



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

**Rhiw Syr Dafydd Primary
Maes Y Garn Road
Oakdale
Blackwood
NP12 0NA
United Kingdom**

Date of inspection: May 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Rhiw Syr Dafydd Primary School is in the large village of Oakdale in the county of Caerphilly. There are 642 pupils aged three to 11 years at the school, including 112 pupils in the nursery. The school has 22 classes. Around 12% of pupils are eligible for free school meals. This is well below the local and national averages.

Nearly all pupils come from homes where English is the main language and no pupils speak Welsh as a first language. Pupils' ethnicity is mostly white British and the remainder are mainly of mixed ethnicity. The school identifies that around 14% of pupils have additional learning needs. Currently, very few pupils have a statement of special educational needs. A few pupils are looked after by the local authority.

The previous inspection of the school was in 2008. The current headteacher has been in post since 2009.

The individual school budget per pupil for Rhiw Syr Dafydd Primary School in 2013-2014 means that the budget is £2,868 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,118 and the minimum is £2,645. Rhiw Syr Dafydd Primary School is 55th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The current performance of the school is good because:

- nearly all pupils make good progress during their time at the school and achieve good standards in learning and excellent standards in wellbeing;
- most pupils make good progress in developing their literacy and numeracy skills;
- standards of behaviour and levels of participation in learning are excellent;
- the quality of teaching ensures that most pupils achieve well and make good progress;
- the school's system to monitor pupils' progress is highly effective and has a very positive impact on raising standards of teaching, learning and leadership; and
- the school is an inclusive learning community with an outstanding ethos and sense of unity that supports the learning and wellbeing of pupils greatly.

Prospects for improvement

The prospects for improvement are excellent because:

- the headteacher provides highly effective leadership;
- senior leaders work very well together and they play a valuable role in ensuring that practices throughout the school are consistent and effective;
- staff have responded very well to a challenging, yet supportive, culture of improvement that permeates the school;
- the current headteacher has developed and established securely a very useful annual cycle of information-gathering and self-evaluation activities;
- the school's systems for improving the quality in the standards that pupils achieve are highly effective;
- the school has many innovative practices to support teachers to improve the quality of teaching and assessment;
- the school has a wide range of partnerships that have a positive impact on pupils' learning and wellbeing; and
- arrangements for the development of the skills of the whole staff are very effective.

Recommendations

- R1 Further improve opportunities for pupils to develop and apply numeracy skills across the curriculum
- R2 Challenge more able pupils to achieve more so they can make better progress
- R3 Ensure that all teaching is consistently good or better
- R4 Ensure that the recommended ratios for adults to pupils are followed at all times in lower Foundation Phase classes

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?

Good

Standards: Good

Most pupils enter the school with skills, knowledge and understanding that are around the level expected for their age. Overall, nearly all pupils make good progress by the end of key stage 2.

Most pupils develop very good speaking and listening skills during their time at the school. They talk confidently about learning experiences and achievements. They often speak confidently using appropriate vocabulary in play situations, to present their ideas or in response to teachers' questions.

In the Foundation Phase, most pupils make good progress in developing their reading skills. They develop a good understanding of the relationship between letters and sounds and read with enthusiasm for pleasure or to find information about topics. By the end of key stage 2, most pupils read confidently with fluency and good understanding from appropriately challenging texts. More able pupils display particularly strong reading skills. For example, they identify and analyse themes within stories well and have well-developed inference skills.

Most pupils make consistently good progress in developing their writing skills. In the Foundation Phase, the standard of writing is good. By the end of the Foundation Phase, most pupils write appropriately for a range of purposes. There are examples of some particularly strong extended writing by pupils as early as in the reception class. By the end of key stage 2, many pupils use a highly imaginative range of vocabulary in their written work and apply writing skills well in a variety of contexts across the curriculum. Most pupils have good spelling and grammatical skills. They often punctuate work accurately, have a good understanding of sentence structure and organise writing into paragraphs successfully. They understand the purpose and intended audience of their writing well, for example when writing diary extracts from 'Castle Dracula'. The written work of a few more able Year 6 pupils is of an exceptional quality. Overall, presentation skills are good.

Most pupils develop their mathematical skills well as they move through the school. Overall, they have a good understanding of number operations, shape, measure and data handling. In the Foundation Phase, pupils make very good progress in understanding mathematical concepts, for example by classifying shapes according to their properties in the Nursery class. In Year 6, a majority of pupils are able to select and apply the correct mathematical operations for challenging investigative work, for instance when designing visits to Brazil within a specified budget. Across the school, many apply their numeracy skills at an appropriate standard across the curriculum when opportunities arise, for example in science work.

Most pupils make very good progress in developing Welsh language skills. In the Foundation Phase, they follow instructions well and develop good basic vocabulary. They also begin to read simple texts successfully. By the end of key stage 2, most

pupils respond confidently to questions often using a good range of sentence patterns and vocabulary. They read competently with good pronunciation and understanding. A majority produce short pieces of writing to a good standard and a few pupils produce particularly good pieces of extended written work.

Overall, most pupils who need extra support make very good progress. Pupils identified by the school as being more able make good progress and pupils eligible for free school meals usually achieve well in relation to their individual learning goals.

Over the last two years, the school's performance in the Foundation Phase at the expected outcome has placed the school in the higher 50% of similar schools for literacy and mathematical development. At the higher than expected outcome 6, the school was in the top 25% of similar schools in 2012 for literacy and mathematical development. In 2013, at the higher than expected outcome, the school was in the higher 50% of similar schools for literacy but dropped into the lower 50% for mathematical development.

In 2013, pupils' performance in English and mathematics at the expected level 4 at the end of key stage 2 placed the school in the higher 50% of similar schools. However, in previous years, the school has usually been in the lower 50% or bottom 25% of similar schools. At the higher than expected level 5, pupils' performance usually places the school in the lower 50% of similar schools. In science, the school's performance at both the expected and higher than expected levels places it consistently in the lower 50% or bottom 25% of similar schools. Despite this, there is a very clear trend of improvement over the last three years in the percentages of pupils attaining the expected levels in all subjects.

Wellbeing: Excellent

The school is a vibrant learning community. Nearly all pupils demonstrate extremely positive attitudes to learning and engage fully in individual and collaborative group tasks. Most pupils display exceptional levels of confidence and independence from a very early age. They are very polite and respectful towards adults and each other and show considerable care and consideration for others. Many pupils demonstrate very high levels of communication, thinking and interpersonal skills in handling problems and questions commonly encountered in daily human life. Many pupils demonstrate skills, such as tenacity and perseverance, which they apply in a range of contexts.

Standards of behaviour are excellent in classes and around the school. Nearly all pupils feel safe in school and feel that the school deals well with any bullying. All pupils in Year 6 respond well to opportunities to take on additional responsibilities in the school, for example in the eco council, and working as playground buddies, lunchtime monitors and digital leaders, and they undertake these roles with enthusiasm and maturity. As a result, the pupil voice at the school is particularly strong.

Most pupils demonstrate a good understanding of how to keep fit and healthy. A high percentage of pupils participate in regular and varied physical activity. Many pupils eat fruit during break times and drink water regularly. Older pupils promote

healthy eating through a successful fruit tuck shop. Nearly all pupils are involved in setting their own learning goals and have a clear understanding of what they need to do to succeed in lessons and to improve their future learning.

The overall rates of pupil attendance over the last three years have placed the school in the higher 50% when compared with similar schools. Nearly all pupils arrive punctually at the start of the school day.

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

The school provides a broad, balanced and relevant curriculum that meets statutory requirements. Teachers work collaboratively to plan a good range of engaging learning experiences that contribute effectively to the achievement of nearly all pupils. Homework tasks support the curriculum well. For example, pupils find the online mathematics homework particularly interesting.

The overall planning of the curriculum identifies valuable opportunities for pupils to use their literacy skills in a range of subjects. Planning for the mathematics curriculum is good, but there are insufficient opportunities for pupils to use their numeracy skills across all areas of the curriculum. Teachers enrich provision for skills through specially planned events, such as a themed week of study to learn about the Romans.

Provision for the development of pupils' Welsh language skills is good. The school has implemented a new scheme of work and it has developed useful guidance and resources to support the teaching of pupils' Welsh language skills. However, the use of incidental Welsh by teachers in lessons is not consistent enough. Teachers plan a very good range of activities to develop pupils' knowledge and understanding of the history and culture of Wales, for example by learning about the work of Dylan Thomas and Sir Kyffin Williams.

The school provides good opportunities for pupils to learn about sustainability issues, such as the importance of recycling and conserving water. The pupils raised money to support children's education in Kenya. As a result, a purposeful relationship developed which resulted in Kenyan pupils visiting the school. Such initiatives develop pupils' understanding of their role as global citizens well.

The school offers many worthwhile opportunities to enhance pupils' learning through a wide range of extra-curricular activities in after-school clubs. The school organises regular educational visits to enrich the learning experience of all pupils, for example a visit to Caerleon to conclude the project week on the Romans.

Teaching: Good

The quality of teaching ensures that most pupils achieve well and make good progress. Most teachers and teaching assistants demonstrate particularly strong team work. They have good, up to-date professional knowledge and skills and they apply a suitable range of strategies and approaches to engage and to motivate pupils

successfully. Overall, teachers match activities to pupils' needs effectively and ensure that learning takes place at a lively pace. However, the activities in a few lessons do not enable pupils to achieve the intended learning outcomes or to make the progress they are capable of, for example, during investigative science lessons.

All teachers mark pupils' work regularly. Their written comments usually relate well to the focus of learning activities. This helps pupils to understand how well they have done and what they need to do to improve. In many classes, this works well, but in a few classes the standard of written marking is inconsistent. Most teachers and support staff provide pupils with very informative verbal feedback and question them effectively. This is often helpful in developing pupils' thinking and reflective skills. As a result, by the end of key stage 2, most pupils are skilful at assessing their own work and the work of others.

The school's system to monitor pupils' progress has a very positive impact on raising standards of teaching, learning and leadership. The system clarifies expectations for teachers and ensures that leaders can monitor and challenge standards effectively. Teachers use information from the system to particularly good effect to inform planning and provision so that nearly all pupils make at least good progress as they move through the school. The system enables staff to identify pupils who require additional support or challenge well. However, in a few classes, the level of challenge is not sufficiently high often enough; for instance, investigations in science lessons do not always challenge pupils effectively. The school keeps useful pupil profiles that support teachers' assessment judgements well.

Parents and carers receive valuable information about their child's progress, achievement and wellbeing through regular parents' meetings and annual reports. The reports are of good quality and very personal to the progress of each pupil.

Care, support and guidance: Good

The school promotes healthy living very well, for example through many extra-curricular clubs and a healthy fruit shop. There are appropriate arrangements for promoting healthy eating and drinking. Teachers know the pupils and their needs particularly well. Lessons and assemblies give pupils a very good understanding of right and wrong and the school effectively instils a sense of fairness in the pupils. There are good opportunities for pupils to reflect on the practices of different religions.

The school is highly effective in developing outstanding levels of respect between all members of the school community. As a result, pupils relate to each other and adults particularly well. All pupils have extensive opportunities to be involved in activities in the wider community and to make highly worthwhile contributions to the effective school council.

There are strong, well co-ordinated links with an extensive range of specialist services. These result in a high quality service to all pupils in need of additional support. The school provides for the needs of all pupils particularly well, for example through working with specialist agencies to meet the needs of those with specific

health issues. Aspects of the schools practice for caring for children with medical needs are exemplary.

The provision for pupils with additional needs is a significant strength of the school. Well-trained staff assess pupils' needs comprehensively at an early stage. Precisely targeted support from a range of school staff and external agencies is of a high quality. This ensures that all children with additional needs make very good levels of progress. For example, by the end of 2013, all pupils on the additional learning needs register gained at least two National Curriculum levels in one or more subjects as they moved through key stage 2.

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

Learning environment: Excellent

The school is an inclusive learning community with an outstanding ethos and sense of unity that supports the learning and wellbeing of pupils greatly. The school promotes exceptionally high levels of kindness, politeness and respect among its pupils. All pupils and staff are valued equally and the school celebrates diversity very well. There is a culture of very high expectation by staff and pupils in the school with regard to the promotion and realisation of the school's values.

The school building is very well maintained and conducive to effective learning. The extensive outside areas are inspiring and enable pupils to have good opportunities to participate in positive learning experiences, for example in the forest school or the garage. In the Foundation Phase, learning areas are particularly well developed to support the ethos of Foundation Phase teaching and learning.

There is an ample supply of resources of good quality, including a wide range of information technology to support and enhance learning experiences. Resources match pupils' needs very well. Displays on walls are bright and stimulating. They enhance pupils' learning considerably and celebrate their many successes.

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

The headteacher provides clear and highly effective leadership. He has led the school through a period of significant change and, in a relatively short time, standards of pupils' achievement and wellbeing have improved consistently across all areas of the school. There is culture of high expectation in all aspects of the work of the school.

Senior leaders work very effectively together and play a valuable role in helping to ensure that practices throughout the school are largely consistent and effective. All teachers have roles of responsibility in subject leadership and work well in teams to secure improvement in their designated areas. All staff are aware that they work within a strong framework of accountability. Senior leaders support this framework well through an open and consultative management style.

Communication throughout the school is highly effective. Staff morale is high. Nearly all staff have responded very well to a challenging, yet supportive, culture that permeates the school. Performance management practices match the needs of the school very well. The school's leaders have tackled many aspects of under-performance appropriately and effectively. Staff have been supported well to improve their practice, often through sharing good practice among themselves.

The school has responded to national initiatives very well, for example to improve the standards achieved by pupils who suffer any form of deprivation. These pupils' achievements are monitored closely and the school provides appropriate additional support, irrespective of their ability, to ensure that they achieve as well as they can.

Staff in the school have planned and delivered a very effective programme for the regional consortium for improving teaching. Staff have valued the opportunity to share their good practice with teachers in other schools in the region. Through this involvement, the staff of the school provide effective leadership to the sector on how to bring about improvements in classroom practice. The school has also provided training for teachers of other schools on how to improve provision for Welsh.

The governors have worked well in recent times to improve their contribution to the school. They provide the school's leaders with consistent support and very effective challenge. Subject leaders and other managers provide governors with clear, first-hand information about progress in their areas of responsibility. This information helps governors to challenge leaders and managers appropriately to improve the quality of work of the school further.

Improving quality: Excellent

The school's systems for improving the quality in the standards that pupils achieve are strategic, well established and highly effective.

The current headteacher has developed an extensive annual cycle of self-evaluation activities that cover almost all aspects of the school's work. This provides a very useful monthly series of prompts that lead to the gathering of comprehensive first-hand information, informing self-evaluation processes. The school routinely collects pupils' and parents' views, and teachers contribute very well through monitoring of the subject and skill improvement plans for which they have a high level of ownership. The school has shared this excellent practice with many local authorities and schools in south Wales.

The school uses many highly effective practices to support teachers to improve the quality of teaching and assessment. These include the peer observation scheme in which teachers observe each other as part of a mutual learning process that is supportive and developmental. The observer identifies good practice and what they had learnt in order to improve their own practice. Teachers find this highly effective and it has a significant impact on improving professional practice in many classes.

The school's self-evaluation report is concise and evaluative and identifies appropriate actions needed to improve further. The school improvement plan includes good plans for achieving and monitoring the school's strategic objectives as

well as the extensive plans and reviews on subjects. It is supported by many useful analyses of relevant data on pupil performance.

The school has made excellent progress in meeting all the recommendations in the last inspection report.

Partnership working: Good

The school has a wide range of partnerships that have a positive impact on pupils' learning and wellbeing. Partnerships with parents are very strong. Regular whole-school and class newsletters, as well as effective use of a wide range of social media, ensure very effective communication with parents. The school regularly delivers sessions to provide parents with guidance on how they can support their children at home in a range of areas, and it uses on-line virtual learning environments to share pupil learning effectively. This has a positive impact on pupils' progress.

The school liaises effectively with many external agencies that provide additional support of high quality to meet the specific learning and health needs of individual pupils. This enables these pupils to make very good progress.

There are effective arrangements for supporting transition to the local comprehensive schools, enabling pupils to settle quickly at their new school. The school works effectively with the secondary and other cluster primary schools to ensure continuity of learning for pupils.

The school works in partnership with other schools in the region to provide support for practitioners in other schools to enable them to learn from the many effective practices that have been developed and implemented in the school.

Resource management: Good

The school deploys its well-qualified teachers and support staff to deliver the curriculum effectively. The deployment of learning support assistants ensures that they play a very active role in the delivery of the curriculum, especially on intervention programmes. However, in a few cases in the Foundation Phase, there are not enough staff to support the learning of all pupils. Managers have very sensible arrangements for teachers' planning, preparation and assessment time. Teachers in each year group are able to use this time in teams and this leads to effective collaboration and mutual support.

Arrangements for the development of the skills of staff are very effective. All staff attend regular staff meetings, which normally have a theme linked to the strategic development of the school. The headteacher often takes the lead in the delivery of these sessions, which ensures that the school adopts consistent approaches to the implementation of new initiatives, especially related to the development of pupils' skills in literacy and numeracy.

The school is very well resourced and has an ample supply of a wide range of ICT equipment. It manages its accommodation very well to meet the needs of an increasing number of pupils.

The school makes very sensible decisions on capital expenditure that are always linked to health and safety and the priorities in the school improvement plan. The headteacher and the finance sub-committee of the governors monitor expenditure closely and provide appropriate oversight of financial planning to meet the needs of the school. The school makes particularly effective use of specific grants, such as the pupil deprivation grant.

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

Appendix 1

Commentary on performance data

In the Foundation Phase in 2013, most pupils achieved the expected outcome in their literacy and mathematical skills. Nearly all pupils achieved the expected outcome in their personal and social skills. This performance is generally very close to the average for the family of schools.

Over the last two years in the Foundation Phase, performance at the expected outcome has placed the school in the higher 50% of schools with similar proportions of pupils entitled to free school meals, for literacy and mathematical skills. The school's performance in the development of pupils' personal and social skills lowered the school from the top 25% in 2012 into the lower 50% of similar schools in 2013. At the higher than expected outcome 6, the school was in the top 25% of similar schools in 2012 in all areas of learning. In 2013, performance in language and personal and social development placed the school in the higher 50% of similar schools but in the lower 50% for mathematical development.

In key stage 2 in 2013, the percentage of pupils who attained the expected level in English, mathematics and science was very close to the average for the family of schools. The proportion of pupils who achieved the higher level was significantly below the family average for English and science and slightly below the family average for mathematics.

In 2013, key stage 2 performance in English and mathematics, at the expected level 4, placed the school in the higher 50% of schools with a similar percentage of pupils eligible for free school meals. However, in previous years, the school has usually been in the lower 50% or bottom 25% of similar schools. At the higher than expected level 5, performance in English and mathematics usually places the school in the lower 50% of similar schools. In science, the school's performance at both the expected and higher than expected levels places it consistently in the lower 50% or bottom 25% of similar schools.

In the Foundation Phase, there is no significant difference in the performance of boys and girls at the expected outcome. However, girls' performance is significantly better than that of boys at the higher than expected outcome in all areas of learning. At key stage 2, the performance of boys has improved considerably during the last three years. As a result, there is little significant difference in the performance of boys and girls. At the higher than expected level, girls' performance is generally better than boys' in English, but there is no clear trend of gender related performance in mathematics or science.

Overall, pupils eligible for free school meals make good progress.

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	101 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	101	96 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.	101	97 96%	4 4%	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	99	97 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.	102	96 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	93	90 97%	3 3%	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.	103	103 100%	0 0%	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	98 95%	5 5%	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.	98	93 95%	5 5%	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	98 95%	5 5%	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.	99	73 74%	26 26%	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	97	84 87%	13 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.	123	95 77%	25 20%	3 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	122	103 84%	19 16%	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.	123	96 78%	27 22%	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.	122	79 65%	37 30%	5 4%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	119	61 51%	50 42%	3 3%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	122	80 66%	41 34%	1 1%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	122	81 66%	39 32%	0 0%	0 0%	2	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.	121	62 51%	51 42%	5 4%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	119	77 65%	34 29%	1 1%	0 0%	7	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.	123	75 61%	44 36%	0 0%	0 0%	4	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.	122	89 73%	32 26%	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.	115	51 44%	43 37%	3 3%	0 0%	18	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.	121	67 55%	49 40%	5 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	123	85 69%	32 26%	2 2%	0 0%	4	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.	123	61 50%	46 37%	5 4%	1 1%	10	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.	123	73 59%	38 31%	4 3%	0 0%	8	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.	111	51 46%	34 31%	2 2%	0 0%	24	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.	123	71 58%	45 37%	2 2%	1 1%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	122	94 77%	26 21%	1 1%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Richard Lloyd	Reporting Inspector
Eleanor Davies	Team Inspector
Rosemarie Wallace	Team Inspector
Julie Price	Lay Inspector
Amanda Taylor	Peer Inspector
Tim Newbould	Peer Inspector
Mike Glavin	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.