



*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**

**Rogerstone Primary School  
Ebenezer Drive  
Highcross Estate  
Rogerstone  
Newport  
NP10 9YX**

**Date of inspection: December 2013**

**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: 13/02/2014**

## Context

Rogerstone Primary School is in the Rogerstone area of Newport local authority. There are 570 pupils between three and 11 years of age on roll, including 74 part-time nursery pupils. The school has two learning resource bases with places for up to 20 pupils with social and communication needs, autistic spectrum disorder, global delay and behavioural difficulties. These pupils come from across the local authority.

Around 8% of pupils receive free school meals. This is significantly lower than local and national averages. Most pupils are of white British ethnicity and come from homes where English is the first language. A very few have English as an additional language and no pupils speak Welsh at home.

The school has identified approximately 12% of its pupils as having additional learning needs. This includes nine pupils in mainstream classes and 18 in the learning resource bases who have statements of special educational needs. A very few pupils are looked after by the local authority.

The school was last inspected in April 2008. The headteacher was appointed in 2010. At the time of the inspection, the headteacher and deputy headteacher were absent and an acting headteacher, who has been at the school since September 2013, was leading the school.

The individual school budget per pupil for Rogerstone Primary School in 2013-2014 means that the budget is £3,500 per pupil. The maximum per pupil in the primary schools in Newport is £9,457 and the minimum is £2,804. Rogerstone Primary School is 23rd out of the 48 primary schools in Newport in terms of its school budget per pupil.

## Summary

|   |                 |
|---|-----------------|
| <b>The school's current performance</b>       | <b>Adequate</b> |
| <b>The school's prospects for improvement</b> | <b>Adequate</b> |

### Current performance

The school's current performance is adequate because:

- most pupils have good social skills, behave well in class and are enthusiastic learners;
- pupils listen attentively and many speak confidently and maturely for their age;
- the majority make appropriate progress and most attain the expected outcome and levels for pupils of average ability by the end of each key stage;
- teachers and support staff provide interesting and enjoyable learning activities that motivate pupils well; and
- the school building and grounds provide a stimulating learning environment that supports teaching well and encourages pupils to enjoy learning.

However:

- work in pupils' books is not as good as published outcomes at the end of each key stage suggest, particularly at the higher levels;
- although performance data suggests that many pupils attain high standards in core subjects, teachers over the past few years have used too narrow a range of pupils' work when making their assessments;
- pupils rely too heavily on adult support and do not have enough opportunities to develop their independent learning skills; and
- teachers' mid-term and long-term planning does not ensure that pupils cover the full curriculum and build systematically on their skills from year to year.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- members of the current leadership team have common aims for the school that focus well on the needs of pupils;
- the acting headteacher has enabled leaders to develop and carry out their roles fully and encouraged all staff to contribute their ideas and to share their strengths;
- senior leaders have the necessary skills, competences and understanding to secure continuous school improvement and are developing a good understanding of the school's strengths and weaknesses; and
- there is now a systematic approach in place to gather evidence to support self-evaluation and school improvement planning.

However:

- the significant turnover of class teachers over the past few years has caused unacceptable disruption to many classes and has had a negative impact on pupil outcomes and standards of pupil and staff wellbeing;
- although members of the leadership team have the skills and ability to contribute effectively to the school's strategic direction and to school improvement, they have had too few opportunities to do so; and
- although there was only one recommendation after the last inspection, the school has made insufficient progress towards addressing it.

## Recommendations

- R1 Raise standards in independent writing and Welsh
- R2 Improve levels of pupil wellbeing
- R3 Ensure that planning covers the requirements of the National Curriculum and secures the systematic development of pupils' literacy, numeracy and information and communication skills (ICT)
- R4 Use a broad range of pupils' work to assess and track the progress of pupils accurately and reliably
- R5 Stabilise the teaching and leadership teams to provide continuity so that pupils can benefit more from the skills and expertise of staff and teachers can fulfil their roles and responsibilities more effectively
- R6 Establish a systematic approach to self-evaluation and school development planning
- R7 Fulfil statutory requirements in relation to healthy eating and drinking

### What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils enter the nursery with good speaking, listening and social skills for their age. The majority make appropriate progress over time and, by the end of each key stage, most attain the level expected for pupils of average ability. Many pupils with additional learning needs, including those in the learning resource classes, make at least sound progress in relation to their starting points and their individual targets. Most pupils recall prior learning well, often demonstrating their comprehensive knowledge of a topic by discussing previous lessons in detail and with enthusiasm.

Most pupils listen attentively and respond appropriately to instructions from an early age. Many are articulate and communicate confidently with other pupils and adults in a range of formal and informal situations. Older pupils often use complex sentence patterns and mature vocabulary, and explain themselves clearly, using well-developed reasoning and thinking skills. Most Foundation Phase pupils enjoy books and read reasonably well for their age and ability, often predicting accurately what will happen in a story. Key stage 2 pupils develop their knowledge of books and authors well, and read texts competently. However, they do not always use expression well enough to show that they understand what they are reading. A few rely too heavily on phonic knowledge only and do not always use other strategies, such as context cues and picture clues, readily enough. Many pupils write at an appropriate level in literacy lessons, when activities are often very structured and modelled by the teacher. However, pupils' ability to write independently and at length in other subjects is limited by a lack of opportunity to write freely.

In mathematics lessons, most pupils carry out a relevant range of calculations competently and develop a sound understanding of shape, measure and data handling. For example, nearly all pupils in Year 2 recognise that a quarter turn is a right angle and use appropriate techniques to measure right angles. Pupils in key stage 2 use their multiplication skills competently to work out areas of compound shapes. However, pupils' ability to use their mathematical skills to investigate and to solve problems is limited and they do not apply their numeracy skills well enough and at an appropriate level across the curriculum. Although many pupils demonstrate generally adequate skills in information and communication technology (ICT), they do not make enough progress or practise their ICT skills often enough as they move through the school.

Most pupils in the Foundation Phase make reasonable progress in developing their Welsh language skills, responding correctly to simple instructions and greetings. In key stage 2, pupils speak, read and write basic phrases and sentences, using familiar words and patterns. However, progress overall is too slow and most pupils lack confidence when using Welsh around the school.

Over the last two years, performance in the Foundation Phase indicator at the expected outcome 5 has placed the school in the higher 50% of similar schools.

Outcomes in language, literacy and communication and mathematical development have moved the school from the higher 50% in 2012 to the lower 50% in 2013. In key stage 2, performance at the expected level 4 in the core subject indicator, English, mathematics and science has placed the school in the lower 50% in three out of the past four years when compared with similar schools.

The performance of pupils attaining the higher Foundation Phase outcome 6 has placed the school in the top 25% of similar schools for both years. Performance at the higher level 5 at key stage 2 has consistently placed the school in the top 25% for all three subjects. However, these outcomes are unreliable as they derive from too narrow a range of assessment activities, particularly in writing. The work that pupils can do independently does not reflect these very high standards.

### **Wellbeing: Adequate**

Nearly all pupils are motivated to learn and many enjoy the challenge of achieving their targets. Most understand the importance of eating a balanced diet and keeping active and many engage enthusiastically in the rich variety of physical activities available to them. In three out of the last four years, attendance rates have been in the higher 50% when compared with those of similar schools. Nearly all pupils arrive for school on time. There have been two fixed term exclusions this year and 15 the previous year. All of the pupils involved are identified as having challenging behaviour and are in, or receiving specialist support from, the learning resource base.

All pupils contribute effectively to school and classroom communities by devising their own class charters that set out clear rules and expectations and by assuming class responsibilities. Pupil representatives on the school council represent other pupils' opinions well, making decisions that benefit all pupils.

Older pupils develop good social and life skills by running the school café on a rota basis. These pupils prepare food and menus, manage a budget and serve customers from the school community. The skills they learn, including money management and food hygiene, prepare them well for life outside school.

The behaviour of pupils is generally good and many say that they feel safe from bullying. Despite this, responses to questions about bullying and behaviour in the pre-inspection pupil questionnaires are significantly less positive than the average in other primary schools across Wales. The constraints on pupils' free movement at playtimes and lunchtimes caused by the arrangements on the school playground have a detrimental effect on the safety, physical wellbeing and enjoyment of many pupils at playtimes and lunchtime and have led to too many accidental injuries.

|   |
|---|
| <b>Key Question 2: How good is provision?</b> |
|---|

|                 |
|-----------------|
| <b>Adequate</b> |
|-----------------|

### **Learning experiences: Unsatisfactory**

The learning experiences and activities provided in classes are generally interesting and engage nearly all pupils well. An appropriate range of after-school activities

enhances learning and provides good opportunities for pupils to develop their social skills. In many classes, pupils contribute effectively to the planning of the curriculum by helping to choose topics and activities they wish to study. Nursery and reception classes provide stimulating learning opportunities that reflect the ethos and principles of the Foundation Phase well. However, this is not always the case in upper Foundation Phase classes, where lessons are sometimes too formal and restrict pupils' access to the full Foundation Phase curriculum.

The medium-term and long-term planning of the curriculum does not ensure the balance and breadth of the curriculum or continuity and progression in the development of pupils' skills. This means that teachers cannot be sure that lessons build systematically on pupils' existing knowledge and skills or that they cover the statutory requirements of the Foundation Phase, the National Curriculum and religious education.

The school does not provide pupils with enough opportunities to develop their literacy, numeracy and ICT skills regularly in a range of contexts across the curriculum. For example, the overuse of worksheets in topic books means that pupils do not write independently and at length often enough when studying subjects, such as science, history and geography. As a result, many pupils, particularly the more able, do not achieve well enough in relation to their ability. Opportunities for pupils to use their thinking skills are good in the majority of classes, but high staff turnover has resulted in a lack of consistency in the school's approach to this aspect of the curriculum.

The provision to develop pupils' awareness of waste reduction, recycling and sustainable living is effective. Most pupils know how to take care of their environment and understand about living sustainably. They are developing an appropriate awareness of the role they play in the wider world through their involvement in fair trade activities and support for overseas charities. Provision for teaching pupils about the history and culture of Wales is generally appropriate, but it is not co-ordinated well enough to ensure sufficient breadth or variety. Pupils do not have enough opportunities to develop their Welsh language skills outside specific Welsh sessions.

### **Teaching: Adequate**

Most teachers plan activities that motivate pupils well. In many classes, teachers involve pupils effectively in choosing topics they wish to study. They encourage pupils to make suggestions about what and how they learn and this is successful in securing their interest in topics. For example, Year 2 pupils speak enthusiastically and with understanding about the communities they have created on an imaginary island. Most teachers' subject knowledge is good and many vary their approach well to encourage all pupils to contribute to lessons. Teaching assistants provide sensitive support to enable specific groups of pupils to access learning more easily. However, many teachers take the lead in lessons too often and do not always offer enough opportunities for pupils to work independently, especially in writing. As a result, pupils, especially the more able, do not always achieve high enough standards.

All teachers mark pupils' work regularly and give positive feedback that helps pupils understand how well they are doing. However, teachers do not always engage pupils in the marking process well enough, by suggesting how they can improve their work. Until very recently, procedures for target setting and tracking pupils' progress were not shared and understood by all staff. As teachers did not contribute routinely to this process, targets set were often too challenging and unrealistic. Over the last few years, teacher assessments at the end of the Foundation Phase and key stage 2 have been unreliable as they have derived from too narrow a range of assessment activities. As a result, published assessment outcomes do not reflect standards in pupils' work accurately.

Annual reports to parents on pupils' progress provide generally useful information and identify a few specific targets for improvement.

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

Provision for pupils to develop their cultural, moral and social understanding is good. There are plenty of suitable opportunities for pupils to engage in the arts and sport. Teachers encourage pupils to agree their own playtime rules, take responsibility for their actions and help them to understand right and wrong. Although suitable policies exist to deal with any instances of poor behaviour and bullying, a few parents and pupils feel that the school does not do enough to prevent bullying from recurring. Opportunities to develop pupils' spiritual understanding are limited.

Arrangements for promoting pupils' healthy living are generally sound. There are plenty of opportunities for pupils to be involved in physical activity and the school makes appropriate arrangements for promoting healthy eating and drinking during the school day. Despite this, pupils can buy sugary snacks in the school café a few times a week after school and this does not fully comply with the Welsh Government's regulations on healthy eating and drinking.

The school liaises effectively with external specialist support agencies and makes appropriate use of the information and guidance that is available to support vulnerable pupils and their families. For example, the school works closely with a local university to provide a counselling service that supports a specific group of pupils with emotional and behavioural needs.

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

Provision for individuals in the learning resource bases is good and the process for monitoring these pupils' progress is effective. Support for pupils with additional learning needs in mainstream classes is generally appropriate. Support staff work closely with teachers to enable pupils to access class activities. Pupils' individual targets are clear and specific, and intervention programmes are often effective in raising standards in targeted areas, such as reading. However, the monitoring of progress of groups of pupils in mainstream classes is not systematic enough. This means that it is difficult for leaders to know how well groups of pupils across the school are doing and to identify areas for improvement.

## **Learning environment: Adequate**

Classrooms have a calm, purposeful atmosphere that is conducive to learning. There is a strong emphasis on developing pupils' understanding of others. They agree class expectations and promises and this benefits their social development. All pupils have equal access to the curriculum. However, those who attend the learning resource bases do not have enough opportunities to play and to interact independently with mainstream pupils in the playground and in after-school clubs. Foundation Phase pupils from these classes have separate playtimes, and older pupils are very closely monitored by support staff. Although this ensures their safety, it prevents them from developing well enough the social skills they need to cope with everyday life.

The modern school building and its extensive grounds provide a stimulating and exciting place to learn. There are plenty of appropriate resources that are well matched to the needs of pupils. The rich variety of external resources, including play equipment of high quality, extensive sporting facilities and outdoor learning environments, support learning well. The buildings and grounds are clean, secure and well maintained.

|  |                 |
|--|-----------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Adequate</b> |
|--|-----------------|

## **Leadership: Unsatisfactory**

Senior leaders and phase leaders in place at the time of the inspection have common values and a strong commitment to improving standards and promoting wellbeing for pupils and other members of the school community. However, in recent years, the school's staffing structure has changed frequently and there has been high staff turnover. Taken together, this has led to significant disruption in the school and in the capacity of leaders and managers to undertake their roles and responsibilities effectively. It has had a negative impact on pupil outcomes and on the wellbeing of pupils and staff and undermined the ability of staff to take forward school improvement planning. A minority of staff do not have appropriate job descriptions and, over the past few years, school leaders have not communicated the expectation of roles clearly enough to staff.

The acting headteacher at the time of the inspection has a clear vision for school improvement and is beginning to communicate this to others effectively. Since his appointment, he has helped to refocus senior and phase leaders' priorities and is beginning to ensure that staff understand their roles and responsibilities. However, it is too early to assess the long-term impact of these very recent changes.

Governors are supportive of the school. They know how the school's published performance compares with that of similar schools. They have challenged the school in a few areas of its work, for example on the outcomes for ICT after substantial investment in equipment. However, the governing body has not challenged the school robustly enough in relation to other significant issues, such as staff turnover, and has accepted too readily the performance data and information it has received.

The school pays generally appropriate attention to national priorities, such as the national literacy and numeracy frameworks. However, leaders do not always ensure that the school focuses well enough on meeting the full requirements of the National Curriculum.

### **Improving quality: Adequate**

School leaders have recently developed a systematic approach to gathering evidence to support self-evaluation and school improvement planning. This includes a wide range of suitable evaluation activities, including evaluative lesson observations and listening to learners. From this, the senior leadership team is developing an accurate picture of the school's strengths and areas for improvement.

The current self-evaluation report draws on a suitable range of information, including an analysis of data. It gives a generally appropriate description of the school's current position and identifies relevant areas for improvement. However, because of the inaccuracy of end-of-key-stage data at the higher levels, the report does not accurately reflect all areas for improvement.

The recently-amended school improvement plan links closely to the self-evaluation report and identifies appropriate key priorities. However, a few actions do not provide clear enough information to allow staff and governors to see how improvements are to be achieved.

Previous school improvement plans have had too many priorities, have been too broad in their scope and have not led to improved outcomes for pupils. The school has not made enough progress towards meeting the recommendation from the last Estyn inspection report.

### **Partnership working: Adequate**

The school has appropriate links with a relevant range of partners that support and enhance pupils' experiences in school. Partnerships with parents are positive in the nursery, where staff enable new pupils to settle in quickly and effectively. Close working with parents in the Foundation Phase helps to identify pupils' needs and enables parents to support their children appropriately at home. Throughout the school, attendance at parents' evenings and levels of parental feedback are high. This means that many parents understand strategies, such as the literacy and numeracy framework, well. Despite this, a minority of parents do not feel able to approach the school with concerns and are not confident that issues they have raised have been addressed effectively by the headteacher and governors. A recent drive to improve communication with parents is beginning to change parents' perceptions.

The school has good links with the community and it shares its resources, including sports facilities, with outside organisations well. The school's pupil-run cafe is well attended by members of the community and parents. Regular participation in events, such as a local carnival, raises the profile of the school in the locality and provides pupils with good opportunities to develop their social skills.

Effective links with the high school ensure a smooth transition from pupils from Year 6 to Year 7. A recently-established partnership with local schools, aimed at improving pupils' literacy and numeracy skills, has enabled teachers to identify strengths and areas for improvement, and has led to a way forward for the school. The school's work with other schools to assure the quality of their assessment of pupils has had a limited impact on improving standards.

### **Resource management: Unsatisfactory**

The business manager, senior leaders and governing body monitor the school's budget carefully and allocate money appropriately to target priorities in the school improvement plan. The school has a sufficient number of suitably qualified teachers and support assistants, who are deployed effectively. However, the school has not always got the best from its staff over the last three years due to high staff turnover, a lack of clarity about roles and responsibilities and low staff morale. Staff make good use of the well-maintained accommodation and grounds to support teaching and learning. However, the school does not use the extensive outdoor space effectively enough at break and lunchtimes. This results in too many accidents occurring at these times because of boisterous behaviour in a confined space.

Leaders ensure that the school has a good range of learning resources of high quality that match the needs of pupils well in most cases, but they do not always evaluate the impact of spending well enough. For example, the school has invested significantly in ICT equipment, but not provided adequate training for staff on how best to use it. As a result, teachers do not make good enough use of these resources and pupils' ICT skills have not improved sufficiently.

The school has appropriate procedures in place for the performance management of all staff. Staff take part in regular training and contribute to several worthwhile learning communities, one of which has been particularly effective in supporting parents and staff in identifying pupils' strengths and areas for development. However, the link between the needs of individuals and the training provided is not always strong enough to ensure that staff are ready to undertake new roles confidently. This is particularly relevant because of the frequent changes to staff responsibilities and the classes they teach, and the high level of staff turnover.

In view of the adequate standards achieved by pupils, the poor use made of staff expertise and experience in recent years, and the lack of progress since the last inspection, the school provides unsatisfactory value for money.

## Appendix 1

### Commentary on performance data

Teacher assessment results for pupils at the end of the Foundation Phase in 2013 are in line with, or just above, those of other schools in the family at the expected outcome 5 in language, literacy and communication, mathematical development and personal and social skills. Pupil outcomes at the expected level 4 at the end of key stage 2 in 2013 are broadly in line with family averages.

For the last two years, the proportion of pupils achieving the Foundation Phase indicator has placed the school in the higher 50% of schools with similar levels of free school meals. Outcomes in language, literacy and communication skills and mathematical development at the expected Foundation phase outcome (outcome 5) have moved the school from the higher 50% in 2012 to the lower 50% in 2013. However, the performance of pupils attaining the higher outcome (outcome 6) has placed the school in the top 25% for both years.

In key stage 2, performance at the expected level 4 in the core subject indicator, English, mathematics and science has placed the school in the lower 50% in three out of the past four years when compared with similar schools. Performance at the higher level 5 has consistently placed the school in the top 25% for all three subjects. However, these outcomes are based on assessment activities, particularly in writing, that are too narrowly focused. The work that pupils can do independently does not reflect these very high standards.

## 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<br>Nifer o ymatebion | Agree<br>Cytuno  | Disagree<br>Anghytuno |  |
|---|--|------------------|-----------------------|--|
| I feel safe in my school.   | 95                                       | 91<br>96%<br>98% | 4<br>4%<br>2%         | Rwy'n teimlo'n ddiogel yn fy ysgol.  |
| The school deals well with any bullying.  | 94                                       | 76<br>81%<br>92% | 18<br>19%<br>8%       | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.  |
| I know who to talk to if I am worried or upset.                                 | 96                                       | 92<br>96%<br>96% | 4<br>4%<br>4%         | Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.                   |
| The school teaches me how to keep healthy                                       | 93                                       | 75<br>81%<br>98% | 18<br>19%<br>2%       | Mae'r ysgol yn fy nysgu i sut i aros yn iach.  |
| There are lots of chances at school for me to get regular exercise.             | 96                                       | 86<br>90%<br>96% | 10<br>10%<br>4%       | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.               |
| I am doing well at school   | 95                                       | 90<br>95%<br>96% | 5<br>5%<br>4%         | Rwy'n gwneud yn dda yn yr ysgol.   |
| The teachers and other adults in the school help me to learn and make progress. | 96                                       | 92<br>96%<br>99% | 4<br>4%<br>1%         | Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.  |
| I know what to do and who to ask if I find my work hard.                        | 96                                       | 92<br>96%<br>98% | 4<br>4%<br>2%         | Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd. |
| My homework helps me to understand and improve my work in school.               | 95                                       | 77<br>81%<br>91% | 18<br>19%<br>9%       | Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.           |
| I have enough books, equipment, and computers to do my work.                    | 95                                       | 84<br>88%<br>95% | 11<br>12%<br>5%       | Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.                  |
| Other children behave well and I can get my work done.                          | 95                                       | 56<br>59%<br>78% | 39<br>41%<br>22%      | Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.                   |
| Nearly all children behave well at playtime and lunch time                      | 95                                       | 67<br>71%<br>84% | 28<br>29%<br>16%      | Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.              |

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

|  | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |  |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| Overall I am satisfied with the school.  | 129                                      | 47<br>36%                       | 67<br>52%       | 8<br>6%               | 6<br>5%                               | 1                            | Rwy'n fodlon â'r ysgol yn gyffredinol.   |
|  |  | 63%                             | 33%             | 3%                    | 1%                                    |                              |  |
| My child likes this school.  | 131                                      | 82<br>63%                       | 44<br>34%       | 3<br>2%               | 0<br>0%                               | 2                            | 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.                      | 130                                      | 71<br>55%                       | 53<br>41%       | 2<br>2%               | 1<br>1%                               | 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.  | 128                                      | 60<br>47%                       | 55<br>43%       | 6<br>5%               | 5<br>4%                               | 2                            | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.   |
|  |  | 61%                             | 34%             | 3%                    | 0%                                    |                              |  |
| Pupils behave well in school.  | 130                                      | 38<br>29%                       | 68<br>52%       | 10<br>8%              | 1<br>1%                               | 13                           | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.  |
|  |  | 45%                             | 46%             | 4%                    | 1%                                    |                              |  |
| Teaching is good.  | 129                                      | 61<br>47%                       | 55<br>43%       | 7<br>5%               | 0<br>0%                               | 6                            | Mae'r addysgu yn dda.  |
|  |  | 60%                             | 35%             | 2%                    | 0%                                    |                              |  |
| Staff expect my child to work hard and do his or her best.                                       | 131                                      | 69<br>53%                       | 55<br>42%       | 2<br>2%               | 0<br>0%                               | 5                            | 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.                        | 130                                      | 33<br>25%                       | 59<br>45%       | 16<br>12%             | 16<br>12%                             | 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.  | 129                                      | 52<br>40%                       | 56<br>43%       | 7<br>5%               | 2<br>2%                               | 12                           | 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.                               | 129                                      | 48<br>37%                       | 59<br>46%       | 8<br>6%               | 2<br>2%                               | 12                           | 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.  | 130                                      | 62<br>48%                       | 57<br>44%       | 5<br>4%               | 1<br>1%                               | 5                            | 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. | 121                                      | 34<br>28%                       | 54<br>45%       | 9<br>7%               | 6<br>5%                               | 18                           | Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |
|  |  | 50%                             | 35%             | 4%                    | 1%                                    |                              |  |
| I am kept well informed about my child's progress.   | 130                                      | 36<br>28%                       | 72<br>55%       | 16<br>12%             | 5<br>4%                               | 1                            | Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.   |
|  |  | 49%                             | 41%             | 8%                    | 2%                                    |                              |  |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |  |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|--|
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 130                                      | 54<br>42%                       | 52<br>40%       | 18<br>14%             | 5<br>4%                               | 1                            | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
|   |  | 62%                             | 31%             | 4%                    | 2%                                    |                              |  |
| I understand the school's procedure for dealing with complaints.                          | 130                                      | 47<br>36%                       | 54<br>42%       | 18<br>14%             | 3<br>2%                               | 8                            | 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.               | 130                                      | 52<br>40%                       | 60<br>46%       | 4<br>3%               | 3<br>2%                               | 11                           | Mae'r ysgol yn helpu fy mhentyn 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.            | 120                                      | 24<br>20%                       | 40<br>33%       | 14<br>12%             | 7<br>6%                               | 35                           | Mae fy mhentyn 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.                            | 130                                      | 50<br>38%                       | 64<br>49%       | 11<br>8%              | 5<br>4%                               | 0                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                       |
|   |  | 53%                             | 38%             | 5%                    | 1%                                    |                              |  |
| The school is well run.   | 123                                      | 38<br>31%                       | 44<br>36%       | 17<br>14%             | 12<br>10%                             | 12                           | Mae'r ysgol yn cael ei rhedeg yn dda.  |
|   |  | 61%                             | 33%             | 3%                    | 1%                                    |                              |  |

## Appendix 3

### The inspection team

|                        |                     |
|------------------------|---------------------|
| Sarah Jane Morgan      | Reporting Inspector |
| Andrew Thorne          | Team Inspector      |
| William Glyn Griffiths | Team Inspector      |
| Deirdre Mary Emberson  | Lay Inspector       |
| Alison Tracey Matthias | Peer Inspector      |
| Steve Rayer            | 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.