff. These focus appropriately on the professional development of staff and the school priorities.

The headteacher has begun to work closely with the governing body to develop their role in the life of the school. As a result, governors are beginning to develop a better awareness of their strategic role and the school's strengths and shortcomings.

However, in recent years, their lack of understanding of the school's data, attendance figures and finances mean that they have not been able to challenge the school well enough as a critical friend. The governing body's oversight of the school's child protection arrangements has not been sufficiently robust and the school's Strategic Equality Plan and reports to parents at key stage 2 do not meet statutory requirements.

The school is successful in meeting many local and national priorities. It has made an appropriate start on implementing the requirements of the Literacy and Numeracy Framework.

Improving quality: Adequate

Until recently, there were no whole school arrangements for the systematic monitoring of the life and work of the school. As a result, first-hand evidence of the quality of provision, particularly in the Foundation Phase, is limited.

The new headteacher and senior leadership team have begun to evaluate, more rigorously, the school's standards and provision. In a short time, they have undertaken a focused range of monitoring to help them identify priorities for school improvement. They have developed a timetable that involves a suitable range of monitoring activities to take place over a longer timescale. However, they have yet to put this into action or had time to measure the impact of improvements made.

The self-evaluation report shows that school leaders understand the broad areas for improvement in standards and provision, although the evidence to support these judgements is quite limited at present. The school is beginning to use performance data more purposefully to plan for improvement. It is less successful in using performance data to monitor the progress of groups of pupils or to hold others to account for the standards that pupils achieve.

The school development plan has a suitable number of targets. It focuses appropriately on national priorities, raising standards and areas identified by the headteacher and leadership team as needing improvement. Most actions contain clear, measurable success criteria and leaders have planned funding appropriately. In a few instances, the link between the school's self-evaluation and improvement plan are not clear.

Progress against recommendations from the last school inspection is satisfactory; issues linked to pupils' bilingual skills, the quality of teaching and the availability of ICT resources have not been fully addressed.

Partnership working: Good

The school has effective links with a relevant range of partners and these make a positive contribution to pupils' learning and wellbeing.

The partnership with parents has improved since the appointment of the new headteacher. Parents now receive regular information about many aspects of school

life and the school seeks their views actively. For example, the school has recently consulted parents about its homework policy.

The school makes appropriate use of the community through visits and visitors to support pupils' learning. Pupils are responsible for planting and maintaining a flowerbed in the village and visit the local church and canal. These experiences are a valuable source of information to support topic work.

The school has a strong partnership with the local secondary school. This has a positive impact on the quality of transition arrangements. As a result, pupils are well prepared for their next stage of education.

The school also works well with a range of other partners, such as the local cluster of schools, supporting well such areas as the moderation of pupils' standards. The close partnership with the local authority support service has improved provision for Welsh and the Foundation Phase.

Resource management: Good

The school has appropriate arrangements to manage its finances and monitor expenditure. The headteacher allocates resources suitably and prioritises spending appropriately according to the current development needs of the school.

The school deploys teaching and support staff effectively to meet the needs of pupils. For example, the flexible deployment of support staff is having a suitable impact upon the progress made by pupils in need of additional support in key stage 2. The school manages teachers' planning, preparation and assessment time well and provides good support and development for staff to improve their skills. Recent training in numeracy, for example, has improved pupils' confidence in using number.

Despite a few deficiencies in resources and accommodation, the school makes good use of what it has available to support pupils' learning. For example, it has improved two library areas to provide valuable additional teaching space for small groups of pupils.

In view of the fact that overall outcomes are good, the school provides good value for money.

Appendix 1

Commentary on performance data

In the Foundation Phase, about 88% of pupils achieve outcome 5 (the expected level) in relation to the development of their language, mathematical and personal and social skills (the Foundation Phase indicator). This is below the average for the family of similar schools. The proportion of pupils who achieve above the expected level (outcome 6) is broadly in line with the family of schools average for personal and social skills and slightly above for language and mathematical skills.

In 2013, the school performed less well than in 2012 when compared to schools with a similar proportion of pupils entitled to receive free school meals at the expected level. The school's performance places it in the lower 50% of similar schools for the Foundation Phase indicator and mathematical development and in the bottom 25% of similar schools for the development of pupils' language and personal and social skills. The school's performance is better at above the expected level. At this higher level in 2013, its performance places it in the higher 50% of similar schools for pupils' language and personal and social development and in the top 25% of similar schools for pupils' mathematical development.

In key stage 2, about 94% of pupils achieve level 4 (the expected level) or above in English, mathematics and science (the core subject indicator). This is similar to the average for the family of similar schools. There is an improving trend in pupils' performance at the expected level in each subject and the core subject indicator. The proportion of pupils who achieve above the expected level (level 5) is above the family of schools average.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school's performance at the expected level is relatively weak in each core subject with more variability in the core subject indicator. Its performance in 2013 places it in the higher 50% of similar schools for the core subject indicator and in the lower 50% of similar schools for English, mathematics and science at the expected level. The school's performance is better at above the expected level with the school consistently in the higher 50% of similar schools for each subject. At this higher level in 2013, its performance places it in the higher 50% of similar schools for performance in English and mathematics and in the top 25% of similar schools for science.

In both key stages, pupils entitled to free school meals generally do less well than others at the expected level and above. However, as there are often very few free-school-meal pupils in a cohort of pupils, data should be treated with caution.

Throughout the school, girls consistently outperform boys at the expected level and above. Pupils with additional learning needs make good progress in relation to the targets within their individual education plans.

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.	111	111 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	111	108 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.	110	108 98%	2 2%	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	111	109 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.	111	100 90%	11 10%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	111	109 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.	110	109 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	111	111 100%	0 0%	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.	110	93 85%	17 15%	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.	110	107 97%	3 3%	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.	109	76 70%	33 30%	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	110	82 75%	28 25%	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.	118	65 55%	51 43%	2 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	118	79 67%	39 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.	118	75 64%	40 34%	0 0%	0 0%	3	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.	118	63 53%	47 40%	5 4%	1 1%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	117	36 31%	64 55%	5 4%	1 1%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	118	60 51%	53 45%	1 1%	0 0%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	118	68 58%	44 37%	2 2%	0 0%	4	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.	118	48 41%	53 45%	10 8%	1 1%	6	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.	117	54 46%	44 38%	5 4%	1 1%	13	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.	118	56 47%	54 46%	3 3%	0 0%	5	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.	118	66 56%	49 42%	2 2%	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'.	109	39 36%	44 40%	7 6%	3 3%	16	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	35%	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.	117	36 31%	63 54%	14 12%	2 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	117	59 50%	54 46%	4 3%	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.	118	34 29%	53 45%	17 14%	0 0%	14	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.	118	56 47%	54 46%	3 3%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	100	30 30%	36 36%	7 7%	4 4%	23	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.	113	19 17%	57 50%	21 19%	8 7%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	5%	1%		
The school is well run.	118	59 50%	48 41%	1 1%	2 2%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Beverley Jenkins	Reporting Inspector
Elizabeth Tucker	Team Inspector
Andrew Thorne	Team Inspector
Janet Elizabeth Rowlands	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Clive Michael Condon	Peer Inspector
Kate Prendergast	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.